



The Relationship between Transformational Leadership Style and Performance of Chartered Universities in Kenya

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Abstract

University education plays a critical role in promoting technological advancements and improving the country's ability to capitalize economically. The main objective of the study was to establish the relationship between Transformational leadership style on performance of chartered universities in Kenya. Positivistic philosophy approach was adopted with a cross-sectional survey research design. 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 was selected for the study are top management levels, middle level, and lower-level staff. For a comparative analysis, each University was targeted, and the sample was drawn from each participating institution. The study adopted 10% due to fact that 10 percent presented 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. The study sample size was 362 that included all the 49-chartered universities. The questionnaires were distributed equally in all participating institution. The researcher utilized questionnaire as the essential instrument for information gathering. Questionnaires were formatted to contain sections reflecting the study variables. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS). The results showed that when transformational leadership style through idealized influence,

inspirational motivation, intellectual stimulation and individualized consideration, is held constant, performance of chartered Universities will remain at 2.120. At the same time, an increase in idealized influence by one unit leads to an increase in performance of chartered universities by 0.100 units with a p-value of $0.000 < 0.05$ while an increase in one unit of inspirational motivation and selection leads to an increase in performance of chartered universities by 0.090 with a p-value of $0.000 < 0.05$. When intellectual stimulation increases by one unit, performance of chartered universities increases by 0.080 with a p-value of $0.001 < 0.05$. Lastly, an increase in individualized consideration by one unit leads to an increase in performance of chartered universities by 0.101 units with a p-value of $0.000 < 0.05$. The study thus, rejected the null hypothesis. The study 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. 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.

Keywords: *Transformational Leadership Style, Performance, Chartered Universities & Kenya*

1.0 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).

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.

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).

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.

Transformational leaders exhibit the four characteristics of idealized influence, inspiration motivation, intellectual stimulation and individualized consideration (Northouse, 2014). Transformational leadership style can improve performance because transformational leadership style wants to develop knowledge and employees potential. This kind of a leader gives prospect and self-reliance to the followers to perform work in accordance to 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 of visionary and it becomes collective vision where employees works 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 own 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 transformational style of leadership.

Aguinis and Kraiger (2012), describe production as the degree of attainment of job mission that is measured in terms of job outcome, customer link, quality service, and intangible outcomes. Borman and Schmit (2012) describe the performance as a multidimensional paradigm that analysis of several factors. This study adopted the definition by Aguinis and Kraiger (2012) in that it describes the performance of universities about jobs mission, job outcome, customer link, quality service, and intangible outcomes that was operationalized by measuring g revenue growth customer satisfaction, employee satisfaction and research publications. Universities are made up of employees who determine the performance in two ways, either positive or negative. This means that both internal and external forces that include skills, knowledge, motivation levels, competition, working environment, and technology affect the performance of universities.

Therefore, University leadership needs to comprehend mutually exterior forces and, at the same time, interior forces significantly affecting performance in general (Awan, Qureshi, & Arif, 2012).

Amin (2013) explains that performance can be enriched with incentive and economic wellbeing. This means that when staff lack motivation to carry out tasks and their individual fulfillment is not achieved, the performance level was low; hence the university performance will decline as well as productivity levels. While Kinicki (2013), explains that employee's ability to establish the effectiveness of universities' performance is crucial for survival, and employees who are motivated and possess the right knowledge and sufficient skills will remain relevant in the universities hence increased output. Van Dierendonck and Nuijten (2011) categorized performance into business performance, financial performance, and organizational effectiveness. The financial performance focuses on outcome-based indicators assumed to reflect economic goals, while non-financial is centered on operational performance, which includes efficiency, new product development, market share, and innovation. Performance measurement of overall organization effectiveness reflects a broader conceptualization that provides for the achievement of organizational goals, universities' reputation, universities' survival, perceived overall performance about competitors, and perceived overall performance.

A chartered university is one that is operating and regulated by the university Act 2012. Both private and public universities in Kenya (CUE, 2018) Public universities are defined as universities maintained and funded out of federal funds this is the universities that are supported through public funds and are owned by the state Kenya national law reforms (2012). On the other hand, private charter universities are universities, which are privately supported by private sponsors (NGO). In Kenya, we have 31 public chartered universities and 18 private chartered universities (CUE, 2018).

1.2 Statement of the Problem

Kenyan Universities have faced challenges in the recent years such as reduction of enrolment rate of university students; 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 a wrong picture to the public as far as quality teaching and performance of the universities is concerned (Wanzala, 2013). The Kenyan Universities faces 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. Staff loyalty leads to avoidance of unnecessary university strikes, and therefore, this is the primary way to make knowledge work and improve organizational efficiency, particularly in the education system (Mbirihi, 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 and staff loyalty practices 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 Majauskaitė (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.

1.3 Objective of the Study

To determine the relationship between transformational leadership style and performance of chartered Universities in Kenya.

1.4 Hypotheses of the Study

HO₁: There is no significant relationship between Transformational leadership style and performance of chartered Universities in Kenya

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 Transformational Leadership Theory

This leadership theory was conceptualized by Burns in his descriptive research on political leaders in 1978 and later improved by Bass in 1985. According to Burns (2018) transformational leadership is a process whereby leaders and followers raise one another to higher levels of morality and motivation. In this way anyone can influence an organization through ideals and moral values. According to Bass (1985) there are four key behaviors of transformational leaders, which are; idealized influence which involves behaviors that arouses strong follower emotions and identification with the leader, individualized consideration which includes providing support to attain success, inspirational motivation which motivates followers to become committed to achieve organizational goals and intellectual stimulation which makes followers to be creative and innovative to assist challenge their own beliefs as well as those of the leader and the organization.

Idealized influence describes leaders who are exemplary role models for associates. Leaders with idealized influence can be trusted and respected by associates to make good decisions for the organization. Inspirational motivation describes leaders who motivate associates to commit to the vision of the organization (Bass, 1985). Leaders with inspirational motivation encourage team spirit to reach goals of increased revenue and market growth for the organization. Intellectual stimulation describes leaders who encourage innovation and creativity through challenging the normal beliefs or views of a group. Leaders with intellectual stimulation promote critical thinking and problem solving in an effort to make the organization better. Individual consideration describes leaders who act as coaches and advisors to the associates. Leaders with individual

consideration encourage associates to reach goals that help both the associates and the organization (Banks, McCauley, Gardner & Guler, 2016).

The strength of this theory in my study was the emphasis it placed on idealized influence on positive values, beliefs and morals on the followers like stakeholders which is ethical leadership in this study. Intellectual stimulation in this study involves various innovations within the organizational activities which enhance performance. Chartered universities in Kenya can be made better organizations when leaders and their followers are given the right skills through relevant staff training which according to Bass pertains to individualized consideration. In addition, organizations should set their performance targets which are mutually agreed upon which according to Bass involve inspirational motivation. Transformational leadership theory, therefore, stood out as the anchor theory of this study.

2.2 Empirical Review

Several studies have examined the relationship between leadership and Performance. The survey by Alonderiene and Majauskaite (2016) examined leadership style and job satisfaction in higher education institutions in Lithuania. The purpose of the study was to find out if leadership has an impact on followers' attitudes and Performance. The study revealed a significant positive effect of leadership style on job satisfaction of faculty, where servant leadership was found to have the highest positive significant impact of faculty while controlling the autocrat leadership style had the lowest. The research implication was that supervisors had the power to increase job satisfaction levels to their faculty members by defining their role as a leader and demonstrating specific leadership behaviour (Alonderiene & Majauskaite, 2016). The study did not incorporate other variables and the current research has introduced staff loyalty and internal environment as mediating and moderating the relationship.

Shushlan (2018) examined leadership style in the madrasah in Tulungagung to establish how leadership style principles enhance teacher's Performance. The primary purpose of this research was to explore the leadership style of principals of state Islamic senior high school and individually how well the principles motivate, mobilize, direct, and evaluation of teachers Performance to achieve students' academic attainment. The study adopted a qualitative method of study with a multiple case studies on three schools in Tulungagung. The study revealed that principals of state Islamic senior high schools are the central figures in the school and in particular are in charge of implementing incentives, motivation programmes. The study concluded that an effective leadership style increases students' academic attainments (Shulhan, 2018). The study used a qualitative design, while the current study used both methods to collect the data on the relations of leadership style and university performance.

Another study carried out by Shareef and Atan (2018) examined the influence of ethical leadership style on academic employees' organizational citizenship behaviour and turnover intention: the mediating role of intrinsic motivation. The main objective was to determine the effects of ethical leadership on followers' organizational citizen behaviour and turnover intention and to examine the mediating inherent motivation in the relationship. The study employed a quantitative research method with a sample of 351 supervisor and subordinate dyads in three large public universities in Iraq. The statistical analysis was conducted using statistical package for social science software through multiple regression analysis to test the research hypothesis. The study results indicated that ethical leadership positively relates to organizational citizen behaviour and negatively related to turnover intentions. The finding also showed that intrinsically motivate sufficiently mediates

the relationship between ethical leadership, organizational citizenship behaviour, and turnover intentions (Shareef & Atan, 2018). The study addressed only the leadership variable and did not have moderating and intervening variables. The current study seeks to investigate the influence of leadership style and university performance. The present study aims to examine the impact of leadership style on Performance and how the relationship can be mediated by staff loyalty variables.

Khalif and Ayoubi (2015) examine leadership styles in Syrian higher education in relation to what matters for organizational learning at public and private universities. The study main purpose was to explore the two major types of leadership (Transactional and Transformational) and organizational learning in public and private universities in Syria. The study further examines the role of transactional and transformational leadership style in enhancing organizational learning at Syrian universities. The study adopted a qualitative research paradigm that used questionnaires survey method that were administered to 216 employees of two major public and private universities and data was analyzed using SPSS. The research findings revealed that there is a significant impact of contingent reward as a transactional dimension on organizational learning and a significant impact of inspirational motivational as a transformational leadership dimension on organizational learning. The study established no significant differences in leadership styles and organization learning between both universities. The study finding had the following implications for university leadership in Syria, that they was in a position to adopt leadership style that are suitable for reinforcing organizational learning in their universities (Khalifa & Ayoubi, 2015). The value of this study to current study is that it advances western research that links leadership style and organizational learning that focuses on Arab world context.

Supermane (2019) examined transformational leadership and innovation in teaching and learning objectives with effect of knowledge management as mediating variable. Institution of higher learning persist by transforming leadership skills in managing institution resources efficiently that is enhancing lecturers teaching and learning innovation capabilities and therefore the study objective was to investigate whether knowledge management plays a role of mediator between transformational leadership and teaching and learning innovation in teacher education. The study adopted a cross-sectional survey design that collected data from 359 lecturers across Malaysia and the data was analysed using a structural equation modelling approach. The study findings indicated that knowledge management has no significant role of a mediator in the study because the direct effect of transformational leadership style on teaching and learning was stronger than the indirect effect of transformational leadership through knowledge management. The study implication on the practice is that lecturers and head of departments should regularly attend workshops on knowledge management to further understanding the knowledge management process that could enhance the quality of lectures in institution of higher learning (Supermane, 2019).

Lu, Laux, and Antony (2017) examined Lean Six Sigma leadership in higher education institutions. The study intentions was to critically to evaluate whether lean six sigma leadership model could be effectively be utilized to resolve efficiency and effectiveness issues like quality of education, rising costs and retention rates encountered in institutions of higher learning in the modern era. Lu, Laux, and Antony (2017) systematically reviewed the literature on key concepts of lean six sigma and leadership style of institutions of higher learning in to develop a theoretical model using an inductive theory building approach in accordance with the exploratory nature of the study. The study results proposed a conceptual lean leadership framework which provides a basis for testing of lean six sigma representations in institutions of higher learning and the findings

shows that lean six sigma has advantages for institutions of higher learning to overcome current issues and challenges. The study implications are a theoretical study based on the existing literature that identified characteristics that maybe adopted in higher education. The proposed lean six sigma leadership frameworks are based upon leadership, statistical thinking, continuous change and improvement. The model is based upon service and the concepts of adaptive, rather than technical work of leaders in higher education. The proposed lean six sigma leadership frameworks bring new aspects and perspective of leadership in institution of higher learning. The leadership model has its practical meaning in providing a fundamental base for institution of higher learning to overcome challenges, sustain improvements and fulfil missions.

2.3 Conceptual Framework

The study's conceptual framework is the conceptualization of transformational leadership style and the dependent variable is performance of chartered Universities in Kenya. The study's conceptual framework is illustrated in Figure 1.

Independent Variables

Dependent Variable

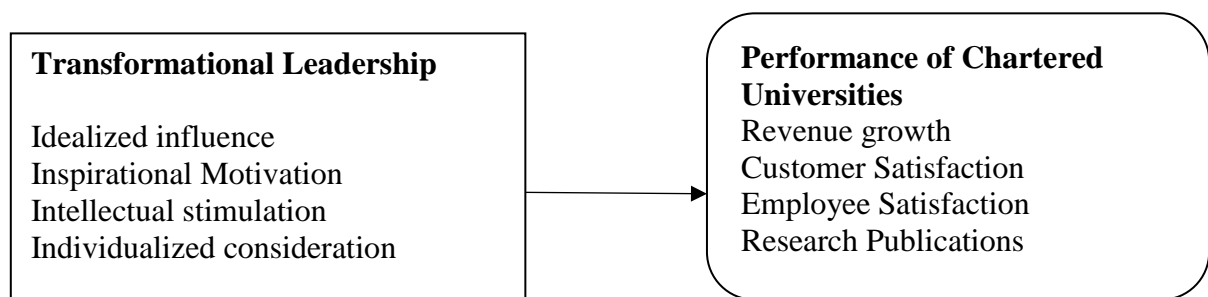


Figure 1: Conceptual Framework

3.0 Research Methodology

Positivistic philosophy approach was adopted with a cross-sectional survey research design. 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 was selected for the study are top management levels, middle level, and lower-level 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% to 30% 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 will present 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. The study sample size was 362 that will include all the 49-chartered universities (CUE, 2018). The questionnaires were distributed equally in all participating institution. The researcher utilized questionnaire as the essential instrument for

information gathering. Questionnaires were formatted to contain sections reflecting the study variables. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS).

An empirical model tested the statistical significance of the independent variable (Transformational Leadership Style) on the dependent variable (Performance) in Chartered Universities. To facilitate the application of the regression model, weighted averages of the three constructs for independent variable was computed using the following equation:

$$P = \sum (W_1II + W_2IM + W_3IS + W_4IC/4) \dots \dots \dots X_1$$

Where:

TLS= Composite index of Idealized influence, Inspirational Motivation, Intellectual stimulation and individualized consideration

W₁, W₂, W₃, W₄= Relative weight given to each component of the Transformational Leadership Style.

The model for the study:

$$P = \beta_0 + \beta_1 TLS \varepsilon$$

Where:

P = Performance in Chartered Universities

TLS = Transformational Leadership Style.

β₀ = Constant

β₁ = Beta coefficient

ε = Error term

4.0 Results and Findings

4.1 Descriptive Statistics

4.1.1 Descriptive Statistics for Transformational Leadership

The descriptive statistics were analyzed using the mean statements on idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The descriptive statistics were run using SPSS software. The objective of the study was to establish the relationship between Transformational Leadership and performance in chartered universities. The results are as depicted in Table 1.

Table 1: Descriptive Statistics for Transformational Leadership

	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration
N	307	307	307	307
Mean	3.3966	3.5	3.4194	3.4241
Median	3.5	3.5	3.5	3.4
Std. Deviation	0.567	0.556	0.522	0.549
Skewness	-0.517	-0.979	-0.590	-0.794
Kurtosis	0.869	1.007	0.268	1.184

The results shows the descriptive statistics that indicates central tendency and dispersion of all the measures of Transformational Leadership. The total number of respondents in each measured was 307. Distribution of data was measured using skewness and kurtosis whereas central tenancy was measured using mean, median and mode. The standard deviation was used to measure dispersion. The results show that Idealized Influence had a mean of 3.3966 and median of 3.5. The standard deviation of 0.567 showed that the members of the group differed from the mean value of 3.3966 for the group in the observation.

The measures of kurtosis and skewness are used to determine if indicators met normality assumptions (Kline, 2005). According to Bai and Ng (2005), if skewness is less than -1 or greater than 1, the distribution is highly skewed, if skewness is between -1 and -0.5 or between 0.5 and 1, the distribution is moderately skewed, if skewness is between -0.5 and 0.5, the distribution is approximately symmetric. Skewness for Idealized Influence was -0.517. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that Idealized Influence had 0.869. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers.

The results show that inspirational motivation had a mean of 3.5 and a median of 3.5. The standard deviation of 0.556 showed that the members of the group differed from the mean value of 3.5 for the group in the observation. Skewness for Inspirational Motivation was -0.979. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that inspirational motivation had 1.007. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers and met normality assumptions.

The results showed that Intellectual Stimulation had a mean of 3.4241 and a median of 3.4. The standard deviation of 0.522 showed that the members of the group differed from the mean value of 3.154 for the group in the observation. Skewness for Intellectual Stimulation was -0.590. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that Intellectual Stimulation had 0.268. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers.

4.1.2 Descriptive Statistics for Performance

Descriptive statistics were carried out on Performance in Chartered Universities and the results are shown in Table 2.

Table 2: Descriptive Statistics for Performance in Chartered Universities

	Performance
Mean	3.1412
Median	3.0667
Std. Deviation	0.45533
Skewness	0.289
Kurtosis	-0.487

The results shows the descriptive statistics for performance in chartered universities. The total number of respondents in each measured was 307. Distribution of data was measured using skewness and kurtosis whereas central tenancy was measured using mean, median and mode. The standard deviation was used to measure dispersion. The results show that performance in chartered universities had a mean of 3.1412 and median of 3.0667. The standard deviation of 0.45533 showed that the members of the group differed from the mean value of 3.1412 for the group in the observation. The standard deviation of 0.446 further implies that the data points tend to be very close to the mean of the data and a high standard deviation implies that the data points are spread over a wide range of the values.

Skewness for performance in chartered universities was 0.289. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that performance in chartered universities had -0.487. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers. Performance in chartered universities was evenly distributed and the measure between the high and low score was small and exhibits normality in performance in chartered universities.

4.2 Correlation Analysis

Table 3 below presents the results of the correlation analysis.

Table 3: Correlation Matrix

Variables		Performance	Transformational Leadership
Performance	Pearson Correlation	1.000	
	Sig. (2-tailed)		
Transformational Leadership style	Pearson Correlation	.765**	1.000
	Sig. (2-tailed)	0.000	

The results indicated that transformational leadership style was positively and significantly associated to Performance in Chartered Universities ($r = 0.765$, $p = 0.00 < 0.05$). This implied that since transformational leadership style had a positive and significant effect thus an improvement will lead to improvement in Performance in Chartered Universities.

4.3 Hypothesis Testing

The objective of the study was to establish the relationship between Transformational Leadership and performance in chartered universities. A simple regression model was used to test the statistical significance of the independent variable (Transformational Leadership) on the dependent variable (performance) in chartered universities in Kenya. The first hypothesis stated in the null form is as follows:

Ho: There is no significant relationship between Transformational Leadership style and performance of chartered Universities in Kenya

The hypothesis sought to establish the relationship between Transformational Leadership and performance in chartered universities. This hypothesis was tested by regressing composite index TLS and P guided by the equation

$$P = \beta_0 + \beta_1 \text{TLS}$$

Where TSL represented composite Transformational Leadership and P denoted performance in chartered universities.

Table 4: Model Fitness for Transformational Leadership style

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.803a	0.645	0.64	0.27371

The coefficient of determination R Square is 0.645. The model indicates that Transformational Leadership explains 64.5% of the variation in performance of chartered Universities. This implies that there exist a significant relationship between Transformational Leadership style and performance of chartered Universities in Kenya.

Table 5: ANOVA for Transformational Leadership style and performance of chartered Universities

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.043	4	10.261	136.966	.000b
	Residual	22.624	302	0.075		
	Total	63.667	306			

The F-Calculated (4, 302) = 136.966 which is greater than F-Critical (1, 306) = 3.96 at 95% confidence level. Results also show that $p\text{-value} = 0.000 < 0.05$. This further confirms that Transformational Leadership style positively and significantly influences performance of chartered Universities.

Table 6: Transformational Leadership style and performance of chartered Universities

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.120	0.047		45.531	0.000
Idealized Influence	0.100	0.023	0.252	4.513	0.000
Inspirational Motivation	0.090	0.023	0.242	4.124	0.000
Intellectual Stimulation	0.080	0.024	0.187	3.221	0.001
Individualized Consideration	0.090	0.023	0.221	3.822	0.000

Findings show that when Transformational Leadership style through Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration, is held constant, performance of chartered Universities will remain at 2.120. At the same time, an increase in Idealized Influence by one unit leads to an increase in performance of chartered Universities by 0.100 units with a p-value of $0.000 < 0.05$ while an increase in one unit of Inspirational Motivation and selection leads to an increase in performance of chartered Universities by 0.090 with a p-value of $0.000 < 0.05$. When Intellectual Stimulation increases by one unit, performance of chartered Universities increases by 0.080 with a p-value of $0.001 < 0.05$. Lastly, an increase in Individualized Consideration by one unit leads to an increase in performance of chartered Universities by 0.101 units with a p-value of $0.000 < 0.05$. The study thus, rejected the null hypothesis and adopted the alternative hypothesis that there is significant relationship between Transformational Leadership style and performance of chartered Universities in Kenya.

This can be summarized by the following model:

$$P = 2.120 + 0.100II + 0.090IM + 0.080IS + 0.090IC$$

Where;

P= Performance of chartered Universities

II= Idealized Influence

IM= Inspirational Motivation

IS= Intellectual Stimulation

IC= Individualized Consideration

4.4 Discussions

The hypothesis sought to establish the relationship between transformational leadership and performance in chartered universities. This hypothesis was tested by regressing transformational leadership style indicators and performance of chartered universities. The results revealed that the coefficient of determination R Square was 0.645. The model indicated that transformational leadership explains 64.5% of the variation in performance of chartered Universities. This implies that there existed a significant relationship between Transformational Leadership style and performance of chartered Universities in Kenya. The results showed that when transformational

leadership style through idealized influence, inspirational motivation, intellectual stimulation and individualized consideration, is held constant, performance of chartered Universities will remain at 2.120. At the same time, an increase in idealized influence by one unit leads to an increase in performance of chartered universities by 0.100 units with a p-value of $0.000 < 0.05$ while an increase in one unit of inspirational motivation and selection leads to an increase in performance of chartered universities by 0.090 with a p-value of $0.000 < 0.05$. When intellectual stimulation increases by one unit, performance of chartered universities increases by 0.080 with a p-value of $0.001 < 0.05$. Lastly, an increase in individualized consideration by one unit leads to an increase in performance of chartered universities by 0.101 units with a p-value of $0.000 < 0.05$. The study thus, rejected the null hypothesis and adopted the alternative hypothesis that there is significant relationship between transformational leadership style and performance of chartered universities in Kenya.

This is consistent with Alonderiene and Majauskaite (2016) who examined leadership style and job satisfaction in higher education institutions in Lithuania and established that a significant positive effect of leadership style on job satisfaction of faculty, where servant leadership was found to have the highest positive significant impact of faculty while controlling the autocrat leadership style had the lowest. The research implication was that supervisors had the power to increase job satisfaction levels to their faculty members by defining their role as a leader and demonstrating specific leadership behavior.

In addition, the findings concur with Shushlan (2018) who examined leadership style in the madrasah in Tulungagung to establish how leadership style principles enhance teacher's Performance and revealed that principals of state Islamic senior high schools are the central figures in the school and in particular are in charge of implementing incentives, motivation programmes. The study concluded that an effective leadership style increases students' academic attainments. Shareef and Atan (2018) results indicated that ethical leadership positively relates to organizational citizen behavior and negatively related to turnover intentions. The finding also showed that intrinsically motivate sufficiently mediates the relationship between ethical leadership, organizational citizenship behavior, and turnover intentions.

Khalif and Ayoubi (2015) revealed that there is a significant impact of contingent reward as a transactional dimension on organizational learning and a significant impact of inspirational motivational as a transformational leadership dimension on organizational learning. The study established no significant differences in leadership styles and organization learning between both universities. The study finding had the following implications for university leadership in Syria, that they was in a position to adopt leadership style that are suitable for reinforcing organizational learning in their universities (Khalifa & Ayoubi, 2015). The findings are in line with Supermane (2019) who examined transformational leadership and innovation in teaching and learning objectives with effect of knowledge management as mediating variable. The study findings indicated that knowledge management has no significant role of a mediator in the study because the direct effect of transformational leadership style on teaching and learning was stronger than the indirect effect of transformational leadership through knowledge management. Lu, Laux, and Antony (2017) study results proposed a conceptual lean leadership framework which provides a basis for testing of lean six sigma representations in institutions of higher learning and the findings shows that lean six sigma has advantages for institutions of higher learning to overcome current issues and challenges.

5.0 Conclusions

The study objective was to determine the relationship between leadership style and performance of chartered Universities in Kenya. The established that there is a strong positive correlation between leadership style and performance of chartered Universities in Kenya. The study hypnotized that there is a significant relationship between leadership style and performance of chartered Universities in Kenya. The study 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. Leadership style is positively associated with others factors as revealed by results of the matrix and that transformational leadership style has positive impact on performance of chartered universities in Kenya.

6.0 Recommendations

The study views 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. 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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