EFFECT OF LEADERSHIP COMPETENCIES ON ORGANIZATIONAL PERFORMANCE OF STATE CORPORATIONS INKENYA: A CASE STUDY OF NATIONAL HOSPITAL INSURANCE FUND.

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DECLARATION

This project is my original work and has not been presented for a diploma in any other University

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DEDICATION

This research project is dedicated to my family members whose support both informational and emotional has been instrumental in ensuring that this project is successful.

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ABSTRACT

Leadership competencies effectiveness is a requirement for organizations not only to be successful with current undertakings, but also to be successful in the future. Outstanding organizational performance invariably maps to dynamic leadership competencies within an organization. The purpose of this study is to establish the effect of leadership competencies on performance of state corporations in Kenya. The study will be significant to the NHIF top management, other states corporations, future researchers and leadership and management consultants. The study used cross - sectional survey research design. The study's population was the state corporations in Kenya. The target population for the study was 104 employees and a sample size of 52 respondents. Stratified random sampling was used in the study. The researcher used secondary information sources that were obtained through relevant literature available in the library, various documents, publications and reports including, journals, and magazines. Primary data was collected using a questionnaire. Respondent's data was analyzed through frequency and descriptive statistics. Data was presented with aid of graphs and pie charts. The originality of this research lies in its attempt to fill the significant gaps. From the study findings, 92% of the respondents agreed that self-awareness affect organizational performance of state corporations whereas 8% disagreed. The study indicated that 95% of the respondents agreed that self - management affects organizational performance of state corporations whereas 5% disagreed. The analysis indicated that 78% agreed that social awareness affects organizational performance of state corporations whereas 22% disagreed. Lastly, analysis indicated that 78% agreed that social skills affect organizational performance of state corporations whereas 22% disagreed. The study recommended that state corporations should adopt a culture of conducting trainings on self-awareness leadership competency. This could go a long way in ensuring better the performance of the state corporations. That state corporations should adopt a culture of conducting trainings on self - management leadership competency. This could go a long way in ensuring better financial performance of the state corporations. The study also recommended that state corporations should adopt a culture of conducting trainings on social awareness leadership competency. This could go a long way in ensuring better the performance of the state corporations. That state corporations should adopt a culture of conducting trainings on social skills leadership competency. This could go a long way in ensuring enhanced performance of the state corporations.

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LIST OF ACRONYMS AND ABBREVIATIONS

CEO	Chief Executive Officer
CFA	Confirmatory Factor Analysis
CMA	Capital Markets Authority
EFA	Exploratory Factor Analysis
GDP	Gross Domestic Product
GOEs	Government Owned Entities
LMX	Leader–Member Exchange
NSE	Nairobi Securities Exchange
SEM	Structural Equation Modeling
SOE	State Owned Enterprises
UNCTAD	United Nations Conference on Trade and Development
UTP	Universiti Teknologi Petronas

OPERATION DEFINITION OF TERMS

Leadership Competencies – These as traits that exhibits effectiveness in leading change and being a change catalyst, ability to take charge and inspire with a compelling vision, visionary leadership, developing others, conflict management, expertise in building and leading teams, teamwork and collaboration, communication and listening skills, persuasiveness and ability to influence, building bonds and finding a common ground with all kinds of people.

Organization Performance – It is the actual output or results of an organization which is measured by performance; in this case measured by profitability, service delivery, budgetary surpluses among others.

Self-Awareness – Self-awareness means that a person has a deep understanding of his/her emotions, strengths and weaknesses, needs and drives, sources of frustration and reactions to problems.

Self-Management – This one has to become a self-manager of one's own defensiveness and its operation before one can realistically assess one's problem or what one's resources are to deal with it. Self-insight enables one to listen to others and assess the value of what they have to offer.

Social Awareness –Social awareness is fundamental to self-regulation and social awareness, which in turn are fundamental to social skills required for effective relationships management.

Social Skills – Social skills emphasize the more informal, person-to-person interaction and an attempt to create opportunities to broaden perspective on local and global challenges and increased ability to manage tensions and to balance global vs. local needs.

State Corporation - an entity established by an order of the president to perform specific functions; a corporate body set up by an Act of Parliament; a company which is wholly owned by government/state corporation or in which the government or state corporation has a controlling majority; and, a subsidiary of a state corporation.

CHAPTER ONE
INTRODUCTION OF THE STUDY

1.0 Introduction

This chapter covers background of the study, statement of the problem, objectives of the study and research questions, significance of the study, limitations, scope of study and chapter summary were presented too.

1.1 Background of the Study

The dynamics, complexity and diversity, now characteristic of operational environment, are diffusing into the organization needs making increasing demands on management and leadership competencies at all organizational levels (Buckley, 2011). Increasing understanding of different aspects of governance, needs of various factors and their changes will help organizations to meet the new challenges brought by globalization, whether their primary operation environment is domestic, international or global. The development of leadership competencies should be based on the global business strategy which determines what kind of presence is desirable, how many and what types of jobs, projects, task forces, and other types of interactions exist. Competency development process should start from an analysis of the dynamics of the environment and the core competencies, continuing to identifying the profiles of resources and ending with identification of necessary competencies for specific jobs/functions.

Leadership competencies are observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. Most frequently in existing competency, frameworks which indicates that emotional intelligence represents a major component of global leadership competency. Much in line with these are personal attributes which underpin, and determinate how and when, knowledge and skills will be used (Cannavaciulo, 2013).

Understanding various attributes of leadership competencies and their interaction is essential for organizations performance and in order for these organizations to work effectively in today's global business environment. The level of this understanding isrelated to possession of international competencies within an organization (Gupta 2011). Although the need to develop leaders with adequate competencies has become obvious in recent years, there is still a significant gap between the international human resource requirements of a competent leaders and their organization's objectives realization.

Once the specific leader competencies have been identified, the next step is to build bench strength effectively (Gregersen, 2009). It has been frequently argued that many managers successful in domestic operations do not, for some reason, succeedin the international arena. The question is: why? What, then, are the competencies required in the global context? There are two basic approaches to this question. First, one may assume that global leaders have competencies different from those neededin the domestic context. The other assumption is that global leaders have just developed their (general) competencies into a higher (global) level.

Baruch (2012) argues that there is no such thing as a "global manager" or any universal criteria for global managers. Instead, Ghoshal (2010) sees global management as being a task of "a network of specialists including business managers, country managers and functional managers". Yet, they suggest that the top executives are the leaders who manage the complex interactions between the three types of managers, and they must understand the strategic importance of each specialist. Baruch (2012), states that the question is only about conventional managers with a "global mindset" the capacity for appreciating elements of different cultures. Basing on above, it seems that the role of a global leader or manager does exist, no matter what the person(s) playing it is called.

The majority of the research on international assignments and positions has been research about expatriates. Some authors have stated explicitly their focus being on "global" managers/leaders and yet, discuss issues related to the "target country" suchas cultural distance. However, a global leader (or manager) is not necessarily an expatriate, and vice versa. The value of an expatriate assignment as a major developmental experience for those pursuing global career is widely acknowledged. Therefore, and because of scarcity of "pure" global Leadership competencies literature, expatriate literature as well as general leadership competencies literature is relevant also when studying leaders and governance. Overall, the previous research on leadership competencies has been dispersed and more synergistic research is needed, together with a more comprehensive theoretical framework, to understand the processes and interactions underlying the development of leadership competencies potential (Baruch, 2012).

World over, state corporations, variously known as parastatals, State Owned Enterprises (SOE), Government Owned Entities (GOEs) or public enterprises, playsa central role in any country's socio-economic development. For instance, the World Bank Report indicates that the state corporations in Kenya accounts for about 80% of economic growth. This has been in line with these corporations' objectives of being efficient, cost effective and profitable. State corporations play a major role in most economies through the provision of public services. In Kenya, they play a significant role in enhancing equitable distribution of development gains and solve regional imbalance; indigenize the economy; provide secure employment; help government to implement and learn from implementation of industrial policy; and, accelerate economic growth through provision of important services such as electricity, water, sugar, seeds and research for agriculture, and marketing to mention but a few (Mwaura, 2007).

1.1.1 Leadership Competencies and Performance of State Corporations inKenya

In Kenya effective leaders build a sense of community within the workplace, that they not only increase employee retention figures, but they also improve productivitybecause employees are more willing to follow effective leaders than non - effective individuals. They do not coerce, cajole, threaten, plead, or bargain with their followers. They inspire them to do what needs to be done (Mutung'a, 2006). State corporations have a significant role to play in provision of services. These services include: provision of utilities, education and health; reviewing, coordinating and implementing policies; correct market failure; preserve and protect Kenya's heritage and culture; exploit social and political objectives; and redistribute income. However, over the years, state corporations have been characterized by low performance and poor service delivery (Okundi, 2013).

Ochola (2013) notes that organization leadership competencies in Kenya faces enormous challenges which include: achieving the organization set goals and objectives, directing the organization towards the vision and mission, and being in a position to motivate and manage their employees by identifying their strengths and similarities while valuing their differences in the process of accomplishing the common organizational goals and vision.

1.1.2 State Corporations in Kenya

State corporations in Kenya were initially established by the colonial government with a mandate of providing essential services to white settlers. The corporations during the colonial period were used as tools of excluding Africans from the economy by providing programs that economically and strategically empower white settlers. They mostly comprised of agricultural commodity regulatory and marketing boards for white settlers' produce (Inspectorate of

Statutory Boards, 2013). This, however, changed with independence. State corporations were then meant to: bring about equitable distribution of development gains; ‘Kenyanize’ or indigenize the economy; solve regional imbalance; and, accelerate economic growth (Republic of Kenya, 1965). The Government of the time envisaged that these corporations would be efficient, cost effective and profitable.

The expansion of parastatals in the 1960s and 1970s illustrated how crucial the parastatal sector was in the development process of the economy. However, their roleseemed to have changed by the late 1970s and, in turn, the international lending agencies, among other interest groups, started questioning their viability owing to poor performance attributed to lack or dearth of leadership competencies. This was manifested in poor and weak accountability and supervisory structures, financial mismanagement, wastage and other financial irregularities and malpractices. State corporations have been subjected to overlapping laws, mandates and regulations that hinder leadership competencies accountability and autonomy. Due to lack of autonomy in decision-making and given extensive regular interference by parent ministries, these entities are unable to make impartial, fair and rational decisions. Decision-making and service delivery are also hampered by conflicting interests between management and other political actors leading to high turnover of top leadership competencies. Similarly, the sector has been over politicized with recruitment and appointment of board members and senior management positions being dictated by political considerations rather than leadership competencies expertise (Mwaura, 2007).

The Public Service Commission Recruitment and Training Policy, 2005 addressed two HR functions namely recruitment and development with emphasis on individual training for career growth and development. One of the key objectives of this policy is to ensure that public servants possess the necessary knowledge, skills, attitudes and leadership competencies for performance improvement and career progression. However, the policy does not elaborate on the specific leadership competencies. Thisstudy underscored this challenge.

1.1.3 National Hospital Insurance Fund

The National Hospital Insurance Fund is a Kenya government state corporation with a mandate to provide health insurance to Kenyans. The core business and mandate for NHIF is to provide accessible, affordable, sustainable and quality health insurance for all Kenyan citizens. It was established in 1996 as a department under the Ministry of Health. The original Act of Parliament that set up this fund in 1996 has over the years been reviewed to accommodate the changing healthcare needs of the Kenyan population, employment and restructuring in the health sector. The core business and mandate for NHIF is to provide accessible, affordable, sustainable and quality health insurance for all Kenyan citizens. The National Hospital Insurance Fund (NHIF) has published new NHIF rates which took effect on April 1, 2015.

The transformation of NHIF from a department of Ministry of Health to a state of corporation was aimed at improving effectiveness and efficiency. The Funds core mandate is to provide medical insurance cover to all its members and their declared dependent's (spouse and children). The NHIF membership is open to all Kenyans who have attained the age of 18 years and have a monthly income of more than ksh 1000.NHIF was founded in 1996 as mentioned above, its headquarters is in Nairobi. Nairobi branch covers Westland which has about three thousand people under registration. The mission of the National Hospital Insurance Fund (NHIF) in Kenya is to provide accessible, affordable sustainable and quality social health insurance through effective and efficient utilization of resources to the satisfaction of its stakeholders. The vision of NHIF is dedicated to providing quality social health insurance to beneficiaries to access health care services through a wide network of accredited health facilities.

1.2 Statement of the Problem

Review of literature shows that most leaders in the state corporations have poor leadership competencies (Baruch, 2012). Despite their important socio-economic roles, most of the state corporations are characterized by inefficiency, losses, provision of poor and unreliable products and services, and lack of accountability, transparency and financial probity. A good example is the recent case of Mumias Sugar Company. Kariuki (2015) reported that Mumias Sugar has almost doubled its loss to Sh 4.6 billion in the 12 months to June 2015 blaming closure of factory and poor sugarcane delivered for the poor result. Announcing its 2015 financial results, Mumias Sugar said that the loss was atop 2014's reported loss of Sh 2.7 billionwhich ushered Kenya's leading sugar miller to its deathbed. Another example is the Kenya Airways case. According to Juma (2015), Kenya Airways plunged intoa record Sh25.7 billion loss after tax for the 12 months that ended in March, the worst performance in the country's corporate history.

Findings of prior studies about the role of leadership competencies on state corporations' performance in other countries are mixed with others establishing that leadership competencies variables are only modestly to weakly relate to performance outcomes. For instance, Karamat

(2013) established that leadership competencies are critically important for an organization to achieve a high level of performance in Finland while Tsui (2011) suggest that leadership competencies are not so important in achieving organizational performance in Indonesia. In addition, there exists lack of empirical evidence in Kenya about the effect of leadership competencies on organizational performance. For instance, Bwoma (2011) sought to assess the influence of entrepreneurial skills on performance of youth group projects in Kisii Central District while Achoch (2014) conducted a study on the influence of self-awareness leadership competencies on transformation of public service reform initiatives. These studies did not link leadership competencies to organization performance. Therefore, the contradictory findings in other countries and lack of empirical evidence in Kenya about the effect of leadership competencies on organizational performance leave a wide knowledge gap which this study seeks to fill.

1.3 Research Objectives

1.3.1 General Objective

The study sought to establish effect of leadership competencies on performance of state corporations in Kenya.

1.3.2 Specific Objectives

The study was guided by the following specific objectives:

i. To determine the effect of self-awareness leadership competency onperformance of state corporations in Kenya.
ii. To establish the effect of self-management leadership competency on performance of state corporations in Kenya.
iii. To examine the effect of social awareness leadership competency on performance of state corporations in Kenya.
iv. To assess the effect of social skills leadership competency on performance of state corporations in Kenya.

1.4 Research Questions

i. What is the effect of self-awareness leadership competency on performance of state corporations in Kenya?
ii. How does self-management leadership competency affect performance of state corporations in Kenya?

iii. What is the effect of social awareness leadership competency on performance of state corporations in Kenya?

iv. How do social skills leadership competencies affect performance of state corporations in Kenya?

1.5 Significance of the Study

Leadership competencies affect the development, functioning and management of state corporations thus improving the performance of these organizations. In Kenya, due to poor Leadership competencies, parastatals like Portland Cement are at the verge of collapsing after incurring heavy losses and debts. The findings and recommendations of the study would be an eye opener to these corporations and provide them with the opportunity of improving its Leadership competencies. Better performing public sector owing to good leadership competencies would contribute to improved economic performance which will be beneficial to the entire country.

Besides, better performance would lead to better, efficient and effective service delivery to the citizens and advantageous as such since state corporations providing utility services do not receive competition from the private sector. Lastly, given the limited knowledge in the same field, the findings of this study may also be used as a source of reference for other researchers. Similarly, this study will be of great significance to the academicians and leadership competencies consultants as they seek to increase their knowledge on the effect of Leadership competencies on the performance of state corporations in Kenya.

1.6 Limitations of the Study

Some of the information that was required to make the study successful happened to be very confidential. The researcher used the MUA letter of introduction to show that the information gathered was to be treated with much caution and confidentiality and was only to be used for academic purposes only.

The employees of National Hospital Insurance Fund were very important in the study. However, they may be uncooperative and unwilling to give information regarding the topic under study. To overcome this problem, the researcher attached the introduction letter from MUA to prove the intention of the study. Each organization has procedures that are different from the other; the researcher anticipated that it would not be easy to be authorized to collect data at National Hospital Insurance Fund. The researcher solved this by ensuring he used the

MUA letter of introduction to prove the intention of the study to the organization.

1.7 Scope of the Study

The researcher focused on the effect of leadership competencies on performance of state corporations in Kenya with specific reference to National Hospital Insurance Fund that is located in Upper Hill, Nairobi County. The target population was 104 employees. The study was limited to top management, middle management and lower-level management and used the stratified random sampling. The study was conducted from the month of April 2022 to August 2022.

1.8 Chapter Summary

This chapter is the principle guide of the entire project. This chapter discussed the study background and problem statement. It has also highlighted study objectives, research questions, and their importance. This chapter has laid out the basis in which the research was carried out.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the study variable. It entails literature on self-awareness leadership competencies, self-management leadership competencies /competence, social awareness leadership competencies and social skills leadership competencies. The section is divided into: theoretical review, empirical review, critique of literature, knowledge gap and summary.

2.2 Theoretical Review

A theoretical framework is a collection of interrelated concepts. It guides research to determine what things to measure, and what statistical relationships to look for . Stank (2008) emphasis that good research should be grounded in theory. This study was built on the following theories: trait theory, agency theory and stewardship theory.

2.2.1 Trait Theory

The trait theory attempted to identify specific physical, mental, and personality characteristics associated with Leadership competencies success, and it relied on research that related various traits to certain success criteria (Northouse, 2007). This theory argued that leaders are people who can fully express themselves while others cannot, and this is what makes them different from other people. A leader has the right combination of traits which makes him a good leader (Bass, 2000). The meaning of this theory is that the same leadership competencies attributes are applicable for leadership competencies on a battlefield, non-profitable organization, and profitable organizations. This theory is relevant to this study since it elaborates on the characteristics of a good leader. For instance, the theory posits that thecharacter of a leader is what determines whether he/she will be a good or a bad leader. This theory addresses the variable leadership competencies.

2.2.2 Agency Theory

It has been pointed out that separation of control from ownership implies that professional managers manage a firm on behalf of the firm's owners (Nicholson, 2003). Conflicts arise when a firm's owners perceive the professional managers not to be managing the firm in the best interests of the owners. According to Eisenhardt (1989), the agency theory is concerned with analyzing and resolving problems that occur in the relationship between principals (owners or shareholders) and their agents or top management. The theory rests on the assumption that the role of organizations is to maximize the wealth of their owners or shareholders.

The agency theory holds that most businesses operate under conditions of incomplete information and uncertainty. Such conditions expose businesses to two agency problems namely adverse selection and moral hazard. Adverse selection occurs when a principal cannot ascertain whether an agent accurately represents his or her ability to do the work for which he or she is paid to do. On the other hand, moral hazard is a condition under which a principal cannot be sure if an agent has put forth maximal effort (Eisenhardt, 1989). According to the agency theory, superior information available to professional managers allows them to gain advantage over owners of firms.

Proponents of the agency theory belief that a firm's top management becomes more powerful when the firm' stock is widely held and the board of directors is composed of people who know little of the firm. The theory suggests that a firm's top management should have a significant ownership of the firm in order to secure a positive relationship between governance and the amount of stock owned by the top management. Wheelen (2002) argue that problems arisein corporations because agents (top management) are not willing to bear responsibility for their decisions unless they own a substantial amount of stock in the corporation.

Westpal (2001) argue that the agency theory is mainly applied by boards of profit - making organizations to align the interests of management with those of shareholders. Dobson (1991) argues that the demands of profit-making organizations are different from those of stakeholders such as shareholders, local communities, employees and customers. The conflicting demands can be used to justify actions that some may criticize as immoral or unethical depending on the stakeholder group. According to this theory, people are self-interested rather than altruistic and cannot be trusted to act in the best interests of others. On the contrary, people seek to maximize their own utility. The agency theory presents the relationship between directors and shareholders as a contract. This implies that the actions of directors, acting as agents of shareholders, must be checked to ensure that they arein the best of the shareholders.

2.2.3 Stewardship Theory

The stewardship theory, also known as the stakeholders' theory, adopts a different approach from the agency theory. It starts from the premise that organizations serve a broader social purpose than just maximizing the wealth of shareholders. The stakeholders' theory holds that corporations are social entities that affect the welfare of many stakeholders where stakeholders are groups or individuals that interact with a firm and that affect or are affected by the achievement of the firm's objectives (Preston, 1995). Successful organizations are judged by their ability to add value for all their stakeholders. Some scholars consider the natural environment to be a key stakeholder. Stakeholders can be instrumental to success and have moral and legal rights. When stakeholders get what they want from a firm, they return to the firm for more. Therefore, leaders have to consider the claims of stakeholders when making decisions and conduct business responsibly towards the stakeholders. Participation of stakeholders in decision-making can enhance efficiency.

According to Kaptein (2003), corporations adopt reactive or proactive approaches when integrating stakeholders' concerns in decision making. A corporation adopts a reactive approach when it does not integrate stakeholders into its decision-making processes. This results into a misalignment of organizational goals and stakeholder demands. Some authors attribute scandals such as those of Enron and WorldCom to the failure to consider stakeholder concerns in decision making. Following these scandals, some governments set up new regulations to align the interests of stakeholders with conduct. For example, the Sarbanes-Oxley Act (SOX) was passed as a result of the Collapse of Enron and WorldCom.

In summary, the stewardship theory suggests that a firm's board of directors and its CEO, acting as stewards, are more motivated to act in the best interests of the firm rather than for their own selfish interests. This is because, over time, senior executives tend to view a firm as an extension of themselves (Clarke, 2004). Therefore, the stewardship theory argues that, compared to shareholders, a firm's top management cares more about the firm's long-term success.This theory informs this study in that it asserts that the abilities of the stakeholders impact the performance of an organization directly. Thus, it is expected that good leadership competencies would translate to better organization performance.

2.3 Empirical Literature Review

2.3.1 Self - awareness Leadership Competencies

Different self-awareness leadership competencies have variable outcomes under different circumstances. Self-awareness leadership competencies should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. The major self- awareness leadership competencies include: Leadership competencies, transactional Leadership competencies, democratic leadership competencies, autocratic leadership competencies (Thisera, 2013).

Autocratic or task-oriented Leadership competencies is multifaceted and encompasses a diverse range of behaviors including assigning followers to particular jobs, emphasizing deadlines, checking that followers observe rules and regulations, setting deadlines, and pressuring followers to work hard. Transactional leader influenced employees through the exchange of a good or service that serve as reward and promotions for good work or punishment and undesired action for underperformers. In democratic or employee-oriented leadership competencies, leaders hold a good personal relationship with subordinates. A democratic leader takes an interest in the subordinates and likes to ensure that they achieve their goal (Thisera, 2013).

On the other hand, leadership competencies influence people by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between employees' effort and goal achievement, and creating a higher level of personal commitment on the part of the leader and followers to common vision, mission, and organization goals. Transformational leaders stimulate followers to perform beyond the level of expectations. The style is composed of four dimensions of ideals influence, inspirational motivation, intellectual stimulation and individualized consideration (Pillai, 2009).

Self-awareness means that a person has a deep understanding of his/her emotions, strengths and weaknesses, needs and drives, sources of frustration and reactions to problems. Schein (2008) maintains that one has to become aware of one's own defensiveness and its operation before one can realistically assess one's problem or what one's resources are to deal with it. Self-insight enables one to listen to others and assess the value of what they have to offer. This is also related to openness and value diversity. Goleman (2008) state that self- awareness is fundamental to self-regulation and social awareness, which in turn are fundamental to social skills required for effective relationships management.

The importance of self-awareness has been referred to and supported by a number of researchers in terms such as maturity (Brake, 2007), self - confidence, personal mastery, well developed ego and self- concept, confidence in one's capabilities, hardiness and courage to take a stand, and as a self-depreciating sense of humor. Self-awareness has also been described as understanding one's image of one's self and role, understanding one's own values and assumptions, exhibiting character and questioning one's own assumptions. Knowing one's strengths and weaknesses is viewed as essential for conscious personal transformation and development. In other words, we cannot change what we don't know. The more explicitly self-conscious we are, the more likely our current mindset is to change.

Achoch (2014) conducted a study on the influence of self- awareness leadership competencies on transformation of public service reform initiatives. The exploratory study was conducted on 178 respondents in the civil service deployed in Nairobi using questionnaires. The study found that a leadership competency is important in terms of both perceptions of leader effectiveness and follower satisfaction. The findings further noted effective public sector management reforms to have always depended to some degree on leadership competencies behaviors, and that leaders with transformative characteristics get their followers to perform above and beyond expectations and express high-performance expectations. Leaders who exhibit transformational qualities had a positive effect on employee commitment and organizational citizenship behavior.

Shafie (2013) investigated the relationship between self- awareness leadership competencies and performance in the Real Estate Registration in Tehran province. Using a descriptive correlation method, the study was conducted on 277 staff of Tehran Real Estate Registration. The results showed that development-oriented and a pragmatic- oriented self-awareness leadership competency has a positive impact on employee performance. Self-awareness leadership competencies had a higher association with performance. Pragmatic Leadership competencies proved more successful in stationary environment andmore unsuccessful in the dynamic environment than leadership competencies. Laissez-faire leadership competencies led to chaos in the organization.

Koch (2012) investigated the effects of self-awareness leadership competencies on organizational performance of state-owned corporations in Kenya by looking at laissez-faire, transactional and self-awareness leadership competencies. The descriptive study targeted the perceptions of middle and senior managers in thirty (30) state-owned corporations using questionnaires. From the findings, correlations of 0.518 to 0.696, $P < .05$ was established between the transformational- leadership competencies factors and organizational performance; correlations of 0.219 to 0.375, $P < .05$ was established between the transactional-leadership competencies behaviors and organizational performance was laissez-faire self-awareness leadership competencies was not significantly correlated to organizational performance.

Voon (2011) conducted a study on the influence of self- awareness leadership competencies on employees' job satisfaction in public sector organizations in Malaysia. The study was conducted on 200 Malaysian executives working in public sectors using questionnaires. The results showed that self- awareness leadership competencies have a positive relationship with job satisfaction whereas transactional self-awareness leadership competencies have a negative relationship with job satisfaction in government organization. The regression results showed that only contingent reward dimension of transactional Leadership competencies has significant relationship with two dimensions in job satisfaction (working condition and work assignment).

Khan (2012) investigated the relationship of self-awareness leadership competencies, organization commitment and organization performance. The quantitative research focused on call centers of telecom sector operating in Islamabad and used 245 questionnaires. The findings indicated that employee's organization commitment strongly mediated the process of impact of self-awareness leadership competencies on the organization performance. That is, though self-awareness leadership competencies positively impacted on organization performance, the presence of the organization's commitment boosted the relationship.

2.3.2 Self - Management Leadership Competencies

A competence in general can be understood as the ability of an individual to activate, use and connect the acquired knowledge in the complex, diverse and unpredictable situations. Competencies encompass knowledge, expertise, skills, personal and behavioral characteristics, beliefs, motives, values (Zakaria, 2013). Leadershave to ensure that changes in an organization are accepted and implemented in a way resulting not only in better job performance but also in general understanding and satisfaction of all. Leadership competencies are skills and behaviors that contribute to superior performance of leaders. By using a competency-based approach to leadership competencies, organizations can better identify and develop their next generation of leaders.

These skills or competencies are enablers of leadership competencies which can be developed, not necessarily inborn, and which is manifested in performance, not merely potential and are acquired talent that leaders develop related to a specific task. While some Leadership competencies are essential to all firms, an organization should also define what Leadership competencies attributes are distinctive to the particular organization to create competitive advantage. A focus on self-management leadership competencies development promotes better Leadership competencies as skills needed for a particular position may change depending on the specific Leadership competencies level in the organization (Othman, 2011). Each skill is necessary for successful leaders to possess, but the amount of each skill may vary depending on position within the organizational hierarchy.

Taiwo (2013) conducted a study on the effect of team leader skills and competencies team based on the assumption that Self-management leadership competencies do affect team performance. The study was conducted in Universiti Teknologi Petronas (UTP) using a survey method on 176 faculty staffs. Structural equation modeling (SEM) technique was employed to analyze the data. The outcomes of the study revealed that team leaders' human skills and team self- evaluation significantly influence the effective performance of the team. Also, team self-evaluation had a direct effect on technical skills.

Moore (2011) sought to identify the major leadership competencies skill areas and specific leadership competencies within each skill area needed by Extension leaders. Purposive sampling of 7 administrative heads of agriculture was used. The findings identified six major Leadership competencies skill areas needed by extension leaders: human, conceptual, technical, communication, emotional intelligence, and industry knowledge skills.

Castelli (2013) investigated the impact of empathy on leadership competencies effectiveness by testing four hypotheses to determine the relationships between empathy, leadership competencies effectiveness, and leaders' backgrounds using a sample of 216 business leaders located in the United States (51.9%) and Malaysia (48.1%). Davis's Interpersonal Reactivity Index (IRI) was used to measure empathy and to test the impact of empathy on leadership competencies effectiveness in the United States and Malaysia. The results indicate that American businessleaders have significantly higher empathy than Malaysian business leaders, and that leaders with higher empathy appear to be more effective. The clear implication is that multinational organizations need to develop leaders with high empathy skills.

Bwoma (2011) sought to assess the influence of entrepreneurial skills onperformance of youth group projects in Kisii Central District. The study was conducted through a descriptive survey.

Data was collected using questionnaires from 21 youth groups and 302 respondents selected using simple random sampling from the target population of 1400. Data analysis was done using both quantitative and qualitative techniques. Quantitative was analyzed by use of simple descriptive statistics that is tables, frequencies and percentages while qualitative data was analyzed and reported in a narrative. The major findings of the study indicated that youth groups' member need to be encouraged to train in financial management skills, Leadership competencies, marketing and business management skills to help them to earn higher profit margins in their groups hence improved performance. The study recommends that: youth entrepreneurship should be encouraged as an important strategy for integrating the youth in the labor markets thereby addressing unemployment challenges in Kenya and the world as a whole.

2.3.3 Social Awareness Leadership Competencies

A social awareness leadership competency has two elements. First, ethical leaders must act and make decisions ethically. Secondly, ethical leaders must also lead ethically – in the ways they treat people in everyday interaction, in their attitudes, in the ways they encourage, and in the directions in which they steer their organizations or institutions or initiatives (Wang, 2011). An ethical Leadership competency is both visible and invisible. The visiblepart is in the way the leader works with and treats others, in his behavior in public, inhis statements and his actions. The invisible aspects of social awareness leadership competencies lie in the leader's character, in his decision-making process, in his mindset, in the set of values and principles on which he draws, and in his courage to make ethical decisions in tough situations.

Social awareness leadership competencies demand ethical behavior all the time, not just when someone's looking; and they're ethical over time, proving again and again that ethics are an integral part of the intellectual and philosophical framework they use to understand and relate to the world (Podolny, 2010). The major distinguishing feature of social awareness leadership competencies is its stress on characterized moral perception, moral judgment, moral management, and moral impression. Social awareness leadership competencies is mostly related with self-actualization, moral relationship, moralperception, and unbiased dealing.

Wang (2011) investigated the link between social awareness leadership competencies and performance using data from the People's Republic of China. Consistent with social exchange, social learning, and social identity theories, the study examined leader–member exchange (LMX), self-efficacy, and organizational identification as mediators of the social awareness leadership competencies to performance relationship. Results from 72 supervisors and 201 immediate direct reports revealed that social awareness leadership competencies was positively and significantly related to employee performance as rated by their immediate supervisors and that this relationship was fully mediated by LMX, self-efficacy, and organizational identification, controlling for procedural fairness.

Sabir (2012) conducted a study on the impact of corporate ethical values on social awareness leadership competencies and employee performance in the context of Pakistan. The study was conducted considering three variables i.e. corporate ethical values, Social awareness leadership competencies and employee performance. The findings showed that social awareness leadership competencies having no ethical manners are harmful, vicious and even poisonous. Results also revealed that a corporate ethical value is the most important factor for social awareness leadership competencies and employee performance. So, the two variables (corporate ethical and social awareness leadership competencies) collectively proved a photogenic effect and augment the overall productivity of the employees.

Bello (2012) examined the concept of social awareness leadership competencies, the characteristics of an ethical leader, Social awareness leadership competencies and its impact on employee job performance and how organizations can develop leaders thatare not only sound in character but sound in action. The study concluded that leaders must create an ethically friendly work environment for all employees, communicate ethical issues, serve as role models and put mechanism in place for the development of responsible employees.

Mainga (2012) sought to investigate the inherent steps taken by the specific government entities within the public service in adoption of ethical behavior in line with this piece of legislation. The study adopted a descriptive survey of the target population which is public organizations (parastatals). The sampling procedure used was the simple random procedure. Data collection instruments were questionnaire which comprised of both close ended, open ended and Likert-based questionnaire items. The researcher used the Statistical Package for Social Scientists (SPSS) to undertake descriptive statistics presented in tables and further interpretation provided. The study established that there were no policies within the public service organizations to protect employees who reported unethical conduct. Public service organizations were also found to be wanting in undertaking evaluation of ethical programmes.

2.3.4 Social Skills Leadership Competencies

In organizations of any size, it is likely that organizational performance should be related to the aggregate effects of leaders at different hierarchical levels (Edmondson, 2010). Previously, studies of Leadership competencies andorganizational success focused on the effectiveness of a single person (the CEO, a general manager, or supervisor), but leaders at different organizational levels are clearly important too. However, in the recent times there is an evident shift in many businesses and not-for-profit organizations transition from the more traditional and hierarchical model of leadership competencies towards collaborative leadership competencies for ameliorating relationships with others. This type of leadership competencies seeks to involve others in decision making, is strongly ethical, and assures the career growth of employees along with better quality of work-life. For a senior leader to affect organizational performance, it requires that managers and employees at lower levels also support the new strategy/vision.

A majority of the organizations have an intensely rigid hierarchy of leadership competencies into their system. This ushers managers the room to sustain and corporations to leverage their strengths. Nevertheless, for corporations that aim to embark on new strategies, they need sustainable and competent Leadership competencies. This is possible only in highly dynamic environment, where hierarchical social skills leadership competencies and networking skills leadership competencies are surpassed by innovation. Such an environment provides opportunities to employees regardless of their rank and helps propel the organization into a commanding position through collaborative and participatory leadership competencies (Monroe, 2009).

Both, the social skills and networking skills are frequently discussed under the single term of "relationship management". Here, a distinction is made between the two approaches. Compared with networking skills, which will be discussed next, the social skills emphasize the more informal, person-to-person interaction. In the hallmarks of social skills, Goleman (2010) includes effectiveness in leading change and being a change catalyst, ability to take charge and inspire with a compelling vision, visionary leadership, developing others, conflict management, expertise in building and leading teams, teamwork and collaboration, communication and listening skills, persuasiveness and ability to influence, building bonds and finding a common ground with all kinds of people. Cartwright (2008) description of social skills includes moderate extroversion, listening skills, ability to interact with other people, managing first impressions, and multicultural communicative competence.

Moran (2016) maintains that socially skillful mangers are able to motivate employees to excellence, negotiate conflicts, and lead and participate effectively in multicultural teams. Mumford (2010) refer to social performance skills that include communication, persuasion, negotiation, and conflict management. Similarly, Brake's (2007) definition of social skills include influencing, cross- cultural communication, conflict management, negotiation, inspiring others, fostering collaboration, and change a gentry. Thomas (2012) emphasizes the influencing ability referring to social skills as ability to engage others in shared meaning and express oneself with a distinctive and compelling voice. Interpersonal skills help leaders in bringing out the best in people, increasing their capability for cooperation and team building, ability to attract and develop talent, capacity to motivate and align people to one vision, and oral and written communication. Overall, social skills are outcomes and culminations of other dimensions of emotional intelligence, and combine logical intelligence, emotional intelligence and technical skills into coherent global leadership competence. Social skills make it possible to get the work done through other people and to move people in the desired direction.

2.4 Critical Literature of Review

Different self-awareness leadership competencies have variable outcomes under different circumstances. Self-awareness leadership competencies should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. The major self- awareness leadership competencies include: Leadership competencies, transactional Leadership competencies, democratic leadership competencies, autocratic leadership competencies (Thisera, 2013). Whereas this true, the author failed to indicate how self - awareness affects organization performance in the state corporations in Kenya thus the need for this study.

While some leadership competencies are essential to all firms, an organization should also define what leadership competencies attributes are distinctive to the particular organization to create competitive advantage. A focus on self-management leadership competencies development promotes better leadership competencies as skills needed for a particular position may change depending on the specific leadership competencies level in the organization (Othman, 2011). Each skill is necessary for successful leaders to possess, but the amount of each skill may vary depending on position within the organizational hierarchy. Although this true, the author failed to indicate how self-management affects organization performance in the state corporations in Kenya thus the need for this study.

Social awareness leadership competencies demand ethical behavior all the time, not just when someone’s looking; and they’re ethical over time, proving again and again that ethics are an integral part of the intellectual and philosophical framework they use to understand and relate to the world (Podolny, 2010). The major distinguishing feature of social awareness leadership competencies is its stress on characterized moral perception, moral judgment, moral management, and moral impression. Social awareness leadership competencies are mostly related with self-actualization, moral relationship, moral perception, and unbiased dealing. Whereas this true, the author failed to indicate how social awareness affects organization performance in the state corporations in Kenya thus the need for this study.

A majority of the organizations have an intensely rigid hierarchy of leadership competencies into their system. This ushers managers the room to sustain and corporations to leverage their strengths. Nevertheless, for corporations that aim to embark on new strategies, they need sustainable and competent Leadership competencies. This is possible only in highly dynamic environment, where hierarchical social skills leadership competencies and networking skills leadership competencies are surpassed by innovation. Such an environment provides opportunities to employees regardless of their rank and helps propel the organization into a commanding position through collaborative and participatory leadership competencies (Monroe, 2009). Although this true, the author failed to indicate how social skills affect organization performance in the state corporations in Kenya thus the need for this study.

2.5 Summary

Leadership competencies influence people by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between employees’ effort and goal achievement, and creating a higherlevel of personal commitment on the part of the leader and followers to common vision, mission, and organization goals. Transformational leaders stimulate followersto perform beyond the level of expectations. The style is composed of four dimensions of ideals influence, inspirational motivation, intellectual stimulation and individualized consideration.

These skills or competencies are enablers of leadership competencies which can be developed, not necessarily inborn, and which is manifested in performance, not merely potential and are acquired talent that leaders develop related to a specific task. While some leadership competencies are essential to all firms, an organization should also define what leadership competencies attributes are distinctive to the particular organization to create competitive advantage. A focus on self-management leadership competencies development promotes better Leadership competencies as skills needed for a particular position may change depending on the specific Leadership competencies level in the organization.

Ethical leaders must also lead ethically – in the ways they treat people in everyday interaction, in their attitudes, in the ways they encourage, and in the directions in which they steer their organizations or institutions or initiatives. An ethical Leadership competency is both visible and invisible. The visible part is in the way the leader works with and treats others, in his behavior in public, in his statements and his actions. The invisible aspects of social awareness leadership competencies lie in the leader's character, in his decision-making process, in his mindset, in the set of values and principles on which he draws, and in his courage to make ethical decisions in tough situations.

Interpersonal skills help leaders in bringing out the best in people, increasing their capability for cooperation and team building, ability to attractand develop talent, capacity to motivate and align people to one vision, and oral and written communication. Overall, social skills are outcomes and culminations of otherdimensions of emotional intelligence, and combine logical intelligence, emotional intelligence and technical skills into coherent global leadership competence. Social skills make it possible to get the work done through other people and to move people in the desired direction.

2.6 Conceptual Framework

Magenta and Magenta (2003) define a conceptual framework a hypothesized model identifying the model under study and the relationship between the dependent and independent variables. The conceptual framework is as shown in Figure 2.1. Previous studies showed that leadership competencies is a key ingredient for organizational success and has been found to lead to higher performance.

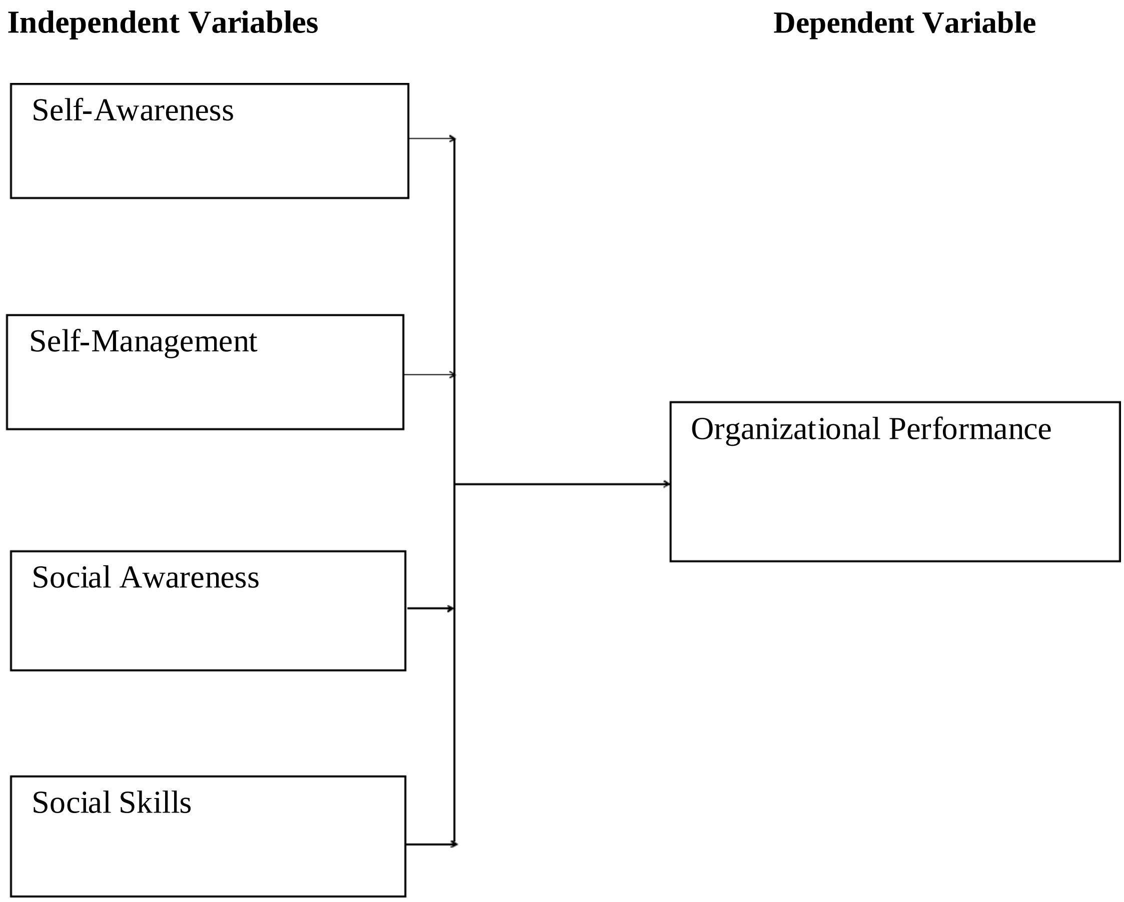

Figure 2.1: Conceptual Framework

2.7 Operationalization of Variables

Table 2.1 Operationalization of Variables

Variable	Type of Variable	Indicators	Measurement	Tool of Analysis
Self-Awareness	Independent	Managerial Knowledge Goal Orientation Inquisitiveness	Likert Scale	Descriptive Statistics
Self-Management	Independent	Problem Solving Tactical and Interpersonal Skills Conflict Management	Likert Scale	Descriptive Statistics

Variable	Type of Variable	Indicators	Measurement	Tool of Analysis
Social Awareness	Independent	Cross Cultural Communication Integrity Divertible Change Manager	Likert Scale	Descriptive Statistics
Social Skills	Independent	Social Judgement Skill Inspiring Others Fostering Collaboration	Likert Scale	Descriptive Statistics

2.8 Chapter Summary

The study reviewed study variables self - awareness, self - management, social awareness and social awareness and has established significant relations in study variables and organizational performance in the state corporations in Kenya. This gives a clear account of all past theoretical undertakings and this chapter provides a theoretical and conceptual basing from which a methodology for research is developed, an analytical framework chosen, relevant data collected and consequent analyses carried out towards drawing conclusions on organizational performance in the state corporations in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter looks at the research methodology i.e research methods to be used in the data collection which were carried out under; the study design indicates the research design to be used and reasons as to why it was selected which shows the different categories in the organization selected.

3.2 Research Design

Descriptive research design was used in this study. According to Mugenda & Mugenda (2016) descriptive research is a process of collecting data in order to test hypothesis or to answer questions concerning the correct status of the subjects under study. Descriptive research determines and report the way things are. This method is preferred because it allows for an in-depth study of the case and is not limited to fact finding but can result in the formulation of knowledge and solution to problems. Descriptive design is concerned with describing the character of a particular individual. This study investigated the opinion of employees.

3.3 Target Population

A target population is a certain group of the population that share similar characteristics and is identified as the intended audience for a product, advertising or research (Orodho, 2014). It is a portion of the whole population of people selected as the objective audience. The target population defines those units for which the findings of the survey are meant to generalize. The target population focused on the top management, middle management and the support staff from all departments at National Hospital Insurance Fund. Mugenda & Mugenda (2016) refers to population as an entire group of individuals, events or objects having common observable characteristics to which the researcher wants to generalize the results of the study. The target population was selected on the basis of the number of employees in the organization. The target population was 104 respondents that are as follows.

Table 3.1: Target Population

Category	Target Population	Percentages
Top Management	8	8
Middle Management	20	19
Support Staff	76	73
Total	**104**	**100**

3.4 Sampling Design and Procedures

According to Creswell (2013), a sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Stratified random sampling was used because the group was heterogeneous and the researcher wanted each member of the target population to have an equal chance of participating in the study. Sample size was picked by use of stratified random method with the strata being divided with the population in each stratum which was 50% and this enabled the researcher to get the much - needed information from the findings.

Table 3.2 Sample Size

Category	Frequency	Sample Size	Percentage
Top Management	8	4	8
Middle Management	20	6	19
Lower Management	76	42	73
Total	**104**	**52**	**100**

3.5 Data Collection Instruments and Procedures

The researcher used questionnaire to collect primary data. Questionnaires were constructed based on the research objectives. The use of a questionnaire is convenient in obtaining the answers from a small number of respondents. A questionnaire enables the researcher get first-hand information about the situation (Mugenda & Mugenda, 2016). It also provides an opportunity for anonymity to promote high response rate. The questionnaires were designed in both open ended and closed questions whereby they were hand delivered to the respondents. In open ended questions, spaces were provided for the respondents to give the relevant explanation thus giving them an opportunity and freedom to express their feelings. The questionnaires were hand delivered to the respondents.

3.5.2 Data Validity & Reliability

Questionnaires will be chosen because they are economical in terms of time, finances and energy as it covers at the same time large number of respondents. It also gives freedom to the respondents to express their views and it is an impersonal technique that does not call for special skill or training on part of researchers and the respondent. The questionnaires will be pilot tested for 5 respondents who will not be included in the final study. This will be for validity and reliability to check on the accuracy and correctness to the related topics before the actual study is undertaken.

3.6 Data Analysis and Presentation

According to Baily (2017) data analysis procedure includes the process of packaging the collected information, putting it in order and structuring its main components in a way that the finding can be easily and effectively communicated. The data collected during the fieldwork will be coded then edited first to check on the errors and omission in the collected data. The data collected will then grouped based on similarity of response to ease and to faster understanding and lastly will be tabulated to find numbers. Qualitative analysis also called descriptive statistics involves the use of percentages and measures of tendency e.g. mean to interpret result of the study. Qualitative analysis will involve the interpretation, description and explanation of graphs, charts, tables and figures.

3.7 Chapter Summary

This chapter presents the research methodology that was used for this study. The chapter covers research design, population, and sampling design, data collection methods, research procedures, data analysis methods. The section also looked at how the study was conducted. The chapter also states the methods for collecting data that were used, and it is a way to show how reliable and accurate it is analysis stage. The next chapter presents the results and findings of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, the researcher carries out an analysis of date using both quantitative and qualitative methods. The analysis and interpretation of data is done by the help of analyzed tools such as graphs, pie charts and through judgment due to observations made.

4.2 Presentation of Findings

4.2.1 Response Rate

Table 4.1 Response Rate

Category	Frequency	Percentage (%)
Response	37	71
Non - Response	15	29
Total	**52**	**100**

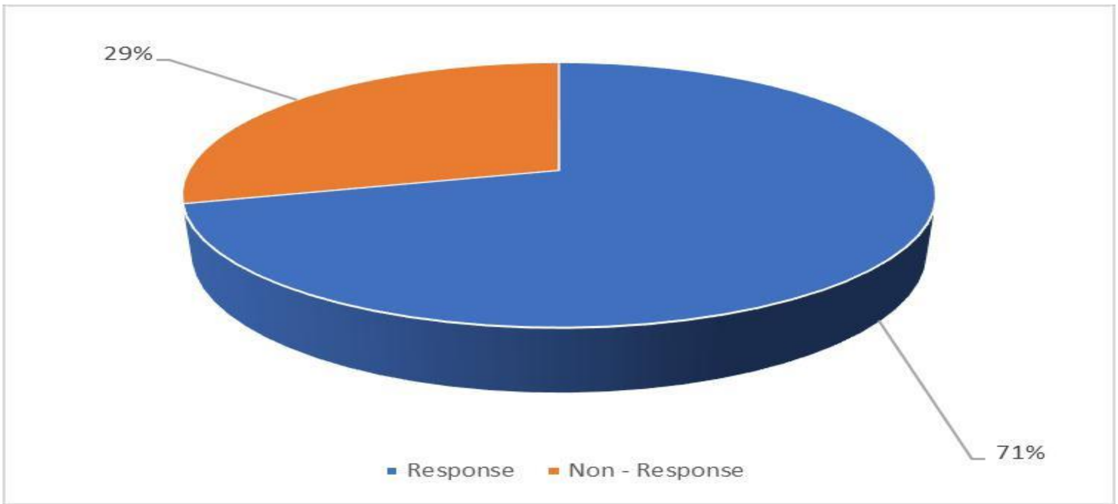

Figure 4.1 Response Rate

From the findings in table 4.1 and figure 4.1 indicates the response rate where 80% of the respondents returned the questionnaires while only 20% of them did not. This indicated that majority of them responded.

4.2.2 Gender Analysis

Table 4.2 Gender Analysis

Category	Frequency	Percentage (%)
Male	19	51
Female	18	49
Total	**37**	**100**

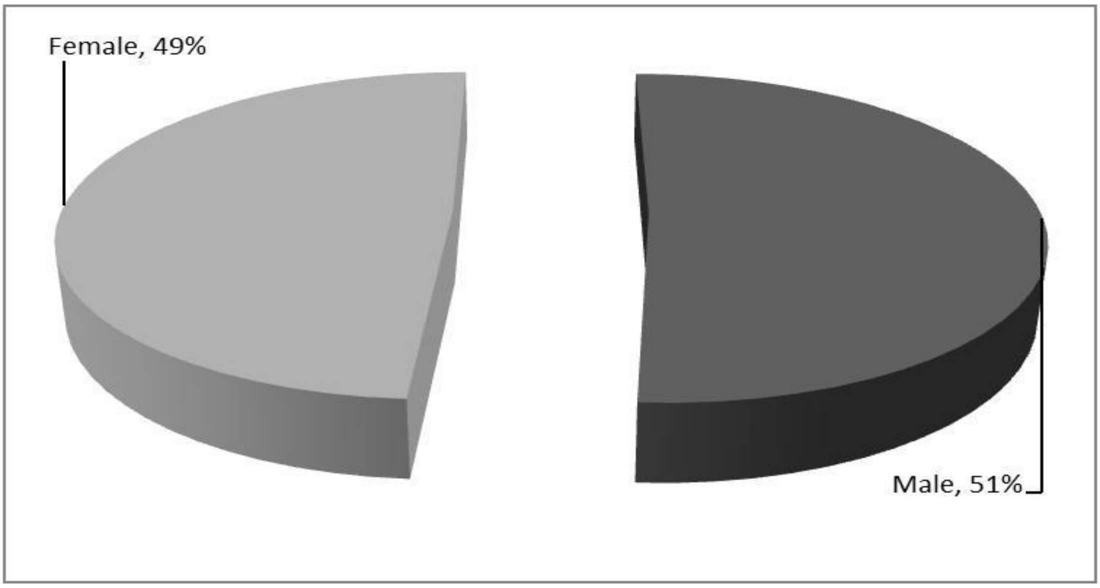

Figure 4.2 Gender Analysis

Table 4.2 and the figure 4.2 indicate the response on the gender. It was found that organization has more male than female. The male represented 51% response that was the majority response. The minority response was of female that was 49%.

4.2.3 Age Bracket

Table 4.3 Age Bracket

Category	Frequency	Percentage (%)
18 – 25 Years	6	16
26 – 35 Years	11	30
36 – 45 Years	13	35
Above 45 Years	7	19
Total	**37**	**100**

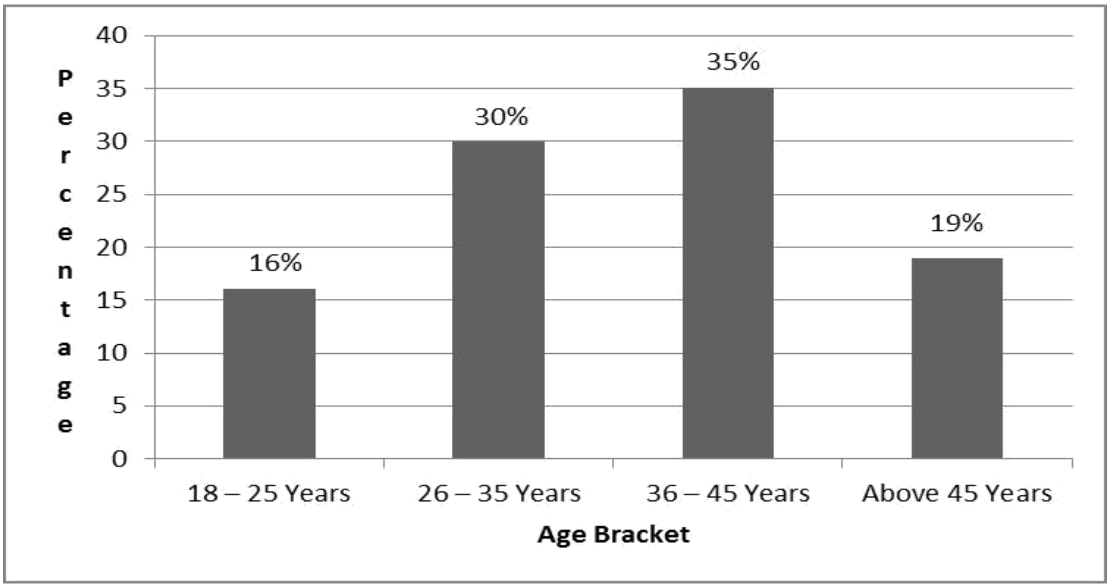

Figure 4.3 Age Bracket

Table 4.3 and figure 4.3 shows the age brackets of the respondents and the finding find out those 18- 25 years were represented by 16%, 26- 35 years was represented by 30%, 36 - 45 years 35% while above 45 years was represented by 19%.

4.2.4 Highest Level of Education

Table 4.4 Highest Level of Education

Category	Frequency	Percentage (%)
Secondary	2	5
College	32	86
University	3	9
Total	**37**	**100**

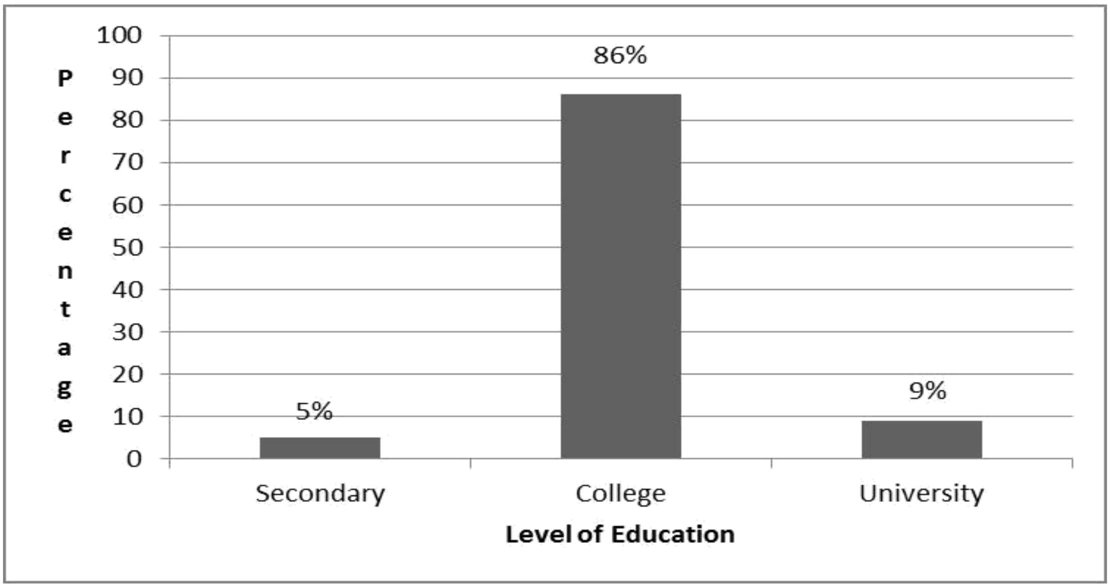

Figure 4.4 Highest Level of Education

Table 4.4 and figure 4.4 indicate the response on the highest education level where college level was represented 86%, secondary were represented by 5% while university was represented by 9%. The organization employees have the medium level of education and they were the college level.

4.2.5 Number of Years of Service

Table 4.5 Number of Years of Service

Category	**Frequency**	**Percentage (%)**
Less than 5 Years	9	24
6 – 10 Years	11	30
11 – 15 Years	13	35
Above 15 Years	4	11
Total	**37**	**100**

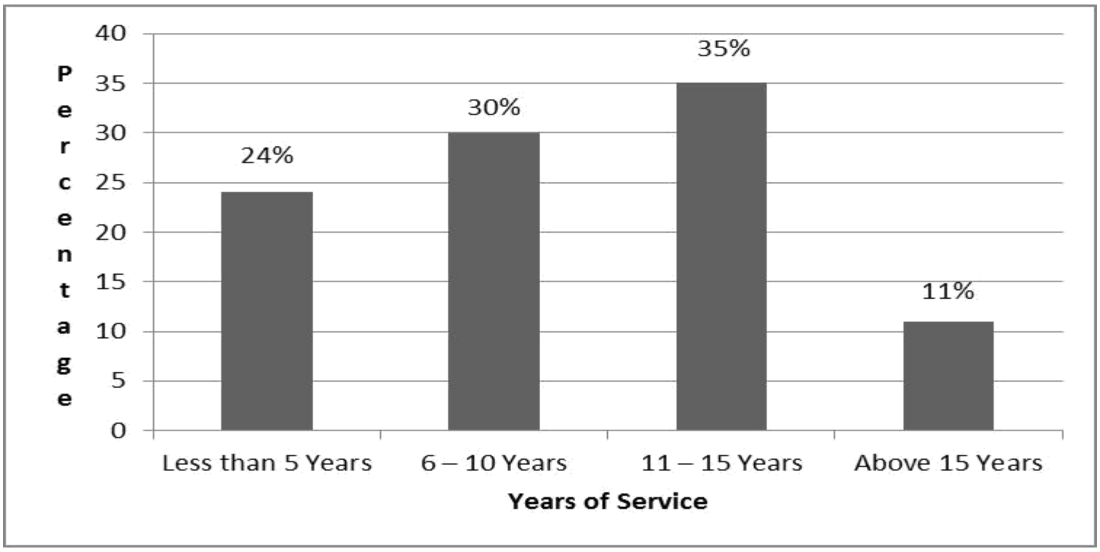

Figure 4.5 Number of Years of Service

The above table 4.5 and the figure 4.5 indicate the response of respondents work experience whereby the 24% indicate those who have worked in the organization for less than 5 years. There was a response of those who have worked in the organization between 6 - 10 years which was 30%, 11 – 15 years was represented by 35% and they were the majority while above 15 years was represented by 11%.

4.2.6 Self - Awareness

Table 4.6 whether self - awareness affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Yes	34	92
No	3	8
Total	**37**	**100**

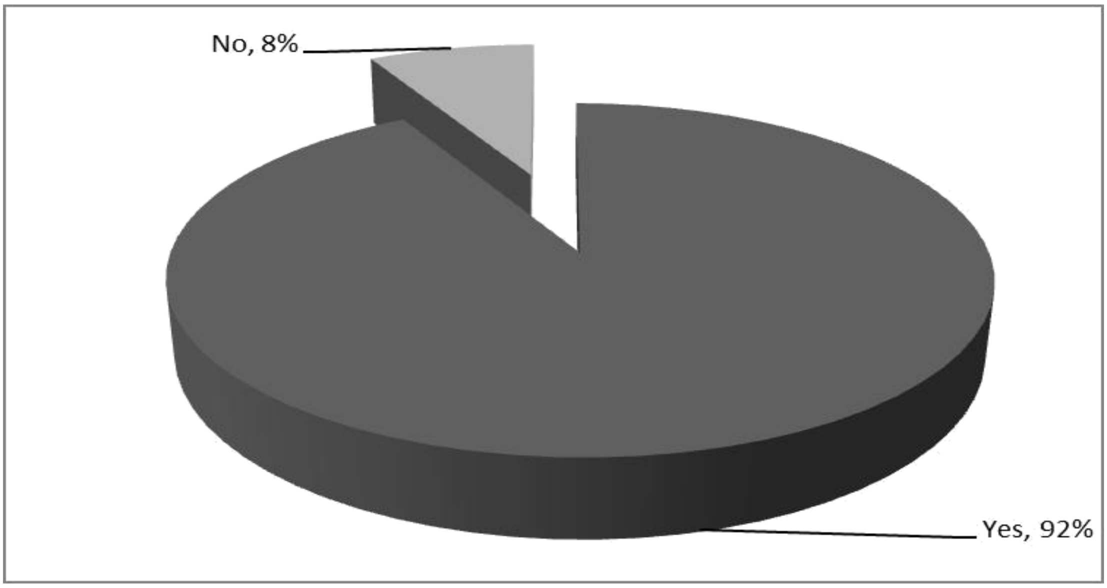

Figure 4.6 Whether self - awareness affects organizational performance of state corporations in Kenya

Table 4.6 and figure 4.6 indicates whether self - awareness affects organizational performance of state corporations in Kenya where 92% of the respondents indicated yes it does affect the organization while 8% of them disagreed that self - awareness does not affect. This indicated that self - awareness affects organizational performance of state corporations in Kenya.

4.2.7 Self - Awareness

Table 4.7 Extent to which self - awareness affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Very High Extent	17	46
High Extent	7	20
Moderate Extent	5	13
Low Extent	5	13
No Effect	3	8
Total	**37**	**100**

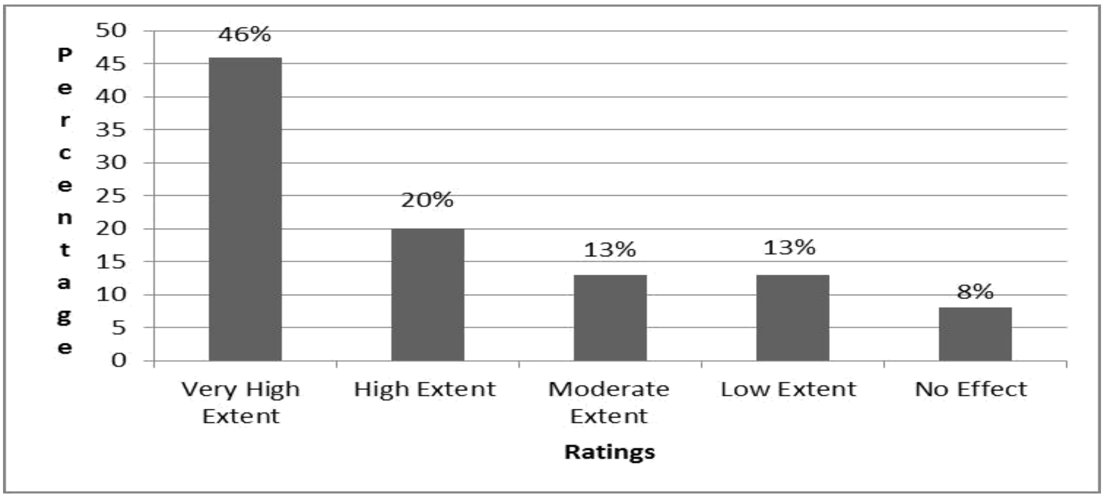

Figure 4.7 Extent to which self - awareness affects organizational performance of state corporations in Kenya

Table 4.7 and figure 4.7 indicates the extent to which self - awareness affects organizational performance of state corporations in Kenya where majority of the respondents indicated 46% were on the opinion that it affects the organization at a very high extent, 20% high extent, 13% moderate extent, low extent was 13% while 8% represented no effect. This indicated that majority of the respondent showed that self - awareness affects the organization at very high extent.

4.2.8 Self - Management

Table 4.8 whether self - management affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Yes	35	95
No	2	5
Total	**37**	**100**

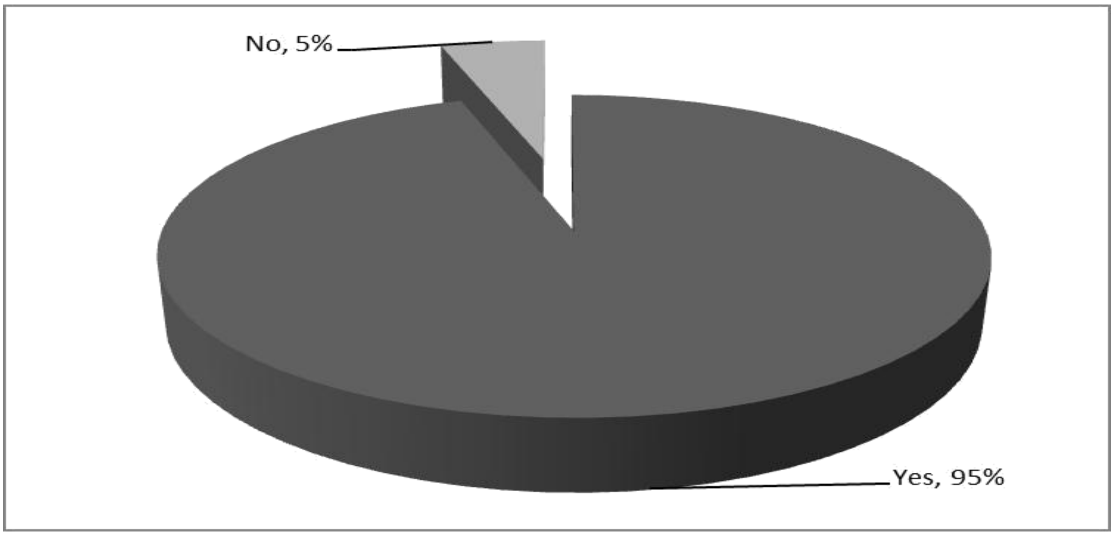

Figure 4.8 Whether self - management affects organizational performance of state corporations in Kenya

Table 4.8 and figure 4.8 indicates whether self - management affects organizational performance of state corporations in Kenya where 95% of the respondents agreed that it does affect while 5% had the opinion that it does not affect the organization. This showed that self - management affects organizational performance of state corporations in Kenya.

4.2.9 Self - Management

Table 4.9 Extent to which self - management affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Very High Extent	20	55
High Extent	6	16
Moderate Extent	7	19
Low Extent	2	5
No Effect	2	5
Total	**37**	**100**

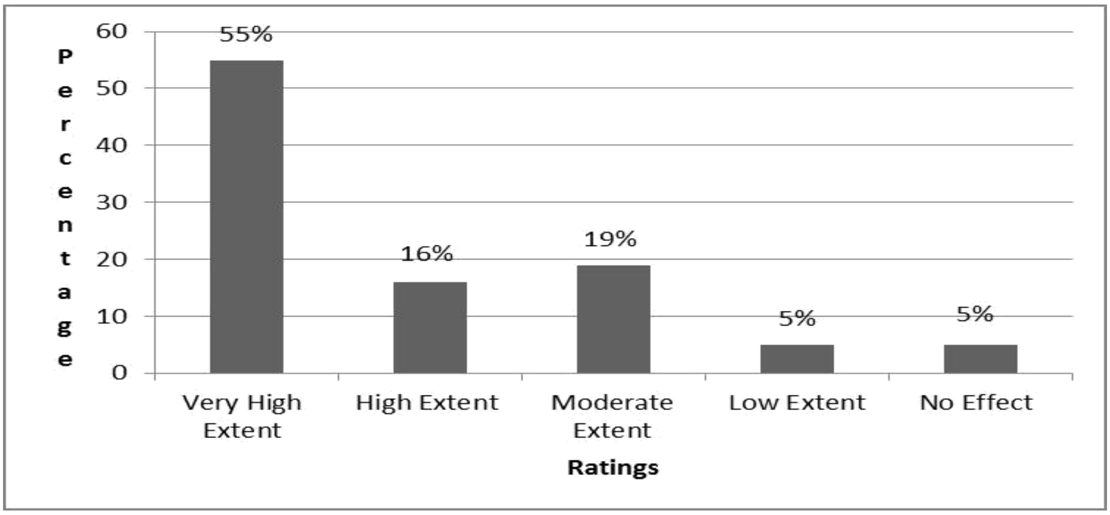

Figure 4.9 Extent to which self - management affects organizational performance of state corporations in Kenya

Table 4.9 and figure 4.9 indicated the extent to which self - management affects organizational performance of state corporations in Kenya where 55% were on the opinion that its very high extent and they were the majority, 16% high extent, 19% was moderate extent, 5% low extent while 5% indicated no effect. From the findings, it indicated that self - management affects organizational performance of state corporations in Kenya.

4.2.10 Social Awareness

Table 4.10 Whether social awareness affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Yes	29	78
No	8	22
Total	**37**	**100**

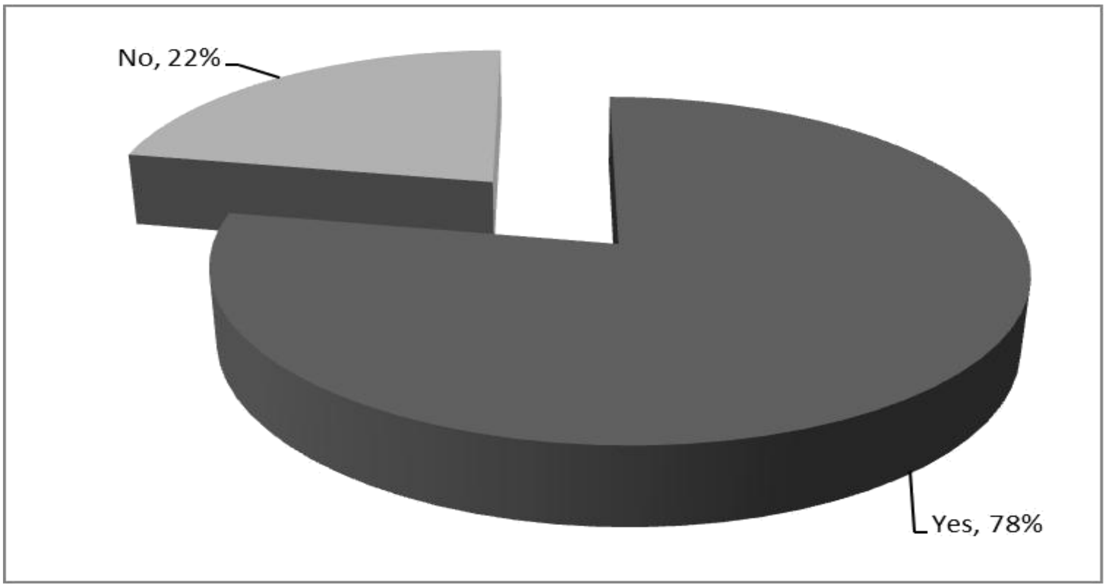

Figure 4.10 Whether social awareness affects organizational performance of state corporations in Kenya

Table 4.10 and figure 4.10 indicates whether social awareness affects organizational performance of state corporations in Kenya where 78% of the respondents indicated yes it does affect the organization while 22% of them disagreed it does not affect. This showed that social awareness does affect organizational performance of state corporations in Kenya as indicated by the respondents.

4.2.11 Social Awareness

Table 4.11 Extent to which social awareness affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Very High Extent	11	30
High Extent	6	16
Moderate Extent	3	8
Low Extent	9	24
No Effect	8	22
Total	**37**	**100**

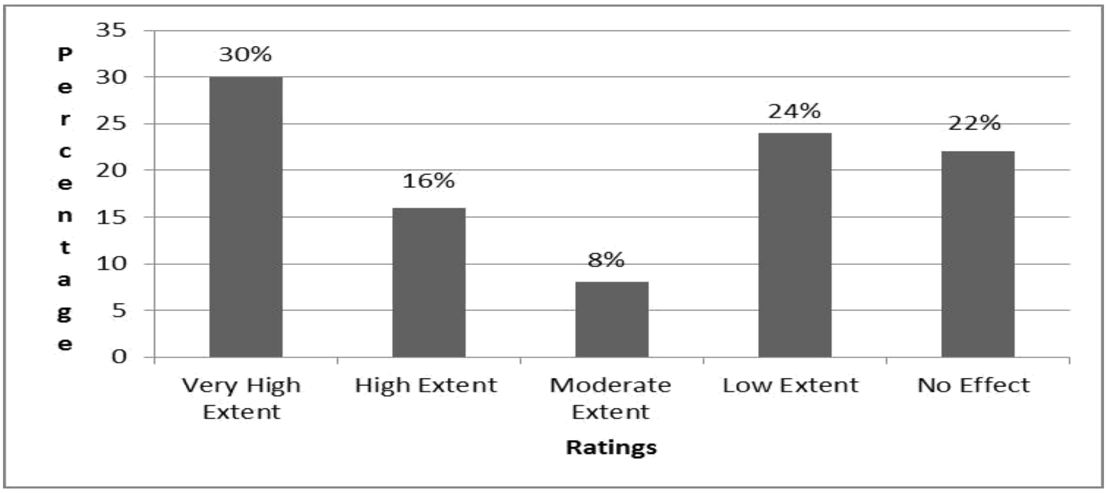

Figure 4.11 Extent to which social awareness affects organizational performance of state corporations in Kenya

Table 4.11 and figure 4.11 indicated the extent to which extent to which social awareness affects organizational performance of state corporations in Kenya where the findings showed that 30% of the respondents indicated very high extent, 16% high extent, 8% was moderate extent, 22% indicated low extent while no effect was represented by 22%. Social awareness affects organizational performance of state corporations in Kenya as indicated by the respondent's.

4.2.12 Social Skills

Table 4.12 Whether social skills affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Yes	29	78
No	8	22
Total	**37**	**100**

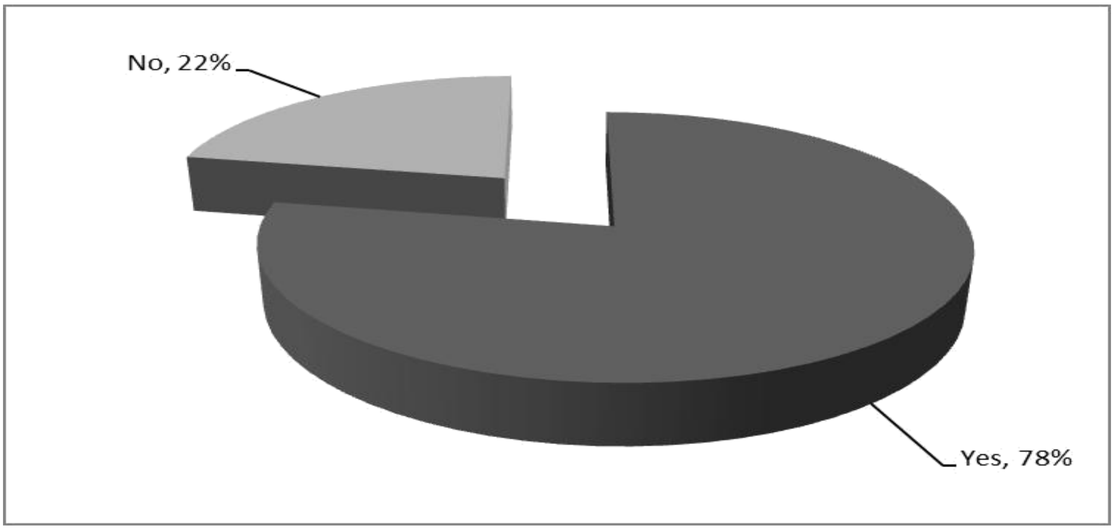

Figure 4.12 Whether social skills affects organizational performance of state corporations in Kenya

Table 4.12 and figure 4.12 indicates whether social skills affect organizational performance of state corporations in Kenya where majority of the respondents indicated that it does affect with a representation of 78% while 22% had the opinion that it does not affect the organization. From the findings, it indicated that social skills affect organizational performance of state corporations in Kenya

Table 4.13 Extent to which social skills affects organizational performance of state corporations in Kenya

Category	Frequency	Percentage (%)
Very High Extent	10	27
High Extent	12	32
Moderate Extent	4	11
Low Extent	3	8
No Effect	8	22
Total	**37**	**100**

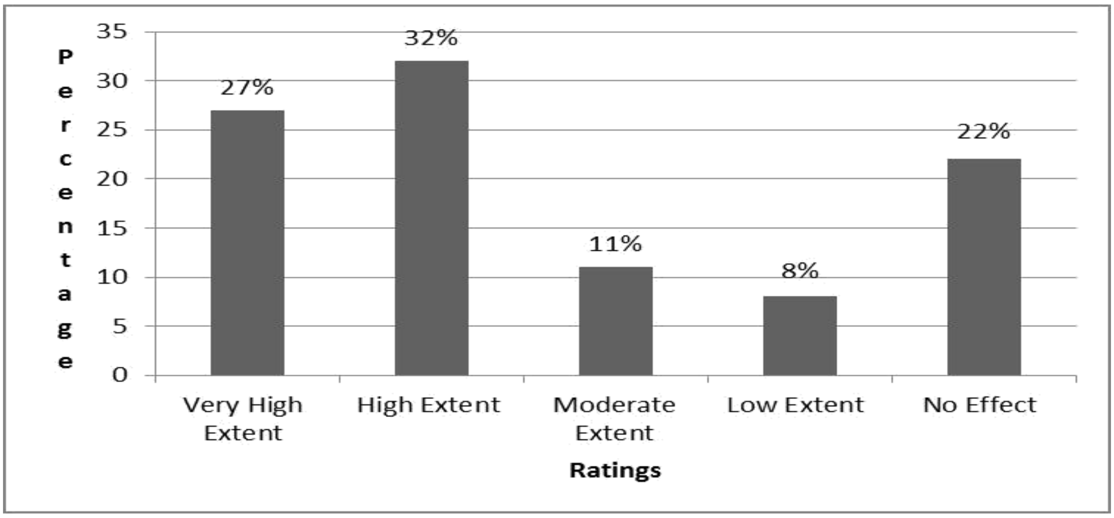

Figure 4.13 Extent to which social skills affects organizational performance of state corporations in Kenya

Table 4.13 and figure 4.13 indicated the ratings of social skills on organizational performance of state corporations in Kenya where 27% indicated very high extent, 32% indicated high extent, 11% was moderate, 8% low extent while 22% represented no effect. The findings indicated that social skills do affect the organizational performance of state corporations in Kenya very highly.

4.3 Summary of Data Analysis

4.3.1 General Information

From the findings it indicated the response rate where 80% of the respondents returned the questionniers while only 20% of them did not. This indicated that majority of them responded. It was found that organization has more male than female. The male represented 51% response which was the majority response. The minority response was of female which was 49%. The age brackets of the respondents and the finding found out those 18 – 25 years were represented by 16%, 26- 35 years was represented by 30%, 36 - 45 years 35% while above 45 years was represented by 19%. The response forms the highest education level showed that college level was the majority which was represented by 86%, secondary level who were represented by 5% while there was response of 9% which represented the university level. The organization employees have the least level of education and they were the secondary level. Finally, the response on the work experience showed that 24% indicated those who have worked in the organization for less than 5 years. There was a response of those who have worked in the organization between 6 - 10 years which was 30% who were the majority, 11 – 15 years was represented by 35% and while above 15 years was represented by 11%.

4.3.2 Self - Awareness

The findings indicated whether self - awareness affects organizational performance of state corporations in Kenya where 92% of the respondents indicated yes it does affect the organization while 8% of them disagreed that self - awareness does not affect performance of state corporations in Kenya. This indicated that self - awareness does affect organizational performance of state corporations in Kenya.

4.3.3 Self - Management

The findings indicated whether self - management affects organizational performance of state corporations in Kenya where 95% of the respondents indicated yes it does affect the organization while 5% of them disagreed that self - management does not affect performance of state corporations in Kenya. This indicated that self - management does affect organizational performance of state corporations in Kenya.

4.3.4 Social Awareness

Analysis indicated whether social awareness affects organizational performance of state corporations in Kenya where 78% of the respondents indicated yes it does affect the organization while 22% of them disagreed that social awareness does not affect performance of state corporations in Kenya. This indicated that social awareness does affect organizational performance of state corporations in Kenya.

4.3.5 Social Skills

The analysis indicated whether social skills affect organizational performance of state corporations in Kenya where 78% of the respondents indicated yes it does affect the organization while 22% of them disagreed that social skills does not affect performance of state corporations in Kenya. This indicated that social skills does affect organizational performance of state corporations in Kenya.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 5.1 Introduction

This chapter summarizes, discusses and makes conclusions on the findings of this study in relation to the objectives put forward in chapter one. It also discusses the recommendations for further research as well as recommendations for policy and practice.

5.2 Summary of Findings

5.2.1 To what extent does self - awareness affects organizational performance of state corporations in Kenya?

The findings indicated the extent to which self - awareness affects organizational performance of state corporations in Kenya where majority of the respondents indicated 46% were on the opinion that it affects the organization at a very high extent, 20% high extent, 13% was modreate extent, 13% low extent while 8% represented no effect. This indicated that majority of the respondent showed that self - awareness affects the organization at very high extent.

5.2.2 To what extent does self - management affect organizational performance of state corporations in Kenya?

From the findings it indicated the extent to which self - management affect organizational performance of state corporations in Kenya 55% were on the opinion that its very high extent and they the majority, 16% high extent, 19% was moderate extent, 5% low extent while 5% indicated no effect. From the findings it indicated that self - management affect organizational performance of state corporations in Kenya at high extent.

5.2.3 To what extent does social awareness affect organizational performance of state corporations in Kenya?

The analysis shows the extent to which social awareness affects organizational performance of state corporations in Kenya where the findings showed that 30% of the respondents indicated very high extent, 16% high extent, 8% moderate extent, 24% indicated low extent while no effect was represented by 22%. From the findings, it indicated that social awareness affects organizational performance of state corporations in Kenya at high extent.

5.2.4 To what extent do social skills affect organizational performance of state corporations in Kenya?

The analysis shows the extent to which social skills affects organizational performance of state corporations in Kenya where the findings showed that 38% of the respondents indicated very high extent, 32% high extent, 11% was moderate extent, 8% indicated low extent while no effect was represented by 22%. From the findings it indicated that social skills affects organizational performance of state corporations in Kenya at high extent.

5.3 Conclusions

The study findings indicated that self - awareness affects the organization as indicated by the respondents. Self - awareness leadership competency influenced the organizational performance of the state corporations. Overall, the self-awareness leadership competency influenced the organizational performance of the state corporations.

From the findings of the study, it's clear that self - management affects the organization as indicated by the respondents. This was supported by both the study analysis which revealed that self-management leadership competency only influenced the organizational performance of the state corporations in Kenya. Further, the overall regression results revealed that self - management leadership competency influenced the organizational performance of the state corporations.

The study findings indicated that social awareness affects the organization as indicated by the respondents. This was supported by the research results which showed that social awareness leadership competency influenced the performance of the state corporations in Kenya. Generally, the overall results revealed that social awareness leadership competency influenced the organizational performance of the state corporations in Kenya.

From the findings of the study, it's clear that social skills affect the organization as indicated by the respondents. This can be explained by results showing that social skills leadership competency influenced the performance of the state corporations in Kenya. Further, overall results revealed that social skills leadership competency influenced the organizational performance of the state corporations.

5.4 Recommendations

5.4.1 Self - Awareness

The study recommended that state corporations should adopt a culture of conducting trainings on self-awareness leadership competency. This could go a long way in ensuring better the performance of the state corporations. This would be realized as through training the ability of leaders to be visionary would be increased, the managerial knowledge of leaders would also be increased as well as the ability of leaders to be goal oriented. Further, the ability of leaders to be inquisitive would be increased.

5.4.2 Self - Management

The study also recommended that state corporations should adopt a culture of conducting trainings on self - management leadership competency. This could go a long way in ensuring better financial performance of the state corporations. This would be realized as through training the ability of leaders to solve problems would be increased, the tactical and interpersonal skills of leaders would also be increased as well as the ability of leaders to manage conflicts. Further, the ability of leaders to think strategically would be increased.

5.4.3 Social Awareness

The study also recommended that state corporations should adopt a culture of conducting trainings on social awareness leadership competency. This could go a long way in ensuring better the performance of the state corporations. This would be realized as through training the cross-cultural communication in the corporation would be increased, the virtue of integrity in the corporation would also be increased as well as the aspect of divertible change manager in the corporation.

5.4.4 Social Skills

The study also recommended that state corporations should adopt a culture of conducting trainings on social skills leadership competency. This could go a long way in ensuring enhanced performance of the state corporations. This would be realized as through training the magnitude of social judgmental skills amongst the leaders would be increased, the ability of leaders to inspire other employees would also be increased as well as the ability of leaders to foster collaboration.

5.5 Suggestion for Further Study

The study recommends that a similar study should be conducted in the private sector for comparison purposes. The study also recommends that a study seeking to establish other leadership competencies that affect performance should be conducted. This would help to give insight to state corporations and organizations in the private sector on what other kinds of training they can conduct. As a result, this would translate to better performance. Further, the study recommends that a study on the influence of demographic factors on leadership competencies should be conducted. This would help to establish whether there is a certain aspect such as gender and gender that influences a particular type of competencies. This would help to categorize the employees with regard the competencies they are best at and this would assist to maximize the performance.

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APPENDIX I: INTRODUCTION LETTER

Dear Respondent

I am a student at Management University of Africa in partial fulfilment of the requirement for the award of the Diploma in Management and Leadership of the Management University of Africa I am conducting a study title: **Effect of leadership competencies on organizational performance of state corporations in Kenya: a case study of national hospital insurance fund.** For this reason, I humble request you to assist in filling the attached questionnaire to the best of your knowledge. Material that you will provide is strictly for academic and shall not be used for any other purpose and your names shall not appear in this study. Your input will go a long way to facilitate this research study.

Thank You

Yours Truly,

Julius Oliech

The Management University of Africa

APPENDIX II

RESEARCH QUESTIONNAIRE

Please answer the questions by putting a tick in the appropriate box or by writing in the space provided.

SECTION 1: GENERAL INFORMATION

1. Gender

Male { }

Female { }

2. Age

Between 18 - 25 { }

Between 26 - 35 { }

Between 36 - 45 { }

Above 45 { }

3. Highest Level of Education

Secondary { }

Tertiary/College { }

University { }

4. Years Of Service

Less than 5 Years { }

6- 10 Years { }

11-15 Years { }

Above 15 Years { }

SECTION 2: SELF AWARENEE

5. Does self - awareness affect organizational performance in the state corporations in Kenya?

Yes { }

No { }

6. How do you rate the effect of self - awareness on organizational performance in the state corporations in Kenya?

Very High Extent { }

High Extent { }

Moderate Extent { }

Low Extent { }

No Effect { }

Please Explain

....

....

....

SECTION 3: SELF MANAGEMENT

7. Does self - management affect organizational performance in the state corporations in Kenya?

Yes { }

No { }

8. How do you rate the effect of self - management on organizational performance in the state corporations in Kenya?

Very High Extent { }

High Extent { }

Moderate Extent { }

Low Extent { }

No Effect { }

Please Explain

....

....

....

SECTION 4: SELF AWARENESS

9. Does self-awareness affect organizational performance in the state corporations in Kenya?

Yes { }

No { }

10. How do you rate the effects of self-awareness on organizational performance in the state corporations in Kenya?

Very High Extent { }

High Extent { }

Moderate Extent { }

Low Extent { }

No Effect { }

Please Explain

....

....

....

SECTION 5: SOCIAL SKILLS

11. Do social skills affect organizational performance in the state corporations in Kenya?

Yes { }

No { }

12. How do you rate the effect of social skills on organizational performance in the state corporations in Kenya?

Very High Extent { }

High Extent { }

Moderate Extent { }

Low Extent { }

No Effect { }

Please Explain

....

....

....

Thank you for your Cooperation