EFFECTS OF TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL PERFORMANCE WITHIN PUBLIC UNIVERSITIES IN KENYA: A CASE OF KENYATTA UNIVERSITY

BY

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UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

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A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SUMMER 2019
STUDENT’S DECLARATION

I declare that this is my original work and has not been submitted to any other university or academic institution other than United States International University in Nairobi for academic credit.

Signed: _________________________ Date: _________________________

Veronicah Milelu (ID 656356)

This research has been submitted for examination with my consent as the appointed supervisor.

Signed: _________________________ Date: _________________________

Prof. Zachary Mosoti, PhD

Signed: _________________________ Date: _________________________

Dean, Chandaria School of Business
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DEDICATION

I dedicate this work to my loving husband, Philip and our lovely daughters, Fancy and Agape for all their support, love, care, concern and encouragement during this academic journey and their inspiration towards the achievement of this goal.
ACKNOWLEDGEMENT

I take this opportunity to thank the Almighty God for the good health and for bringing me this far. I also want to extend special gratitude to my supervisor Prof Zachary Mosoti for the great partnership throughout this tough and demanding task. His guidance, lots of encouragement and all the patience in going through my work every now and then to ensure that it gets refined is really commendable.

I would also like to express my sincere gratitude to my family for their unlimited support during this time of my studies, my dear friends in particular my course mates for the exchange of ideas, support and encouragement throughout my studies. Further I would like to extend my appreciation to USIU in general and all the faculty staff who contributed greatly for all the knowledge acquired during this time of my studies.
ABSTRACT

The general objective of this study was to examine the effects of transformational leadership on performance within public universities specifically Kenyatta University. It sought to realize four specific objectives: to investigate the effects of idealized influence on performance of public universities in regard to Kenyatta University, to find out the influence of inspirational motivation on performance of public universities in Kenya as a case study of Kenyatta University, to assess the effects of intellectual stimulation behavior on performance of public universities in Kenya specifically Kenyatta University, and to determine the influence of individualized consideration on performance of public universities in Kenya limiting the study to Kenyatta University.

This study used a mixed methods research design in which descriptive and explanatory research designs were adopted. It deployed a cross-sectional survey approach. The target population of this study was 5000 individual employees working in academic and administrative positions at Kenyatta University. Purposive sampling technique was used to create identify the respondents for this study. Data was collected using questionnaires and presented through SPSS using descriptive statistics and regression analysis techniques.

This study found that idealized influence was an important factor in performance of the institution. It found that the indicators of idealized influence including leaders’ ability to be good role models, trustworthy, command respect, identify with employees, be emulated by employees, enhance innovativeness among employees, enable employees to exceed expectations and assist employees going through personal change were all positively associated with performance of the university. It established through the regression model that idealized influence accounted for four-point-seven percent of the change in performance of the institution.

This study established that inspirational motivation was a factor affecting performance of the institution. All the indicators of inspirational motivation studied registered a weak but positive correlation with the performance of the institution. The indicators included; leaders’ ability to motivate, articulate clear vision of the future, optimism for the future of the institution, communicate what needed to be accomplished well, ignite team spirit, encourage employees to perform tasks and exhibit commitment to the established goals of the institution. It found through, regression analysis results and as per the R Square value
that fourteen-point-six percent of change in performance of the institution can be accounted for by leaders’ inspirational motivation

This study also found that intellectual stimulation was among the key aspects of transformational leadership affecting the performance of the institution. Among the indicators of intellectual stimulation which it found to influence performance included; leaders’ ability to motivate employees, enhance employees creativity, help employees become good decision makers, direct employees towards logical problem solving, recognize creative employees, support critical thinking among employees and engage employees in decision making. It found according to the regression model that twenty-point-five percent of change in performance could be attributed to intellectual stimulation.

This study determined that individualized consideration is also a key attribute of transformational leadership affecting the performance of the institution. The indicators of leaders’ individualized consideration that were found to be important included leaders’ attention to employees’ work-related needs, ability to act as mentors and coaches to employees, to listen to employees’ concerns, to empathize with employees, to discuss employees’ concerns, recognize the contributions of the employees and to promote employees self-development. It found, through the regression analysis, that individualized consideration accounted for ten-point-one percent of variance in the performance of the institution.

It concludes that by arguing that idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are all key aspects of transformational leadership which enhances performance. Transformational leaders acting as mentors to employees by leaders, leaders’ attention to employees work related needs and listening to employees’ concerns are elements of leaders’ individualized consideration which positively affect the performance of KU.

It recommends that, one, the institution should also seek to train and in so doing enhance the ability of leaders in the institution to support employees to exceed expectations and to go through personal changes. Two, public universities should identify and hire leaders who exude confidence and are able to motivate confidence among employees, and three, that researchers should conduct cross-sectional studies comparing the effect of transformational leadership among the public universities in Nairobi, Kenya.
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<tr>
<td>CUE</td>
<td>Commission of the University Education</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>ROA</td>
<td>Return on Assets</td>
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<tr>
<td>ROE</td>
<td>Return on Equity</td>
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<td>ROI</td>
<td>Return on Investment</td>
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<tr>
<td>SPPS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>UCLA</td>
<td>University of California, Angelo’s</td>
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<td>USA</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Transformational leadership influences the important attitudes and conventions of the members of an organization and imparts them with an intention to create a common mentality in the attainment of the objective goals of an organization (Amin, 2016; Datche, 2015). This leadership style shows higher performance than transactional leadership among other forms (Bass & Avolio, 2000; Koech & Namusonge, 2012). Even though evidence tends to show that the transformational leader has a substantial influence on performance, so long as he or she understands the processes through which he or she exerts this influence is limited and largely speculative. Studies have tried to trace the causal path of the effects of transformational leadership on organizational performance by trying to investigate the intermediate influence of leaders’ views of different strategic variables that are related to knowledge and invention (Bass, 1997). In the present information society, the management of the above two factors are key processes that enable us to generate, exploit, renew and apply awareness flow in new ways to create the fundamental competence for improvement of organizational performance (Barrett & Sexton, 2006).

Even though organizational performance is really crucial, a few investigators have wanted to know what facilities needed outcomes when it comes to performance of an organization in the achievement of its objectives (Pradhan & Pradhan, 2015). Therefore, Leadership presented within the organization has been targeted as a possible area for increasing organizational performance (Tracey & Hinkin, 1998). This implies that transformational leadership has been recognized as an excitingly taking a different direction in supporting employees; one that has the potential to significantly reform organizational performance (Pradhan & Pradhan, 2015; Datche, 2015).

Research around the world has been done to investigate the influence of transformational leadership on organizational performance. In Canada, Hancott (2014) established that the best performing companies were significantly using transformational leadership as compared to poor performing companies. This argument is supported by Mortazavi and Partovi (2014) findings that transformational leadership has a positive and significant influence on organizational commitment, employee motivation and job satisfaction in
Iran. Veise Mohammadi, Pirzadian and Sharafi (2015) also found that the characteristics of transformational leadership such as inspirational motivation, hopeful influence, personal observations and intellectual encouragement influence both organizational culture and performance. In Turkey, Erkutlu (2008) shows that transformational leadership stimulates organizational obligation, which in turn influences job satisfaction among employees. This is achieved by leaders conducting themselves self in ways that inspire and motivate their followers, paying attention to needs of each follower, ensuring a supportive organizational environment for instance encouraging a two-way communication in the organization. That is communication from the leader to the follower and the vice versa.

A university is a tertiary institution of learning. It is a place of knowledge acquisition of the highest level, which has a college of arts and a program of graduate studies together with several professional schools, law, medicine, and engineering as well as business schools and authorized to confer both undergraduate and graduate degrees that are the masters and Doctorate degrees to their students. Most of the universities in the developed world usually have only graduate or professional schools as compared to other institutions in Africa. Universities core activities are learning, teaching and researching (Times Higher Education, 2018).

In other parts or continents of the world, Public Universities are commonly referred as state universities. In the United States of America (USA) each of these universities unlike the private universities is funded by a particular state. A good example is the University of California, Angelo’s (UCLA) (Helfand, 2002). This university is funded by the state of California since every state in the USA has a Public university or college. UCLA is a public university for research located in the Westwood district of Los Angeles, in the USA. In the year 1919, it became the southern branch of the University of California. This made it the second oldest campus of the ten Campus University of California. Its total population is about 44,000 students both the graduates and the undergraduates. The total programs for both graduate and undergraduate are 337 in a wide range of disciplines (Helfand, 2002).

The university is organized into six undergraduate colleges, seven professional schools, and four professional health science schools something that makes it different from the Kenyan public universities. According to the Times Higher Education (2018), World
University Rankings for 2017-2018: UCLA was ranked the 15th in the world for academics. It was also placed the 9th in the world in terms of reputation. A private university is one that is neither operated nor funded by the government. For example, Loyola Marymount University is not funded by the state of California, but partially funded by other interested parties for instance private donors. Just like the public universities, every state in the USA has private universities or colleges (Times Higher Education, 2018).

In Kenya whether a university is public or private charted the commission of university education must accredit it. This accreditation is done by the Commission for University education was established by an act of Parliament, Universities Act, No. 42 of 2012 to take over the running of the universities. Among its core objectives was to check on the quality of university education in the country. Achieving global competitiveness was another objective. The commission also had mandate in promoting the objectives of university education, by regulating and accrediting universities and programs, among other functions. According to accreditation status of University Campuses in Kenya –July 2016, there are three (3) categories of status of University Campuses/Constituent Colleges (Times Higher Education, 2018).

In terms of Constitute colleges and campuses, these are the ones that have been recognized by the Commission as having met the minimum requirements, based on a comprehensive accreditation process. The establishment and accreditation of universities had the following requirements to meet. Every university in Kenya would be established by a Charter in accordance with this Act. To establish a university in Kenya, a person is required to submit, in writing a request, in the suggested way, to the Commission for accreditation and the grant Charter. An application under subsection (2) shall be accompanied by a draft of the Charter of the proposed university, which shall provide for the following with respect to the university—governance structures and systems; members and staff; financial management systems; development of the Statutes; use of the common seal and custody of instruments of authority; process of voluntary winding up; the procedure for vetting of applicants and nominees for the office of the core courses offered at the university; the infrastructure in place or proposed infrastructure and the locations thereof, including that of Constituent Colleges and which shall comply with infrastructural (CUE, 2017).
Constituent Colleges or adopted Campuses are the ones which the Commission acknowledges, on the basis of the existence in public universities prior to the year 2013, as a result of the repeal of individual Public Universities’ Acts and the enactment of the Universities Act, No. 42 of 2012. These are the colleges and Campuses that have been by the main Universities. For instance, Egerton University Town Campus is adopted. Muranga Technical adopted by Jomo Kenyatta University of Agriculture and Technology (CUE, 2017).

Campuses/Colleges under review include the ones declared to the Commission by Chartered Universities for purposes of consideration for accreditation based on a comprehensive accreditation process. They are placed in this particular category awaiting review by the commission. They include University of Nairobi Mombasa Campus, Moi University Mombasa campus among others. They are still waiting accreditation by the commission of the university education (CUE, 2017).

According to the Commission for University Education in Kenya November 2017 accredited Universities have been grouped to 5 (five) Categories getting a total of 74. There are 31 Public Chartered Universities is 31, 18 Private chartered universities, 14 institutions with Letters of Interim Authority, 6 Public Constituent and 5 Private constituent colleges. Before the new millennium Kenya had five public universities which included. University of Nairobi established 1970, accredited 2013. Moi University established 1984, accredited 2013. Kenyatta University established 1985, accredited 2013. Egerton University established 1987, accredited 2013. Jomo Kenyatta University of Agriculture and Technology established 1994 and accredited 2013. Kenyatta University being ranked as no.3 (three) among the old established universities qualifies it as an area of interest among the higher learning institutions. From records, it is evident that transformation took place in this particular University (CUE, 2017).

Kenyatta University is classified as the third to be established, a leading university in Kenya. The graduates are advantaged in that the university does not only emphasize on theory but practical hands-on knowledge. The teaching staff also imparts very important skills to its graduates making them very competitive in the market. In April 2006 history unfolded when the first woman of a public University was appointed competitively. This was none other but Professor Olive Mugenda. This was meant possible because of her outstanding leadership skills that are transformational Professor Mugenda has had a very
significant impact by transforming this Kenyatta University into one of the fastest growing and top universities in Sub-Saharan Africa. Her leadership is based on the University’s Strategic Plan which she came up with and whose vision is to be a dynamic, inclusive and worldwide competitive center of excellence in teaching, learning, research as well as innovation. In her efforts to improve service delivery, Prof Mugenda during her time enabled unmatched growth and expansion of physical infrastructure and facilities in the University. There is significant increase in their offices, library, teaching, and laboratory and hostel spaces. For instance, the construction of the Post Modern 6,000 seater and wholly digitized Library, the biggest library in East and Central Africa that was completed 2012 is one of her projects that she spearheaded. Through her strategic leadership, the University launched the construction of a state-of-the-art 600-bed Teaching, Research and Referral Hospital (Ruforum, 2015).

1.2 Statement of the problem

Public universities, like other organizations, have to position themselves in the market as institutions of higher learning. They have therefore formulated strategies at corporate, business and functional levels in their quest to improve performance and compete in the global market. The changes in University education demand adapting to change and realigning of the strategic plans. Kenyatta University is facing major challenges with the increasing demand for higher education such as inadequate and poorly maintained teaching, learning and research facilities. Public universities have to compete for scarce government resources as the exchequer has limited funds to cater for universities budgets. There has been an increase in the number of students following free primary education and introduction of module II programs. This has resulted in a policy which devolves greater responsibilities for financing higher education to the respective institutions (Ruforum, 2015).

Bass and Avolio (2000) argue that extant studies on company performance do suggest that performance among the most chief elements for leaders to consider when trying to establish and advance their operations. Notwithstanding the significance of organizational performance limited focus has been accorded to understanding what facilities desired outcomes when it comes to performance (Al-Mawali, 2013). Leadership within the organizations has been perceived as a latent area for improving organizational performance (Bass & Avolio, 2000). In particular, transformational leadership has been
identified as a refreshingly different approach to supporting employees; one that has the potential to markedly revolutionize organizational performance (Pradhan & Pradhan, 2015.). As the business environment in Kenya becomes more complex as a result of market competition, globalization, technology, and intensified customer demands organizations must cultivate the supports needed to achieve desired performance results (Al-Mawali, 2013).

Although transformational leadership has been shown to influence organizational performance in other countries and sectors, there is little empirical evidence on the role of transformational leadership on organizational performance in the education sector in Kenya. Studies conducted on leadership styles on organizational performance in Kenya have been limited to specific sectors and hence their findings cannot be generalized to the banking industry. For instance, Koech and Namusonge (2012) conducted a study on the influence of leadership styles on the performance of state corporations in Kenya. This study however sought to investigate on the role of transformational leadership on organizational performance in public universities of Kenya.

1.3 General Objective

The general objective of this study was examine the effects of transformational leadership on performance within public universities specifically Kenyatta University.

1.4 Specific Objectives

1.4.1 To investigate the effects of idealized influence on performance of public universities in regard to Kenyatta University.

1.4.2 To find out the influence of inspirational motivation on performance of public universities in Kenya a case study of Kenyatta University.

1.4.3 To assess the effects of intellectual stimulation behavior on performance of public universities in Kenya specifically Kenyatta University.

1.4.4 To determine the influence of individualized consideration on performance of public universities in Kenya in regard to Kenyatta University.
1.5 Significance of the Study

This study would benefit the Kenyatta University, government of Kenya, policymakers and to other researchers and academicians.

1.5.1 The Management of Kenyatta University

To the management of Kenyatta University, the study would provide information on how various aspects of transformational leadership like individualized consideration, intellectual stimulation and inspirational motivation influence organizational performance. This information would be useful in the development of leadership strategies in relation to these aspects to improve the performance of Kenyatta University.

1.5.2 Policy Makers

To the policymakers, the study would seek to provide information on the role of transformational leadership on organizational performance that can be used to formulate policies on the use of transformational leadership in enhancing organizational performance. The study also would provide information that could be used to formulate policies to protect investors and customers in the education sector in Kenya.

1.5.3 Academic Fraternity

This study adds more information to the body of knowledge on the role of transformational leadership on organizational performance. In addition, the study would form a base upon which further study could be conducted on the role of transformational leadership on organizational performance.

1.6 Scope of the Study

Kenyatta University located along the Thika Super Highway. Despite the many variables that can be used to describe transformational leadership this study used; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration as components of transformational leadership. The target population was all the heads of departments from all the divisions at the university. The data collection was conducted using structured questionnaire between the months of September and December 2018. One of the main limitations was getting all the respondents to respond to the questionnaires in time and without subjectivity.
1.7 Definition of Terms

1.7.1 Charisma or Idealized Influence

This describes the leader who is a strong ideal to his followers. Followers identify themselves with such leaders and want to match them. They give the vision and the sense of mission to their followers (Yukl, 2006).

1.7.2 Inspirational Motivation

This characteristic to leaders who put high expectations on their followers, inspire their motivation to be dedicated to common vision of organization (Hancott, 2014).

1.7.3 Intellectual Stimulation

This implies leaders who encourage their followers to be creative and innovative, and to challenge themselves to be dedicated to organization performance improvement (Abasilim, 2004).

1.7.4 Individual Consideration

This represents a leader who makes support to ambience in which he carefully considers individual needs of his followers, where leaders act as trainers and counselors helping their followers to accomplish their potentials completely (Erkutlu, 2008).

1.7.5 Organizational Performance

This is the ability of an organization to achieve its set goals and objectives and fulfill its mission by use of strong governance, sound management and persistent rededication of achieving results in terms of efficiency, profitability and customer satisfaction (Hurduzeu, 2015).

1.7.6 Transformational Leadership

This is a leadership style that involves a leader working with the employees to pinpoint the needed change, create a vision to guide the organization through inspiration, and execute the change together with committed group members (Mortazavi & Partovi, 2014).
1.8 Chapter Summary

Chapter one is the introduction that covers the background of the study. It also describes statement of the problem, the general objective and specific objectives are also included here, and the significance and scope of the study. Chapter two covers the literature review, chapter three research methodologies. Chapter four analyzes the results and findings, while chapter five gives the discussion, conclusions and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review based on the role of transformational leadership on Organizational performance. It begins by describing the role of idealized influence on organizational performance, followed by the inspirational motivation on organizational performance. It goes ahead and describes intellectual stimulation on organizational performance and finally individualized consideration on organizational performance.

2.2 Influence of Idealized Influence on Organizational performance

Idealized behaviors and attributes involves is Living one’s ideals. It involves the most important values and beliefs of a leader. Specifying the importance of having a strong sense of purpose considering both the moral and ethical consequences of decision Champion, it also involves the importance of trusting one another. The interest here is how this influences performance in an organization (Bass, 2000).

2.2.1 Idealized Influence

Idealized influence is referred to as the charismatic element of the transformational leadership (Brown & Arendt, 2011). Bass and Avolio (2000) looked at charisma to refer to the idealized influence. The charismatic leader focuses on beliefs, the values considered as important not forgetting a sense of mission for the organization. It is the idea of the leader being a role model in a positive way. Moreover, the leader is admired because she or he “walks the talk”. The followers see a role model in their leader and really admire the way their leader acts. This is to say that the leader wouldn’t ask followers to do something that he or she wouldn’t do, and the leader never says one thing and does another. He always sticks to his word. As a result of this influence, subordinates show a high degree of trust and believe in such leaders (Bass & Avolio, 2000). The leader here goes to an extent of taking personal risks. Consistency in the way he makes decisions and behaves here is also very key. Idealized influence in leadership also involves integrity in the form of ethical and moral conduct within the members of the organization (Tracey & Hinkin, 1998).

Developing of a shared vision is also an integral part when it comes to the transformational leader’s role in the perspective of the idealized influence (Juma &
Ndisya, 2016). This component helps others to focus at the future in the process of inspiring the way of accepting of changes by aligning personal values and interests to the collective interests of the group’s purposes and objectives (Sashkin, 1995). The leader in this case does not only focus on the future, but he also articulates how he/she and the followers will get there. He ensures this is done by himself setting an example to be followed. He also ensures that he sets high standards of performance focusing on portraying determination and confidence to his team.

Leaders who use idealized influence set the standards for morality and ethics in terms of decision making in their organizations thus encouraging their team to outperform their own expectations for the sake of the whole organization. In the idealized influence leaders earn credit from the followers by considering the need for others rather than their own personal needs. Such leaders will always avoid the use of power for their own gain but for the gain of their team and the organization as a whole (Al-Mawali, 2013).

In Idealized influence, female leaders were seen to portray more of this attributes than male ones. They are seen to command power because of who the leader is rather than their position in the organization (Daft, 2005). Transformational leaders do not lead by intimidation or predetermined command, but by setting an example. It’s by been keen and observing the transformational leadership best practices, that they are able to gain their team members high levels of faith and respect, which eventually inspires these members to emulate their commendable and positive qualities.

This leader should understand some key concepts of leadership that include communication skills, interpersonal skills, process skills and decision making skills. Efficacy is ultimately measured by the level of the impact this has on the employees or team members (Hill, 2013). The transformational leadership style requires an intensive grasp and understanding of key leadership concepts such as communication and the situation (Juma & Ndisya, 2016). Its efficacy is ultimately gauged by the level of impact it has on team members or employees. Idealized influence has two components. These are behavioral idealized influence and attributed idealized influence (Avolio & Bass, 1991).

2.2.2 Idealized Attributes

This can be summarized as respect, trust, and faith. Idealized attributes refers to whether the leader is seen as charismatic one or not. The leader instills pride in the followers for
being associated with them. The power and the confidence of the leader are also aspects that the followers look unto in the leader whom they are being associated with. This is the attribution the followers give to their leader (Bass, 1990).

According to Bass and Avolio, (2000) idealized attributes include socialized charisma of the leader. Here the followers do trust and admire the leader. They also portray loyalty and respect of the leader who is there role model. The leader earns trust by his or her willingness to take own risks and consistency in his/ her decisions and behavior. This involves making others proud and also going beyond their self-interest, displaying a sense of power and respect to others. As part of this idealized influence, personal sacrifices and availing resources to others is an integral part of this aspect (Bass, 2000).

Leaders with idealized influence attribute have well-socialized inside remarkable strategies brought on supporters to identify together with organization. Bodla and Nawaz (2010) acknowledged certain facets of idealized influence; the leaders’ particular actions and other features which can be associated with certain leader’s personality by simply looking at followers. Leaders accentuated on building value, trust, and commitment through followers by the behaviors and actions they display, decreasing their particular obtains with the beneficial on the corporation (Shibru & Darshan, 2011). Additionally, such leader took risks, yet managed consistent actions of ethical values and conduct (Bass & Riggio, 2006).

Idealized attributes is more to respect, trust and faith which leader’s behavior has become more on instill pride in others for being associated with them, act in ways that build others’ respect, display a sense of power and competence, willing to make personal sacrifices for others’ benefit and reassure others that obstacles will be overcome. Bass et al., (1994) mentioned that, as a lecturer she/he became role models to their students as well as provide vision and a sense of mission as a student.

In addition, idealized attributes lecturer consistently making decisions using the same criteria builds respect and trust, as employees learn exactly what they can expect from their leader. In fact, leaders who are seen by their employees as people who can be counted on to do the right thing optimized idealized attributes, and in return are justly rewarded with their employee’s trust (Kelloway & Barling, 2000). So, those lecturers with idealized attributes build respect, trust and also faith to their students so that they become effective lecturers.
Sosik and Godshalk (2000) denoted certain attributes of transformational leadership that generate collective work attitudes and avail the leaders with concrete functions for development, besides inspiring followers to help perceive difficult situations seeing that considerable matters essential for establishing the individual abilities and expertise. Some experts further consider idealized influence as a valued and a productive attribute of leadership. Such leaders are also considered as either coaches or role models. Leaders showed attributes associated with idealized influenced after they served seeing that role models, inspired their followers to realize aims, and indicated involvement to advance their employment opportunities (Sosik, Godshalk & Yammarino, 2004). As such, Sosik and Godshalk (2000) identified such leaders, arguing that they enhance their supporters to develop confidence, self-identity and also well-being. There is a notion that leaders possessing charismatic attributes have absolute impact on followers in terms of augmenting and helping business settings.

2.2.3 Idealized Behavior

This is a component of the idealized influence that refers to the charismatic actions of the leader that focuses on values, beliefs and a sense of mission (Antonakis, Avolio & Sivasubramaniam, 2003). The actions here are referred to as charismatic and include talking about what the leader believes as important, and what he values, emphasizing the shared mission and drive as well as bearing in mind the ethical consequences of his/her decisions (Bass, 2000). Bass and Avolio (2000) used the term charisma to refer to idealized influence or rather being influential about ideals. In this case it calls for the highest degree of morality, in which leaders and followers may dedicate themselves by being so selfless.

In the idealized behavior the importance of having a strong sense of purpose is highly emphasized considering the moral and ethical consequences of decision making. The leader also acts as a champion in exciting ideas and actions that seems impossible. Here the importance of trusting each other is emphasized (Bass & Avolio, 2000). As Bardwick (1996) has summarized, leaders create their followers since they exude confidence in other people who are anxious. Leaders inspire confidence among indecisive followers and resolve instances of hesitation. Leaders also motivate strength in circumstances in which weaknesses prevail and situations of floundering they inspire expertise (Bardwick, 1996).
Idealized behavior and idealized attributes are normally combined and are referred to as
idealized influence. Idealized influence is displayed when a leader envisions a desirable
future, articulates how it can be reached, sets an example to be followed, sets high
standard of performance and shows determination and confidence. Followers want to
identify with such leadership (Sashkin, 1995). Bass and Avolio (2000) used the term
charisma to refer to idealized influence, or in other words being influential about ideals.
At the peak of morality are altruistic ideal causes followers and leaders may commit
themselves. Idealized influence also refers to the socialized charisma of the leader.

This component refers to the charismatic actions of the leader that focuses on values,
beliefs and a sense of mission (Antonakis et al., 2003). These charismatic actions include
talking about his/her important values and beliefs, emphasizing the collective mission and
purpose as well as considering the ethical implications of his/her decisions. Bass and
Avolio (2000) used the term charisma to refer to idealized influence or in other words
being influential about ideals.

2.3 Influence of Inspirational Motivation on Organizational Performance

Den Hartog, Muijen and Koopman (1997) defined inspiration as the ability of a leader to
act as a role model for his or follower’s subordinates. Here the leaders try to inspire the
followers to achieve both personal and organizational goals. The leader does this by
providing a realizable and acceptable vision with clear communication. He then presents
it to the follower’s ways to so that they may be able to accept it (Bass & Avolio, 2000).
Inspirational motivation defines the role of constructing and connecting the purpose and
the vision of an organization in order to energize and unify the leader and the followers
(Bass, 2000).

2.3.1 Inspirational Motivation

According to Den Hartog et al., (1997), defined inspiration is defined as the capacity of a
leader to act as a model for his follower’s. Inspirational motivation is also defined as the
route that the leader takes to inspire his team towards the achievement of both the
personal and organizational goals. This is from the assumption that a follower who is
dissatisfied will not satisfy the organizational objectives. A leader, who has this attribute
exhibits confidence, responds positively to the subordinates’ ideas thus motivating them
(Asim, 2013). Inspirational motivation involves the leader's ability to inspire confidence,
and motivation as well as a sense of purpose in his team (Manzoor, 2012). The transformational leader articulates a clear vision that is to be followed and realized in the future. This vision should also be acceptable to all the team members (De Jong & Bruch, 2013).

The leader reciprocates to this by creating meaning, challenging and motivating the follower’s activities (Bass & Avolio, 2000). In order for the leader to mobilize his followers towards a positive action the vision must go hand in hand with their personal desires. By so doing the team would feel energized especially if the vision compels and excites them about their future expectations. When the transformational leader uses symbols and displays some level of optimism and power, he is able to convince his followers to belief in their ability to perform in towards the achievement of the set goals. This would easily be achieved by the use of symbolic actions and persuasive language by the leader to his followers.

The transformational leader is expected to communicate to the followers on what he expects of them as a group not forgetting to demonstrate the commitment to the laid out group goals that have been set. Inspirational motivation is one of the important aspects of transformational leadership required in a leader simply because of the communication skills. His messages must be precise, powerful and of course must have some sense of authority. The leader must have the descriptive role of not only creating the purpose but also communicating clearly the purpose and also sharing the vision of the particular organization. This will help in unifying and energizing his followers towards the achievement of the organization objectives. Apart from this the leader must also bear other features like optimism, enthusiasm and ability to point out the positive and little or never to the negative. This element involves challenging and instilling a sense of significance to the others. This entails cohesion, harmony, and promotion of confidence to the followers (Bass & Avolio, 2000).

2.3.2 Articulation of Vision

This is a term that has been defined in diverse ways by different authors who view it from different perspectives. Conger (1992) defined vision as an idealized goal state to be achieved in the near or far future. Yukl (1998) proposes a related description even though he argues out that vision involves both well thought definition of goals and strategies put
in place to attain the set objectives. A different definition of the term has been provided by Boal and Bryson (1988) who see vision as reflection of the future and articulates the values, purposes, and uniqueness of the supporters. The above definitions can simply be conceived as a set of beliefs of how members of a team should behave, and relate towards the attainment of some idealized future state.

Leaders who are transformational very well understand that a well-developed vision shaped and shared and understood well in a firms setting leads to a change in the particular person, the entire and the organization as a whole (Udoh & Agu, 2012). Effective defining of the vision and clear communication to the team by the leader provides a clear understanding of the vision. Thus the team remains in a better position towards the achievement of the organizations vision. Transformative leaders will always encourage their subordinates to experiment, take risks and try to be innovative in their own ideas. These leaders are never satisfied with the status quo but always driven by the vision (Mutahar et al., 2015).

Transformational leaders possess the ability to lead changes in the company’s culture, vision and strategy and to promote innovative technologies and products. The leaders in this type of leadership develop followers to be leaders by allowing them to control their own behavior. These leaders rally people around a mission and vision and also define boundaries within which their followers operate in accomplishment of their organizational goals and objectives (Daft, 2005).

A leader’s articulation of a vision influences his follower’s actions in five significant ways. First, the anticipated future that is defined in the vision clearly specifies the direction to be taken the significance, and the distinctiveness of the undertaking (Conger & Kanungo, 1998). Secondly vision by organizing action around an evocative, involving, set of future goals, provides a powerful mechanism motivating followers (Berson, Shamir, Avolio, & Popper, 2001). Thirdly the vision provides a sense of identity and meaning (Shamir, House, & Arthur, 1993). Fourth, the shared background for action provided by a vision enables people to coordinate and assimilate their undertakings (Mumford, Feldman, Hein, & Nago, 2001). Finally, with institutionalization of the prescriptive beliefs attached in a vision, acts as a stepping block for the development of organizational rules and structures (Jacobsen & House, 2001).
2.3.3 Employee Motivation

According to Kendra, 2018 Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors in an individual. It is the push or what makes one to behave in a certain way. Motivation involves the biological, emotional, social, and cognitive forces that activate certain behavior. It goes further to explain why a person pursues to do something. Motivation is also referred to as factors that activate, direct, and sustain goal-directed behavior in this definition. Motives are the reasons or the ‘whys’ of behavior—the needs or wants that drive behavior and explain what we do. We don't actually observe a motive; rather, we infer the one that exists based on the behavior that we observe. Activation is the decision that is taken to initiate the behavior, while Persistence is the continued effort towards achieving a goal even if hindrances exist. It involves a significant investment of time, energy, and resources. Intensity is defined as the concentration and vigor that goes into pursuing the objective (Al-Mawali, 2015).

Employee Motivation is very significant because a firm’s success depends entirely on how they have been motivated. It’s the duty of the human resource department in any enterprise to ensure that all its employees are motivated for them to perform and be productive (Asim, 2013). When the employees are motivated they are able to achieve optimal performance since they enjoy the environment where they work in. Some prefer cash incentives, while others prefer recognition. Employee productivity is promoted by these incentives (Thamrin, 2015). Herzberg, (2003) mentioned that you can forget cash, forget praise, forget punishment all an employee needs is to make their job interesting.

Researchers have come up with different theories of motivation, including drive theory, instinct theory, and humanistic theory to explain motivation. However, another classification was done which includes the Maslow’s hierarchy of motivation and Herzberg two factor theory among others. Maslow theory is represented as a hierarchical triangle showing how basic needs must be met before one can go up the hierarchy, to address more complex needs the last one being the self-actualization.

Herzberg, (2014) two factor theory states that ‘there are some job factors that result in satisfaction while there are other job factors that prevent dissatisfaction’ he put forward some ways of ensuring that workers are motivated that include the time spent at work. This includes off hour time off, by having some recreation time together, spiraling wages.
seeks to focus on the next wage increase which also motivates employees. Fringe benefits, two way communications, job participation and employee counseling are also other factors that are considered as significant as far as employee motivation is concerned.

Further it is established that provision of equipment, contract work, team work and supervision that are aspects of transformational leadership have a direct effect on employee’s motivation and productivity. Other factors that include goal identification, effective communication and a sense of being loved and feeling of belonging have a direct effect on motivation and performance of the team. Employees in this case should also be given a chance to undertake challenging tasks that affect the objectives of the firm (Osabiyia, 2015).

Senge, Kleiner, Roberts, Ross, Roth and Smith (1999) explored the concept of visionary leadership and concluded that truly inspirational motivation requires a leader to have keen insight into the deeply held hopes and values of her followers. In order to mobilize positive action, the leader’s vision must resonate with the private yearnings of others. This refers to the way in which transformational leaders energize their followers by articulating a compelling vision of the future thus creating enthusiastic excitement, raising followers’ expectations and communicating confidence that followers can achieve ambitious goals (Bass & Avolio, 2000).

Inspirational Motivation relates to the transformational leader’s ability to generate a motivating, inspiring, attractive and convincing future vision. By the display of power and optimism and by utilizing symbols leaders are capable of encouraging followers’ conviction in their aptitude to perform. This is achieved by using symbolic actions and persuasive language. It also refers to leaders with a strong vision for the future based on values and ideals (Den Hartog et al., 1997).

2.4 Influence of Intellectual Stimulation on Organizational Performance

Intellectual Stimulation involves Re-examining critical assumptions to question whether they are appropriate or not in relation to an organization (Ayacko, K’Aol & Linge, 2017). It also seeks differing perspectives when solving problems to get solutions. It implies involving others to look at problems from many different angles Suggest new ways of looking at how to complete assignments and tasks. Intellectual Stimulation encourages
non-traditional way of thinking to deal with traditional problems but encourages re-thinking those ideas which have never been questioned before (Khalil, Zada, Tariq & Irshadullah, 2018). Intellectual stimulation greatly influences organizational Performance (Bass, 2000).

2.4.1 Intellectual Stimulation

This is the element of transformational leadership that involves developing their team through questioning, involving the team in decision making and encouraging them to be creative and innovative in identifying and solving problems (Brown & Arendt, 2011). Transformational leaders excel in this aspect by communicating goals clearly and also delegating definite tasks and responsibilities to the followers. Transformational leadership style ensures that their entire team needs to be on the same level of passion and enthusiasm to ensure maximum efficiency and performance. Leaders here apply their expertise in supporting and motivating each team member (Hill, 2013).

Intellectual stimulation is also perceived as the notch to which leaders take risks, contest assumptions, and solicit ideas of follower’s. Leaders who apply this trait stimulate and encourage creativity of the team members. Church and Waclawski (1998) found out that transformational leaders occasionally use innovative problem solving directions. These leaders move ahead to challenge the status quo by encouraging their followers to be innovative in providing solutions and advocating for use of other alternative methods in their way of acting. Creativity and innovation are very key when it comes to the leader’s ability in creation of awareness and recognition of the followers own beliefs and values (Bass & Avolio, 2000).

Leaders who use this dimension of transformational leadership challenges organizational norms and also encourage their followers to think in different ways pushing them to develop strategies based on innovations in this case the intelligence, rationality and problem solving techniques are promoted. The follower is challenged to think creatively and find solutions to problems that may seem to be challenging (Bass, 2000). According to Den Hartong (1997), intellectual stimulation seeks to encourage team leaders to question their own values and beliefs including those of their leader. The leader is thus supposed to appreciate the follower’s ideas and solutions to problems identified and encourage the follower to think of new ways of solving forthcoming problems.
2.4.2 Employee Critical Thinking and Problem Solving

This is the first component of intellectual stimulation which is too complex and requires a sound mind and very special skills by the leader. Problem solving is how to do something or how to perform. When we are solving task oriented problems we are involved in what is referred to as instrumental learning. In this case reflection is becomes a very important tool when it comes to the procedures and assumptions involved in the problem-solving process. The strategies and tactics employed must be well thought to ensure that they are efficient. We look back to see that we have acknowledged all the relevant options for action, correctly assessing the consequences of alternative suggestions. It’s important to see that the best methods of problem solving have been applied correctly and carefully (Meizirow, 2000).

Depending on the complexity of the problem, different level of skills applied differs significantly. Depending on the structure and nature of the organization, firms face different problems which may also vary within the organization (Abbasi & Zamani-Miandashti, 2013). One problem can have several solutions, even though the solutions may vary in efficiency and effectiveness. The person trusted with the choice of the solution decides which solution is most suitable to the specific problem it is unlikely, that creative outcomes will be realized without a large degree of support from organizations and organizational leaders (De Jong & Bruch, 2013).

Critical thinking is the way of a person would try to come out with solutions focusing on the situation without interference of any internal or external factors within his firm. The decision may represent the wishes but facts must be put in place (Abbasi & Zamani-Miandashti, 2013). According to Facione, (2016), there are four skills that are very important in critical thinking. First is interpretation which attempts to grasp and explicate the connotation or importance of an extensive variety of situations, experiences, data, judgments, events, conventions, rules, beliefs, procedures. The second is criteria analysis whose goal is to identify the actual and intended inferential associations among questions, descriptions, statements, among other forms of representation aimed at expressing judgment, belief, reasons, opinions, or information. It examines the ideas, Identify arguments, reasons and claims. The third is inference which attempts to single out and secure the essentials required to arrive at logical conclusions, to construct hypotheses and conjectures, to acknowledge relevant information and to reduce the repercussions
emanating from statements, principles, data, opinions, evidence, judgments, concepts and other forms of representation. Evaluation is the last skill that relates to examining the statements’ credibility or other exemplifications that are imageries of an individual’s experience, perception, situation, belief, judgment or opinion (Amabile, 1988).

2.4.3 Creativity and Innovation

Amabile (1988) and Staw (1990) conceptualized creative performance and organizational innovation as different. Creative performance refers to products, ideas and procedures produced at the individual level, whereas innovation refers to the successful implementation of these products at the organizational level. Innovation and creativity have continuously become very vital in the successful performance and long term survival of an organization. As the leader seeks to harness ideas and suggestions of the followers, the process of the idea generation and implementation has become a source of distinct competitive advantage (Staw, 1990).

Creativity and innovation at a working environment are defined as the process, outcomes and attempts of developing and introducing new and improved ways of doing things different from what everyone is used to. The creativity stage is when the idea is being generated whereas the innovation stage is when the idea is being implemented. That is why creativity and innovation can occur at any of the four levels described below. Whereas creativity is conceived as the generation of novel and useful ideas, innovation is argued to be both the production of creative ideas this being the first stage while the second stage is their implementation (Amabile, 1996).

The above two are complex and multilevel aspects of leadership which have emergent phenomena those pans out over time thus, requiring very calculative and skillful leadership style to make maximum use of the advantages of newly discovered and improved ways of working. Four specific approaches have been put forward to explain the levels of analysis. These include creativity and innovation at the individual level, the work team, the Organizational and finally the multi-level approaches that is across several disciplines within the management sciences (Zhu, Avolio & Walumbwa, 2009). Different researches have been done to show that creativity does not only occur in the early stages of innovation but rather suggest that it is a cyclical and recursive process of the idea generation and implementation.
Due to the rapid changes in the 21\textsuperscript{st} century in terms of technology and the changing environmental factors where the business exists, organizations must come up with unique and innovative ways on how to survive under this condition (Linda, 2012). The path taken to come up with this must also be efficient and effective. For the organization to penetrate in the modern market, it’s inevitable that it must invest more in the employees referred to as the human capital which is the most important in a firm. Several researchers argued that enhancing the creative performance of employees very necessary because it is the only way an organization gets competitive advantage. According to Linda, (2012) innovation cannot take place without unique ideas. Through the employees the organization can easily position their products and services in the market.

For an organization to offer competitive products and services the influence of creativity by the leader cannot be assumed. Bass (2000) argued out that transformational leadership is a very important tool in promoting creativity in the organization. The leader in this case tries to challenge organizational norms, the followers to think differently and push them to develop Strategies that are innovative. In this case intelligence, rationality and problem solving techniques are promoted. This leadership style motivates employees to improve on their input in the organization and also challenges them to be ambitious and aim higher (Quagraine, 2010).

2.4.4 Employee Engagement in Decision Making

Engagement of employees in decision making is referred to as Participative decision-making. This tool is often used by, transformational leaders to decentralize influence within teams (Zhu \textit{et al.}, 2009). For instance, research shows that transformational leaders encourage teachers to participate in decision-making (Staw, 1990). In Participative decision-making is not only regulated and reserved for the team leaders but each and every team member has an equal opportunity to make a decision on. When the followers participate in the decision making they give more support to the change because they were part of it (Harris \textit{et al.}, 2009).

Rules are normally set especially in cases where decision making follows a formal path. Employees are supposed to abide by rules that are set to guide them and the running of the firm in general. Decision making process is classified in to three categories which include the level of influence given, direct-indirect and formal to informal. Indirect decision making involves representation of the leader by someone else while the direct
one involves the leader being involved physically. The informal type of the decision making process does not follow set rules while the formal one does as follows according to Choudhary, Akhtar and Zaheer (2013) employee participation in decision making is categorized into informal, short term, consultative, employee ownership and work decision participation. Consultative participation involves the employees advising the management on certain issues.

Recently, according to in Yuliani et al., (2003), Indonesia studies have found out that many organizations do not apportion a high significance to gaining and using their individual employee’s commitment as part of a strategy to enhance their effectiveness and consequently their competitiveness. It was however discovered that even though some organizations have realized the importance of participatory programs, as the organizational structure continues to become complex, the employee’s commitment in gaining full involvement is not seen as important as before when the organizational structure was simple. This commonly happens in Indonesian state-owned enterprises (SOEs) which customarily have a highly structured bureaucracy (Yuliani et al., 2003).

Corporate governance idea is also not welcomed by managers in Indonesia because of the way they run the institution, they see as though this is a setback for them because there is a control in the way they used to exercise power when they were solely running the firm. In cases where managers possess these understandings, they not only fail to look at the broader picture that involving workers in the decision-making process of a company will improve those processes but they also miss an opportunity to increase workers’ motivation to work (Muogbo, 2013).

2.5 Influence of Individualized Consideration on Organizational Performance

Individualized Consideration involves Coaching and developing the follower. They Spend time together teaching and coaching as well as treating others as individuals rather than just as members of the group as a whole. It involves considering individuals as having different needs, abilities and aspirations from others that’s why you cannot generalize them. This helps others to develop their strengths listening attentively to others’ concerns and Promoting self-development. Individualized Consideration has a positive impact in the performance of an organization (Bass & Avolio, 2000).
2.5.1 Organizational Performance

When people talk of organizational performance two things are implied; how a company functions, that is the causal effect and to understand what can be done to change a company (Muogbo, 2013). Organizational Performance is measured in two different dimensions. These are efficiency and effectiveness. Efficiency is the utilization of the firm’s resources by use of minimal costs while effectiveness is the extent to which the stakeholder’s requirements are met. These stakeholders include customers, suppliers, financial institutions, government agencies among others within the business environment (Abasilim, 2014).

According to Rai, Patnayakuni & Seth (2006) organizational aggregate performance is best measured relative to competition. In this case three dimensions are applied; they include the financial performance which is derived from the company's financial documents which include the profit and loss account and the balance sheet. This enables us to predict the bottom line. Financial measures can also be seen as objective measures because they are measured and verified individually (Abasilim, 2014). For assessing financial performance, financial metrics covering the major categories were required. Weill and Ross (2005) identify three different dimensions: profit (surrogates being return on equity [ROE], return on investment [ROI], and percent profit margin); asset utilization (measured by return on assets [ROA]); and growth (percent change in revenue per annum). Hence, we used ROE, ROI, and ROA as the formative elements of financial performance.

Customer perspective is the second dimension that we look and this is mainly about meeting the customer requirements and needs. The customer is a very important aspect of the business because he or she consumes the product or service without which it would be unnecessary to have it. At this dimension we look at the product leadership, the customer satisfaction and the firm’s image. All these are measures by which the customer gauges the firm’s products and services, their overall satisfaction level and how they view the firms image. These components help in building good customer relations. It also increases customer’s loyalty. This in turn leads to long term profitability and the business success (Barrett & Sexton, 2006).

Finally, there is the internal business process which is the internal environment in which the organization exists. It includes the leaders and the followers in the organization. To
access the performance of internal business processes, we use operational excellence, defined as a focal firm’s responsiveness to customers and improvements in productivity relative to its competition (Rai et al., 2006). By merging these diverse standpoints, the balanced scorecard assists managers to appreciate the tradeoffs and interrelationships between alternative performance dimensions and leads to improved decision making and problem solving (Rai et al., 2006).

Information Technology (IT) cannot be overlooked in the measurement of the way an organization performs. IT enhances the survival of a business in a highly competitive global marketplace in the 21st century. Good (IT) governance ensures effective use of the technology. When IT and corporate governance go awry, the results can be devastating. Corporate governance remains the foundation of business sustainability and sound stewardship, serving the long-term interests of investors and societies and other interested parties. It affects the company’s size, sector and organizational culture. Corporate governance is important in a business setting because it helps in the following. One is increased access to finance, substantial impact on reputation, contributing to a better bottom line, reducing organizational inefficiencies, higher Sustainability of the firm and Improvement in crisis response (Datche, 2015).

2.5.2 Individualized Consideration

This is when the transformational leader takes in to consideration the importance of open communication between him and the followers (Mortazavi & Partovi, 2014). This highly involves open communication lines within the team. This scenario is very vital because it involves individual feedback and the follower feels recognized and assurance that his voice is valued in the organization (Hill, 2013) the leader genuinely demonstrate the concern for the needs and the feelings of followers. This attention that is given to each follower individually is key when it comes to the realization of the follower’s potential. It involves treating each team member as an individual and not as a group (Bass, 2000). The leader supports the follower by advising, supporting and paying attention to their individual needs and encouraging them to also develop themselves. To achieve this leader redefines the organizational climate to be supportive to enable them get new learning opportunities (Bass, 2000).
Individualized Consideration refers to the behavior exhibited by the leader that leads to the satisfaction of the team by paying close attention to their individual needs (Bass & Avolio 2000). The objective of the transformational leader here does not only recognize and satisfy the needs of the followers but also mentor and coach them to reach their full potential. Mentoring and coaching helps the individuals to understand how the goals and their needs are related to the support of the organization’s mission. This results to satisfaction and more zeal in the effort to pursue the goal (Den Hartog et al., 1997). This element of leadership is displayed when the leader pays attention to the development needs of his team. Delegation of duties here to the followers is seen as an opportunity for growth (Neupane, 2015).

According to Boerner, Elsenbeiss and Griesser (2007), the coaching and mentoring enables the leader to develop and get to the level of self-actualization. Individualized consideration is a trait that brings out individual differences of every follower. The behaviors portrayed here include developmental, supportive and nurturing elements on each individual team member’s needs and growth potentials. In this case the leader is seen to be concerned about the welfare of the individual. This results to a high level connection and personal identification with the leader.

2.5.3 Attending to Employee Needs and Concerns

As a leader it is important to understand that employees have a private life which is not related to their job in any way. The leader needs to understand this so as to allow the employee get a balance between the work and their private life. Allowances especially in terms of off time from work enables them to plan their time effectively to attend to these needs and at the same time perform in their work (Boerner et al., 2007). This arrangement may not apply to all working environments but they are very important especially if they act as a motivational tool. The provision of off time should be done income such a way that there is fairness when it comes to the scheduling of work.

The leader should be diligent enough to find ways and means of understanding what each person wants it done differently, and possibly provide interactive sessions with the individual followers to get to hear and understand their views. Question and getting feedback would be key for the leader to understand his individual followers. Such kind of
leaders doesn’t fear challenges and criticisms from their team members. Followers who are given such a chance also develop intellectually (Neupane, 2015).

The leader should also understand that the members of his team have different needs and demands and all of them are motivated by different things. Some may need money in terms of allowances or salary increment while others just have the urge to do things differently. In others it’s just the fun of working for that particular organization that makes the difference. The transformational leader should be in a position to identify what motivates who to make a fulfillment in the best way possible (Kalkavan & Katrinli, 2014).

2.6 Chapter Summary

This chapter presents a review of the four major objectives of the study. To be specific, it has described the idealized influence, inspirational Motivation, intellectual stimulation, and individualized consideration on organizational performance. Chapter three presents the methodology of the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

A research methodology defines what the activity of research is, how to proceed, how to measure progress, and what constitutes success (Creswell, 1998). This chapter discusses the research design. It covers target population, the sampling techniques and sample size. The chapter also gives a description of the data collection methods and instruments showing their reliability and validity. Finally, the chapter discusses how data was analysed.

3.2 Research Design

According to Mutua and Swadener (2008), research design is the ordering of conditions for gathering and analysis data in a way that seeks to conglomerate significance to purpose of the study. The study used a descriptive research design and an explanatory research using cross-sectional survey design. According to Sekaran and Bougie (2009) there is no single perfect design, hence these two designs were used to achieve the optimal results as recommended by Saunders, Lewis and Thornhill (2009). The purpose of using a descriptive design was to provide an accurate description of an observation that accommodates the use of a cross-sectional survey strategy (Sekaran & Bougie, 2009; Greener, 2008). The explanatory research design looks for explanations of the nature of certain relationships and investigates the cause effect relationship between variables (Saunders et al., 2009). This design allowed the collection of quantitative data from a sizeable population in an economical way (A. G. Mugenda & M. O. Mugenda, 2003; Saunders et al., 2009).

3.3 Population and Sampling Design

3.3.1 Population

According to Cooper and Schindler (2003), a population is a well-defined or a set of people, services, elements, and events, group of things or households that are being investigated. The target population of this study was all the employees of Kenyatta University main campus located along the Thika Super Highway, that consisted of 1500 academic staff and 3500 administrative staff, giving a total of 5000.
Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Schools</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School of Agriculture And Enterprise Development</td>
<td>380</td>
</tr>
<tr>
<td>2 School of Applied Human Sciences</td>
<td>300</td>
</tr>
<tr>
<td>3 School of Architecture and the Built Environment</td>
<td>165</td>
</tr>
<tr>
<td>4 School of Business</td>
<td>363</td>
</tr>
<tr>
<td>5 School of Creative Arts, Film &amp; Media Studies</td>
<td>125</td>
</tr>
<tr>
<td>6 Digital School of Virtual and Open Learning</td>
<td>73</td>
</tr>
<tr>
<td>7 School of Economics</td>
<td>255</td>
</tr>
<tr>
<td>8 School of Engineering And Technology</td>
<td>285</td>
</tr>
<tr>
<td>9 School of Environmental Studies</td>
<td>235</td>
</tr>
<tr>
<td>10 School of Education</td>
<td>685</td>
</tr>
<tr>
<td>11 Graduate School</td>
<td>15</td>
</tr>
<tr>
<td>12 School of Hospitality &amp; Tourism</td>
<td>218</td>
</tr>
<tr>
<td>13 School of Humanities &amp; Social Sciences</td>
<td>713</td>
</tr>
<tr>
<td>15 School of Law</td>
<td>231</td>
</tr>
<tr>
<td>16 School of Medicine</td>
<td>198</td>
</tr>
<tr>
<td>17 School of Nursing</td>
<td>150</td>
</tr>
<tr>
<td>18 School of Pure And Applied Sciences</td>
<td>231</td>
</tr>
<tr>
<td>19 School of Public Health</td>
<td>148</td>
</tr>
<tr>
<td>20 School of Security, Diplomacy and Peace Studies</td>
<td>82</td>
</tr>
<tr>
<td>21 School of Visual and Performing Arts</td>
<td>148</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>5000</strong></td>
</tr>
</tbody>
</table>

(Source: Kenyatta University, 2018)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

A sample is a sub-group or representative selection of a population that was examined or tested to obtain statistical data or information about the whole population (Sekaran, 2003). A sampling frame is a list containing all the, items, elements or individuals in the population and is the list from which the study singles out the individuals population (Pedhazur & Schmelkin, 1991). Sampling on the other hand is the process of selecting a group of people, items or cases to be used as a representative or random sample (Neupane, 2015). The sampling frame consisted of all the academic staff at main campus of Kenyatta University. The sampling frame consisted of all the academic staff at main campus of Kenyatta University. The respondents were obtained from the schools shown in Table 3.1.
3.3.2.2. Sampling Technique

Purposive sampling technique was used in this study. The decision to use purposive sampling technique in this study was based on several considerations including facilitating speedy data collection, lowering cost of data collection among an otherwise large target population, accessibility of target population elements (A. G. Mugenda & M. O. Mugenda, 2003; Cresswel, 2006).

3.3.2.3 Sample Size

According to Kothari (2004) a sample is usually drawn because it is less costly and less time consuming to survey than the population, or it may be impossible to survey the entire population. Purposive sampling was used to select the respondents for the study, these consisted of all the deans of the schools and heads of departments, there are 20 schools and 87 departments, hence the sample size was 107.

Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Schools</th>
<th>No Deans</th>
<th>Heads of Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School of Agriculture And Enterprise Development</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2 School of Applied Human Sciences</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3 School of Architecture and the Built Environment</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4 School of Business</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>5 School of Creative Arts, Film &amp; Media Studies</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>6 Digital School of Virtual and Open Learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7 School of Economics</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8 School of Engineering And Technology</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>9 School of Environmental Studies</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>10 School of Education</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>11 Graduate School</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>12 School of Hospitality &amp; Tourism</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>13 School of Humanities &amp; Social Sciences</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>14 School of Law</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>15 School of Medicine</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>16 School of Nursing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>17 School of Pure And Applied Sciences</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>18 School of Public Health</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>19 School of Security, Diplomacy and Peace Studies</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>20 School of Visual and Performing Arts</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>87</td>
</tr>
</tbody>
</table>

(Source: Author)
3.4 Data Collection Methods

Cooper and Schindler (2003), explain that data is the information that is factual and which is utilized as the basis for discussion, reasoning or calculation and of which two types exist; primary and secondary data. Primary data is data collected and used for the specific purpose for which it was intended. Secondary data is data that has been previously collected (Cooper & Schindler, 2003). Primary data was collected by use of questionnaires. This research study used semi structured questionnaires to collect the primary data. Questionnaires were preferred in this study because they are very economical in terms of time, energy and finances. The structured questions were used as they conserve energy, money and time and facilitate an easier analysis as they are in immediate usable form. On the other hand, the unstructured questions were used as they encourage the respondent to provide an in-depth response without feeling held back in revealing of any information.

3.5 Research Procedures

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) before going to the field. Secondly, the researcher also obtained a letter of introduction from USIU that she presented KU administration in request for permission for data collection from individual respondents. Before data collection, a pilot study was conducted to test the validity and reliability of the research instrument. The pilot test was conducted at Kenyatta University, Ruiru campus. The researcher then booked appointments with the respondents and agree on the timings for filling the questionnaires. The questionnaires were hand delivered to the respondents. Follow-ups were then made every three days to monitor the progress of the respondents in filling up the questionnaires. The data collection exercise took approximately two weeks.

According to Kothari (2004), reliability is the degree to which an assessment tool produces stable and consistent results. For the study, internal consistency reliability was used to evaluate the degree to which different test items in the questionnaire probe the same construct produce similar results. The questions providing descriptive information were organised per each variable of which describes different strategies some in direct opposition of others. Validity refers to how well test measures that are supposed to
measure. Sampling validity was used to ensure the data collection instrument covers the broad range of areas within the concept under (Kothari, 2004).

3.5.1 Instrument Reliability

The instrument used to collect data for this study was very reliable since the Cronbach’s Alpha for reliability was .946. A reliability Alpha of between .75 and 1 is generally accepted in research as being particularly good. The reliability statistic is as shown in Table 3.3.

Table 3.3: Reliability Statistics

<table>
<thead>
<tr>
<th>Research Variable</th>
<th>Cronbach's Alpha Index</th>
<th>Number of Items</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idealized Influence</td>
<td>0.802</td>
<td>8</td>
<td>Reliable</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>0.754</td>
<td>7</td>
<td>Reliable</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>0.697</td>
<td>8</td>
<td>Reliable</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>0.874</td>
<td>8</td>
<td>Reliable</td>
</tr>
<tr>
<td>Aggregate</td>
<td>0.782</td>
<td>31</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

3.6 Data Analysis Methods

Data analysis is the categorizing, ordering, manipulating and summarising data to obtain answers to research questions from collected data (Cooper & Schindler, 2003). The completed questionnaires were edited to improve on accuracy and to also ensure completeness and consistency and coded for analysis. Quantitative data was analysed by use of both inferential and descriptive Statistics with the help of statistics software known as Statistical Package for Social Sciences (SPPS version 24). Descriptive statistics such as mean and standard deviation was used for descriptive data analysis while inferential statistics analysis such Pearson Product Moment Correlation Coefficient and multiple regression was used to define the link between the dependent and independent variables. The data was presented using tables and charts. The multiple regression models was:
Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon

Where by: Y = Organizational Performance
\beta_0 = Constant
\beta_1 - \beta_4 = Beta coefficients
X_1 = Idealized Influence
X_2 = Inspirational Motivation
X_3 = Intellectual Stimulation
X_4 = Individualized Consideration
\varepsilon = Error term

3.7 Chapter Summary

This chapter consist of the methodology that was used in the collection and analysis of data. The chapter begins with the research design, followed by the population and sampling design, data collection methods, research procedures, data analysis and presentation. Chapter four presents data analysis and presentation of results and the findings.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter provides the results and findings of this study. The results and findings are provided according to the four research objectives and the responses that were obtained for every question in the questionnaire. The results are summarized and presented using descriptive statistics including pie charts, bar graphs and frequency tables. This chapter also provides the results of the inferential statistics including regression analysis and Pearson Product-Moment of correlation. It commences by providing the response rate and the demographics.

4.2 Demographics

4.2.1 Response Rate

The response rate was based on total number of 107 questionnaires administered to the respondents sampled in 20 schools. Out of the 107 questionnaires, 83 fully-filled ones were collected. This as indicated in the calculation below meant that the response rate was 77.6%.

\[
\text{Response Rate} = \frac{\text{Total Number of Responses Returned}}{\text{Surveys Sent Out}} \times 100
\]

\[
= \frac{83}{107}
\]

\[
= 77.6
\]

Therefore, the overall return rate was commendable at 91.6%. Therefore, there was acceptance and credibility of the research findings of the study due to high response rate. The results are as shown in Table 4.1.

<table>
<thead>
<tr>
<th>Table 4.1: Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Frequency (n)</strong></td>
</tr>
<tr>
<td>Responder</td>
</tr>
<tr>
<td>Did not respond</td>
</tr>
<tr>
<td>Total Sample Size</td>
</tr>
</tbody>
</table>

4.2.2 Demographics

This part of chapter four provides the results relating to the respondent background or the demographics including, sex, age, highest level of academic attainment and number of years spent working in institution.

4.2.2.1 Participants Classified by Sex

Figure 4.1 shows the grouping of participants based on their sex. As shown, 52% (n = 43) were female were male and 48% (n = 40). Therefore, slightly more females than males participated in this study.

![Figure 4.1: Participants Classified by Sex](image)

4.2.2.2 Participants Classified by Age

Table 4.2 shows the respondents as grouped according to age categories. As indicated, 57.8% (n = 48) were aged between 36 and 46 years, 24.1% (n = 20) were aged 46 years and above, and 18.1% (n = 15) were aged between 25 and 35 years old.

Table 4.2: Participants Classified by Age

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 to 35 years</td>
<td>15</td>
<td>18.1</td>
</tr>
<tr>
<td>36 to 46 years</td>
<td>48</td>
<td>57.8</td>
</tr>
<tr>
<td>46 years and above</td>
<td>20</td>
<td>24.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.2.2.3 Participants Classified by Highest Level of Academic Attainment

The research participants were grouped according to their highest level of academic attainment. As shown in Figure 4.2, 49.4% of the participants (n = 41) had doctorate degree, 30.1% (n = 25) had master’s degree, 15.7% (n = 13) were associated professors, and 4.8% (n = 4) were full professors.

![Figure 4.2: Participants Classified by Highest Level of Academic Attainment](image)

4.2.2.4 Participants Classified by Period They Have Worked in Institution

The research participants were grouped according to the period they have worked in the institution. Table 4.3 shows the results. As shown, 51.8% of the respondents (n = 43) has worked in the institution for between 3 and 9 years, 42.2% (n = 35) for more than 12 years, 3.6% (n = 3) for less than 3 years, and 2.4% (n = 2) between 9 and 12 years.

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 3 years</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>3 to 9 years</td>
<td>43</td>
<td>51.8</td>
</tr>
<tr>
<td>9 to 12 years</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Above 12 years</td>
<td>35</td>
<td>42.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3 Effects of Idealized Influence on Performance of Public Universities

This study sought to examine the effect of leaders’ idealized influence on the performance of public universities. Hence, research participants were asked questions that would enable the realization of this objective. This part provides the results that were obtained for every question that was asked as well as the inferential on idealized influence-performance link.

4.3.1 Perception of Whether Leaders in Institution are Good Role Models

Figure 4.3 shows the results of respondents’ perception of whether their leaders were good role models. As shown, 85.5% of respondents (n = 71) agreed, 7.2% (n = 6) strongly agreed, 4.8% (n = 4) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided on whether their leaders were good role models.

![Figure 4.3: Perception of Whether Leaders in Institution are Good Role Models](image)

4.3.2 Whether Junior Employees Trust Leaders

Table 4.4 shows responses on whether junior employees trust their leaders. As shown, 57.8% of respondents (n = 48) agreed, 22.9% (n = 19) strongly agreed, 16.9% (n = 14) disagreed, and 2.4% (n = 2) strongly disagreed.

Table 4.4: Whether Junior Employees Trust Leaders

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>16.9</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>57.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>19</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3.3 Perception of Institution’s Leaders’ Ability to Command Respect

The respondents were asked to whether they considered their leaders in the institution as commanding respect from junior employees. Sixty-two-point-seven percent of respondents (n = 52) agreed, 24.1% (n = 20) strongly agreed, 10.8% (n = 9) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided.

![Figure 4.4: Perception of Institution’s Leaders’ Ability to Command Respect](image)

4.3.4 Perception Whether Employees in Institution Identify with Leaders

Table 4.5 shows the result of respondents view on whether the employees in the institution identified with leaders. As shown, 44.6% of respondents (n = 37) agreed, 43.4% (n = 36) strongly agreed, 8.4% (n = 7) disagreed, 2.4% (n = 2) were undecided, and 1.2% (n = 1) strongly disagreed.

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>8.4</td>
</tr>
<tr>
<td>Agree</td>
<td>37</td>
<td>44.6</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3.5 Whether Workers Emulated Leaders in the Institution

Figure 4.5 shows results when respondents were asked their opinion on whether employees in the institution emulated their leaders. As indicated, 53% of respondents (n = 44) agreed, 34.9% (n = 29) strongly agreed, 9.6% (n = 8) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided.

![Graph showing distribution of responses for whether workers emulated leaders.]

Figure 4.5: Whether Workers Emulated Leaders in the Institution

4.3.6 Whether Leaders’ Enhances the Innovativeness of their Junior Employees

The respondents were asked if they agreed that leaders in the institution enhanced their employees’ innovativeness. As shown in Table 4.6, 53% of the respondents (n = 44) agreed, 36% (n = 30) strongly agreed, 6% (n = 5) disagreed, 3.6% (n = 3) strongly disagreed, and 1.2% (n = 1) was undecided.

Table 4.6: Whether Leaders’ Enhances the Innovativeness of their Junior Employees

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>44</td>
<td>53.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>30</td>
<td>36.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3.7 Whether Leaders Enable Employees to Exceed Expectations

Figure 4.6 shows respondents’ perception of whether leaders enable employees to exceed expectations. As shown, 59% of the respondents (n = 49) agreed, 30% (n = 25) strongly agreed, 5% (n = 4) disagreed, 4% (n = 3) were undecided, and 2% (n = 2) strongly disagreed.

![Figure 4.6: Whether Leaders Enable Employees to Exceed Expectations](image)

4.3.8 Whether Leaders Assist Employees to Go Through Personal Change

Table 4.7 represents the results of respondents’ perception of whether leaders in the institution assist employees to go through personal change. As shown, 45.8% of the respondents (n = 38) agreed, 43.4% (n = 36) strongly agreed, 7.2% (n = 6) disagreed, 2.4% (n = 2) strongly disagreed, and 1.2% (n = 1) was undecided.

Table 4.7: Whether Leaders Assist Employees to Go Through Personal Change

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>7.2</td>
</tr>
<tr>
<td>Agree</td>
<td>38</td>
<td>45.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.3.9 Correlation of Indicators of Idealized Influence and Performance

A Pearson Product-Moment of correlation ($r$) was performed to determine how perception of leaders as good role models and institution’s performance were linked. As shown in Table 4.8, a weak but positive $r$ values of .217, $p < .05$ was obtained. This suggested that as a positive increase in the perception of leaders as good role models means results in a small increase in the performance of the institution. The weak correlation can be attributed to other intervening factors.

A Pearson Product-Moment of correlation ($r$) was performed to assess the relationship between employees trust in leaders and institution’s performance. As shown in Table 4.8, the $r$ value obtained was a strong positive value, $r = .791$, $p < .05$. This implied that as in employees’ trust of leaders increase the performance of the institution improve markedly.

Correlation ($r$) was conducted to determine the nature of the relationship between leaders’ command of respect and institution’s performance. As shown in Table 4.8, the $r$ value obtained was a moderate positive value, .482, $p < .05$. This value means that an increase in leaders’ command or respect among employees would result in increased performance of the institution.

To establish the nature of the relationship between workers’ identity with leaders and performance of the institution, a correlation ($r$) was performed. As shown in Table 4.8, the results showed that the $r$ value was a moderate positive value .434, $p < .05$. The implication of this finding is that an increase employees’ identifying with leaders would result in a corollary increase in the performance of the institution. The fact that the $r$ value was moderate could be attributed to the influence of the intervening variables.

Another correlation ($r$) was conducted to establish the relationship between employees’ emulation of leaders and performance of the institution. The $r$ value was a weak positive value, .410, $p < .05$. This suggested that a slight increase in the performance of the institution is to be expected if employees emulate leaders. Additional results of the Pearson Product-Moment of correlation ($r$) of indicators of idealized influence and performance are indicated in Table 4.8.
<table>
<thead>
<tr>
<th>Performance of Institution</th>
<th>Pearson Correlation Sig. (2-tailed)</th>
<th>N</th>
<th>( \rho )</th>
<th>( \alpha )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Role Models</td>
<td>.315*</td>
<td>83</td>
<td>.004</td>
<td>.05</td>
</tr>
<tr>
<td>Trust of Leaders</td>
<td>.791*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Command of Respect</td>
<td>.482*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Workers Identify with Leaders</td>
<td>.434*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Employees Emulate Leaders</td>
<td>.410*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Enhance Employees’ Innovative</td>
<td>.271*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Enable Employees Exceed Expectations</td>
<td>.334*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
<tr>
<td>Assist Employees Through Personal Changes</td>
<td>.247*</td>
<td>83</td>
<td>.000</td>
<td>.05</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**
*Correlation is significant at the 0.05 level (2-tailed).**
4.3.10 Regression Analysis for Idealized Influence on Performance

4.3.10.1 Regression Model for Idealized Influence on Performance

Because Pearson Product-Moment correlation only show the nature of association between idealized influence and performance of the institution but not the causal relationship, a regression analysis was performed to establish the causal link between the two. As shown in Table 4.9, the R Square value was .047. This suggested that 4.7% variance in performance is accounted for by idealized influence.

Table 4.9: Regression Model Summary for Idealized Influence

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.217</td>
<td>.047</td>
<td>.036</td>
<td>.3898</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Idealized Influence

4.3.10.2 ANOVA for Idealized Influence

The Analysis of variance (ANOVA) was performed to determine if the results of the model was due to sampling error. Table 4.10, shows the results of the ANOVA. As shown, institution performance is accounted for by idealized influence, because F (4.018, 1) = .148 (it is significant). This implies that the model results has an explanatory power and cannot be accounted for by sampling mistake.

Table 4.10: ANOVA Analysis for Idealized Influence

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>.610</td>
<td>1</td>
<td>.610</td>
<td>4.018</td>
<td>.148b</td>
</tr>
<tr>
<td>Residual</td>
<td>12.305</td>
<td>81</td>
<td>.152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.916</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Institution
b. Predictors: (Constant), Idealized Influence

4.3.10.3 Regression Coefficient Analysis for Idealized Influence

A simple regression analysis was performed to establish the exact effect of idealized influence on institution’s performance if all factors were held constant for performance. The results of the simple regression as shown in Table 4.11
Table 4.11: Regression Coefficient Analysis for Idealized Influence

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>.831</td>
<td>.044</td>
<td></td>
<td>18.713</td>
</tr>
<tr>
<td>Idealized Influence</td>
<td>-.331</td>
<td>.165</td>
<td>-.217</td>
<td>-2.005</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Institution

Based on the standard regression formula is;

\[ Y = ax + bx, \]

(Where \( Y \) is the performance of institution; \( b \) is the coefficients for idealized influence and \( a \) is the constant)

Thus,

\[ \text{Performance of institution} = -.331 \text{ idealized influence} + .831 \]

The equation suggests that the constant for the effect of idealized influence on the performance of the institution is -.331. The meaning of this is that for every unit change in idealized influence, a decrease of -.331 will occur in the performance of the institution provided all factors are held constant.

4.4 Influence of Inspirational Motivation on Performance of Public Universities

This study sought to examine the effect of leaders’ inspirational motivation on the performance of public universities. Hence, research participants were asked questions that would enable the realization of this objective. The results are as follows.

4.4.1 Perception of Leaders’ Ability to Motivate Confidence among Employees

Figure 4.7 shows respondents’ perception of leaders’ ability to motivate confidence among employees in the institution. As shown, 69.9% of the respondents (\( n = 58 \)) agreed that leaders motivate confidence among employees, 18.1% (\( n = 15 \)) strongly agreed, 9.6% (\( n = 8 \)) disagreed, 1.2% (\( n = 1 \)) strongly disagreed, another 1.2% (\( n = 1 \)) was undecided.
4.4.2 Perception of Leaders’ Ability to Show Optimism about Institution’s Future

Table 4.12 shows respondents perception of leader’s ability to show optimism about the future of the institution. As shown, 48.2% (n = 40) agreed, 38.6% (n = 32) strongly agreed, 10.8% (n = 9) disagreed, and 2.4% (n = 2) strongly disagreed.

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>10.8</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>48.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>32</td>
<td>38.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.4.3 Perception of Leaders’ Ability to Articulate Clear Vision of Future

Respondents were asked whether they perceived their leaders as being able to articulate clear vision of the future of the institution. As shown in Figure 4.8, 44.6% of the respondents (n = 37) strongly agreed, 42.2% (n = 35) agreed, 10.8% (n = 9) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided.
4.4.4 Perception of Leaders’ Ability to Clarify Tasks

Table 4.13 shows respondents’ perception of the ability of the leaders in the institution to clarify tasks to employees. As shown, 51.8% of the respondents (n = 43) strongly disagreed, 41% (n = 34) agreed, 4.8% (n = 4) disagreed and 2.4% (n = 2) were undecided.

Table 4.13: Perception of Leaders’ Ability to Clarify Tasks

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>34</td>
<td>41.0</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>43</td>
<td>51.8</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.5 Perception of Leaders’ Ability to Ignite Team Spirit among Employees

Figure 4.9 shows respondents perception of leaders’ ability to ignite team spirit among employees. As shown, 51.8% of the respondents (n = 43) agreed that leaders ignited team spirit among employees, 39.8% (n = 33) strongly agreed, 7.2% (n = 6) disagreed and 1.2% (n = 1) strongly disagreed.
4.4.6 Perception of Whether Leaders Encourage Employees to Finish Tasks

Table 4.14 shows respondents' perception of whether leaders encouraged the employees to finish tasks. As shown, 51.8% of the respondents (n = 43) agreed, 39.8% (n = 33) strongly agreed, 7.2% (n = 6) disagreed, and 1.2% (n = 1) was undecided.

<table>
<thead>
<tr>
<th>Perception of Whether Leaders Encourage Employees to Finish Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency (n)</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>Undecided</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

4.4.7 Perception of Whether Leaders Exhibit Commitment to Established Goals

Figure 4.10 shows the results of respondents' take on whether leaders exhibited commitment to set goals. As shown, 45.8% of respondents (n = 38) strongly agreed, 43.4% (n = 36) agreed, 9.6% (n = 8) disagreed, and 1.2% (n = 1) was undecided.
4.4.8 Correlation of Indicators of Inspirational Motivation and Performance

A Pearson Product-Moment correlation ($r$) was conducted to determine the relationship between the leaders’ ability to motivate employees and performance of the institution. The $r$ value realized a weak but positive value; $r = .250$, $p < .05$. This implied that as the ability of leaders to motivate employees increases so does the performance of the institution. The results are as shown in Table 4.15. A Pearson Product-Moment of correlation ($r$) was performed to determine the relationship between leaders’ show of optimism and performance. As shown in Table 4.15, the $r$ value obtained was a positive but weak value, $r = .236$, $p < .05$. The weak value suggests that an increase in leaders’ ability to show optimism would result in a small increase in the performance of the institution. More results are shown in Table 4.15.

**Table 4.15: Correlation of Indicators of Inspirational Motivation and Performance**

<table>
<thead>
<tr>
<th>Performance of Institution</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate Confidence among Employees</td>
<td>Pearson Correlation</td>
<td>.250*</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show of Optimism About Future</td>
<td>Pearson Correlation</td>
<td>.236*</td>
<td>.538**</td>
</tr>
<tr>
<td>Articulation of Clear Vision of Future</td>
<td>Pearson Correlation</td>
<td>.170</td>
<td>.401**</td>
</tr>
<tr>
<td>Clarity in Communication of Tasks</td>
<td>Pearson Correlation</td>
<td>.323**</td>
<td>.422**</td>
</tr>
<tr>
<td>Ignite Team Spirit among Employees</td>
<td>Pearson Correlation</td>
<td>.085</td>
<td>.431**</td>
</tr>
<tr>
<td>Encourage Tasks Accomplishment</td>
<td>Pearson Correlation</td>
<td>.157</td>
<td>.479**</td>
</tr>
<tr>
<td>Exhibit Commitment to Established Goals</td>
<td>Pearson Correlation</td>
<td>.180</td>
<td>.403*</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
4.4.9 Regression Analysis for Inspirational Motivation

4.4.9.1 Regression Model for Inspirational Motivation

A regression analysis was performed to establish the causal relationship between inspirational motivation and the performance of the institution. Table 4.16 shows the results. As shown, the model’s R Square value was .146. This suggests that 14.6% of the variance in performance of the institution can be accounted for by inspirational motivation.

Table 4.16: Regression Model Summary for Inspirational Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.382a</td>
<td>.146</td>
<td>.135</td>
<td>.36902</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Inspirational motivation

4.4.9.2 ANOVA for Inspirational Motivation

The ANOVA was performed to assess whether the model results were attributable to sampling error. As shown, performance of institution can however not be fully be attributed to inspirational motivation because F (13.846, 1) = .000 (not significant). The results of the ANOVA are shown in Table 4.17

Table 4.17: ANOVA Analysis for Inspirational Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1.886</td>
<td>1</td>
<td>1.886</td>
<td>13.846</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>11.030</td>
<td>81</td>
<td>.136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.916</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Institution
b. Predictors: (Constant), Inspirational motivation

4.4.9.3 Regression Coefficient Analysis for Inspirational Motivation

The exact effect of inspirational motivation on the performance of the institution was achieved through a simple regression analysis, the result of which is shown in Table 4.18.
### Table 4.18: Regression Coefficient Analysis for Inspirational Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>863</td>
<td>.043</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspirational motivation</td>
<td>-.463</td>
<td>.129</td>
<td>-.382</td>
<td>19.98</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of institution

Based on the standard regression formula is;

\[ Y = ax + bx, \]

(Where \( Y \) is the Performance of institution; \( b \) is the coefficients for inspirational motivation and \( a \) is the constant)

Thus,

\[ \text{Performance of institution} = .463 \text{ inspirational motivation} + .863 \]

It is implied by the formula that the coefficient of inspirational motivation is .463. This implies that an increase of .463 is to be expected in the performance of the institution when other factors of performance are held constant.

### 4.5 Effects of Intellectual Stimulation Behavior on Performance of Public Universities

This study sought to examine the effect of leaders’ intellectual stimulation on the performance of public universities. Hence, research participants were asked questions that would enable the realization of this objective. This part provides the results that were obtained for every question that was asked as well as the inferential on the link between leaders’ intellectual stimulation and performance.

#### 4.5.1 Perception of Whether Leaders Motivate Employees in a New Way

Figure 4.11 shows the results when respondents were asked their perception on whether leaders motivate employees in a new way. As shown, 51.8% of the respondents (\( n = 43 \)) agreed, 37.3% (\( n = 31 \)) strongly agreed, 9.6% (\( n = 8 \)) disagreed, and 1.2% (\( n = 1 \)) strongly disagreed.
Figure 4.11: Perception of Whether Leaders Motivate Employees in a New Way

4.5.2 Perception of Whether Leaders Try to Make Employees Creative

The respondents were asked whether they agreed that their leaders try to make employees creative. As shown in Table 4.19, 57.8% of the respondents (n = 48) agreed, 33.7% (n = 28) strongly agreed, 6% (n = 5) disagreed, 2.4% (n = 2) strongly disagreed.

Table 4.19: Perception of Whether Leaders Try to Make Employees Creative

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>57.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>33.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.3 Leaders’ Ability to Assist Employees to be Good Decision Makers

Figure 4.12 shows the feedback obtained on respondents perception of leaders’ ability to assist employees to be good decision makers. As shown, 48.2% of the respondents (n = 40) strongly agreed, 37.3% (n = 31) agreed, 12% (n = 10) disagreed, and 2.4% (n = 2) were undecided.
The respondents were asked their perception as to whether their leaders had the ability to direct employees to solve problems rationally. As shown in Figure 4.13, 55% of the respondents (n = 46) strongly agreed, 32.5% (n = 27) agreed, and 12% (n = 10) disagreed.

Table 4.20 shows respondents' perception of whether leaders have the ability to recognize creative employees. As shown, 48.2% of the respondents (n = 40) strongly agreed, 42.2% (n = 35) agreed, 7.2% (n = 6) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided.
Table 4.20: Perception of Leaders’ Ability to Recognize Creative Employees

<table>
<thead>
<tr>
<th>Perceptions</th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>7.2</td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>42.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>40</td>
<td>48.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.5.6 Whether Leaders Criticize Employees

The respondents were asked whether their leaders do criticize them. As shown in Figure 4.14, 48.2% of the respondents (n = 40) agreed, 37.3% (n = 31) strongly agreed, 10.8% (n = 9) disagreed, 2.4% (n = 2) strongly disagreed, and 1.2% (n = 1) was undecided.

![Figure 4.14: Whether Leaders Criticize Employees]

4.5.7 Perception of Whether Leaders Support Employees’ Creative Thinking

Figure 4.15 shows the results when respondents were asked if they agreed that their leaders supported employees’ creative thinking. As shown, 45.8% of the respondents (n = 38) agreed, 44.6% (n = 37) strongly agreed, 8.4% (n = 7) disagreed, and 1.2% (n = 1) strongly disagreed.
4.5.8 Perception of Whether Leaders Engage Employees in Decision Making

Table 4.21 shows the results of respondents’ perception of whether their leaders engage employees in decision making in the organization. As shown, 63.9% of the respondents (n = 53) strongly agreed, 28.9% (n = 24) agreed, 4.8% (n = 4) disagreed, and 2.4% (n = 2) were undecided.

Table 4.21: Perception of Whether Leaders Engage Employees in Decision Making

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>28.9</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>53</td>
<td>63.9</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

4.5.9 Correlation of Indicators of Intellectual Stimulation with Performance

A Pearson Product-Moment of correlation (r) was performed to determine the relationship between leaders’ ability to encourage employees’ creativity and performance. As shown in Table 4.22, the r value realized was a weak positive value, .260, p < .05. This means that an increase in the leaders’ encouragement of creativity among employees result in small increase the performance of the institution. A Pearson Product-Moment of correlation (r) was performed to assess the relationship between leaders’ ability to promote critical thinking among employees and performance of the institution. As shown in Table 4.22, the r value obtained was a weak positive value, r = .152, p > .05. This implied that as that an increase in leaders’ support of critical thinking would result in a small increase in the performance of the institution.

To determine the nature of the relationship between perception of leaders’ ability to motivate employees in a new way and performance of the institution, as shown in Table
4.22, the $r$ value was a weak positive value, .093, $p > .05$. The meaning of this as that an increase in leaders’ ability to motivate employees in a new way would only result in a small increase in performance. The $r$ analysis between perception of leaders’ ability to assist employees to be good decision makers and performance also yielded a positive but weak $r$ value, .272, $p < .05$. More results of the correlation analysis between indicators of intellectual stimulation and performance are indicated in Table 4.22.

**Table 4.22: Correlation of Indicators of Intellectual Stimulation with Performance**

<table>
<thead>
<tr>
<th>Performance of Institution</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate Employees in a New Way</td>
<td>.093</td>
<td>1</td>
<td>83</td>
</tr>
<tr>
<td>Make Employees Creative</td>
<td>.260</td>
<td>.409</td>
<td>1</td>
</tr>
<tr>
<td>Assist Employees to Be Good Decision Makers</td>
<td>.272</td>
<td>.353</td>
<td>.539</td>
</tr>
<tr>
<td>Direct Employees Solve to Problems Rationally</td>
<td>.173</td>
<td>.100</td>
<td>.462</td>
</tr>
<tr>
<td>Recognize Creative Employees</td>
<td>.143</td>
<td>.272</td>
<td>.434</td>
</tr>
<tr>
<td>Do Not Criticize Employees Unstandardized Behavior</td>
<td>.152</td>
<td>.339</td>
<td>.601</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).
4.5.10 Regression Analysis for Intellectual Stimulation

4.5.10.1 Regression Model for Intellectual Stimulation
A regression analysis was performed to establish the causal association between intellectual stimulation and the performance of the institution. Table 4.23 shows the results. As shown, the model’s R Square value was .205. This suggests that 20.5% of the variance in performance of the institution can be accounted for by intellectual stimulation.

Table 4.23: Regression Model Summary for Intellectual Stimulation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.453(^a)</td>
<td>.205</td>
<td>.196</td>
<td>.35594</td>
</tr>
</tbody>
</table>

\(^a\) Predictors: (Constant), Intellectual stimulation

4.5.12 ANOVA for Intellectual Stimulation
The ANOVA was performed to determine if the results of the model was due to sampling error. Table 4.24, shows the results of the ANOVA. As shown, institution performance is accounted for by intellectual stimulation, because F (20.947, 1) = .200 (it is not significant). This implies that the model results has explanatory power and may not be accounted for by sampling error.

Table 4.24: ANOVA Analysis for Intellectual Stimulation

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>2.654</td>
<td>1</td>
<td>2.654</td>
<td>20.947</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>10.262</td>
<td>81</td>
<td>.127</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Total</td>
<td>12.916</td>
<td>82</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: Performance of Institution

\(^b\) Predictors: (Constant), Intellectual Stimulation

4.5.13 Regression Coefficient Analysis for Intellectual Stimulation
The exact effect of intellectual stimulation on the performance of the institution was achieved through a simple regression analysis, the result of which is shown in Table 4.25.
Table 4.25: Regression Coefficient Analysis for Intellectual Stimulation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>.857</td>
<td>.041</td>
<td>.231.13</td>
<td>.000</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td>.690</td>
<td>.151</td>
<td>-.453</td>
<td>-4.577</td>
</tr>
</tbody>
</table>

\( a \). Dependent Variable: Performance of Institution

Based on the standard regression formula is;

\[ Y = ax + bx, \]

(Where \( Y \) is the performance of institution; \( b \) is the coefficients for Intellectual Stimulation and \( a \) is the constant)

Thus,

\[ \text{Performance of institution} = .690\text{intellectual stimulation} + .831 \]

The equation suggests that the constant for the effect of intellectual stimulation on the performance of the institution is .690. The meaning of this is that for every unit change in intellectual stimulation, an increase of .690 is to be expected in the performance of the institution provided all factors are held constant.

4.6 Influence of Individualized Consideration on Performance of Public Universities

The fourth objective of this study was to examine the influence of leaders’ individualized consideration on the performance of public universities. Hence, research participants were asked questions that would enable the realization of this objective. This part provides the results that were obtained for every question that was asked as well as the inferential on the link between leaders’ leaders’ individualized consideration and performance.

4.6.1 Perception of Leaders’ Ability to Attend to Employees Work-Related Needs

Figure 4.16 shows respondents perception of whether their leaders have the ability to attend to employees’ work-related needs. As shown, 63.9\% of the respondents (\( n = 53 \)) agreed, 31.3\% (\( n = 26 \)) strongly agreed, 3.6\% (\( n = 3 \)) disagreed, and 1.2\% (\( n = 1 \)) was undecided.
4.6.2 Perception of Leaders’ Ability to Function as Mentors to Junior Employees

Table 4.26 shows the results of respondents’ perception of whether their leaders had the ability to function as mentors to employees. As shown, 57.8% of the respondents (n = 48) agreed, 33.7% (n = 28) strongly agreed, 7.2% (n = 6) disagreed, and 1.2% (n = 1) was undecided.

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>7.2</td>
</tr>
<tr>
<td>Agree</td>
<td>48</td>
<td>57.8</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>28</td>
<td>33.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.3 Perception of Leaders’ Ability to Act as Coaches to Employees

Figure 4.17 shows the feedback obtained about respondents’ perception of their leaders’ ability to act as coaches to employees. As shown, 54.2% of the respondents (n = 45) agreed that their leaders had the ability to act as coaches to employees, 37.3% (n = 31) strongly agreed, 8.4% (n = 7) disagreed.
4.6.4 Whether Leaders Have the Ability to Listen to Employees’ Concerns

The respondents were asked whether they agreed that their leaders had the ability to listen to employees concerns. As shown in Figure 4.18, 53% of the respondents (n = 44) agreed, 42% (n = 35) strongly agreed, and 5% (n = 4) disagreed.

4.6.5 Perception of Leaders’ Empathized with Employees

Table 4.27 shows respondents perception as to whether their leaders empathized with employees. As shown, 48.2% of the respondents (n = 40) agreed, 43.4% (n = 36) strongly agreed, 6% (n = 5) disagreed, 1.2% (n = 1) strongly disagreed, and another 1.2% (n = 1) was undecided.
Table 4.27: Perception of Leaders’ Empathized with Employees

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>6.0</td>
</tr>
<tr>
<td>Agree</td>
<td>40</td>
<td>48.2</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.6.6 Perception of Whether Leaders Discuss Employees’ Concerns

Figure 4.19 shows the feedback obtained when respondents were asked if they agreed that their leaders discussed employees concerns. As shown, 60.2% of the respondents (n = 50) agreed, 33.7% (n = 28) strongly agreed, 3.6% (n = 3) disagreed, 1.2% (n = 1) strongly disagreed, and 1.2% (n = 1) was undecided.

Figure 4.19: Perception of Whether Leaders Discuss Employees’ Concerns

4.6.7 Perception of Leaders’ Ability to Recognize Employees’ Contributions

Table 4.28 shows leaders’ ability to recognize their employees’ contributions. As shown, 49.4% of the respondents (n = 41) agreed that their leaders recognized employees’ contributions, 43.4% (n = 36) strongly agreed, 3.6% (n = 3) disagreed, 2.4% (n = 2) strongly disagreed, and 1.2% (n = 1) was undecided.
### Table 4.28: Perception of Leaders’ Ability to Recognize Employees’ Contributions

<table>
<thead>
<tr>
<th></th>
<th>Frequency (n)</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Agree</td>
<td>41</td>
<td>49.4</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>36</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

#### 4.6.8 Perception of Whether Leaders Provide Self-Development to Employees

Figure 4.20 shows the results of respondents’ perception of whether their leaders provided self-development opportunities to employees. As shown, 47% of the respondents (n = 39) agreed, 44.6% (n = 37) strongly agreed, 7.2% (n = 6) disagreed, and 1.2% (n = 1) strongly disagreed.

![Bar Chart: Perception of Whether Leaders Provide Self-Development to Employees](chart)

#### 4.6.9 Correlation of Indicators of Individualized Consideration and Performance

A Pearson Product-Moment of correlation ($r$) was performed to determine the relationship between leaders’ ability to respond to employees’ work-related needs and performance. As shown in Table 4.29, the $r$ value realized was a positive but weak value, $r = .138$, $p > .05$. This means that an increase in the leaders’ response to employees’ work-related needs would increase the performance of the institution.
To find out the nature of the relationship between the leaders’ ability to act as mentors to employees and performance, a correlation analysis was conducted between the two variables. As shown in Table 4.29, the $r$ value was .186, $p < .05$. This finding suggested that an increase in leaders functioning as mentors to employees would result in a slight increase in the performance of the organization. A Pearson Product-Moment of correlation ($r$) was performed to assess the relationship between employees’ trust in leaders and institution’s performance. As shown in Table 4.29, the $r$ value obtained was a weak positive value, $r = .105$, $p > .05$. This implied that as that an increase in leaders’ ability to listen to employees’ concerns would result in a small increase in the performance of the institution. Additional results of the correlation analyses between the indicators of individualized consideration and performance of the institution are shown in Table 4.29.

**Table 4.29: Correlation of Individualized Consideration and Performance**

<table>
<thead>
<tr>
<th>Performance of Institution</th>
<th>Pearson Correlation</th>
<th>N</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend to Employees' Work-Related Needs</td>
<td>.138</td>
<td>83</td>
<td>.194</td>
</tr>
<tr>
<td>Function as Mentors</td>
<td>.186</td>
<td>83</td>
<td>.092</td>
</tr>
<tr>
<td>Act as Coaches to Junior Employees</td>
<td>.081</td>
<td>83</td>
<td>.466</td>
</tr>
<tr>
<td>Listen To Employees' Concerns</td>
<td>.105</td>
<td>83</td>
<td>.345</td>
</tr>
<tr>
<td>Empathize with Employees</td>
<td>.042</td>
<td>83</td>
<td>.709</td>
</tr>
<tr>
<td>Discuss Employees' Concerns</td>
<td>.127</td>
<td>83</td>
<td>.253</td>
</tr>
<tr>
<td>Recognize Workers' Contributions</td>
<td>.161</td>
<td>83</td>
<td>.145</td>
</tr>
</tbody>
</table>

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).
4.5.10 Regression Analysis for Individualized Consideration

4.4.10.1 Regression Model for Individualized Consideration

A regression analysis was performed to determine the causal association between individualized consideration and the performance of the institution. Table 4.30 shows the results. As shown, the model’s R Square value was .101. This implies that 10.1% of the variance in performance of the institution can be attributed to leaders’ individualized consideration.

Table 4.30: Regression Model Summary for Inspirational Motivation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.318a</td>
<td>.101</td>
<td>.090</td>
<td>.37861</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Inspirational motivation

4.4.10.2 ANOVA for Individualized Consideration

The ANOVA was performed to assess whether the model results were attributable to a mistake in sampling. As shown in Table 4.31, performance of institution can however not be fully be attributed to individualized consideration because F (9.103, 1) = .003 (not significant).

Table 4.31: ANOVA Analysis for Individualized Consideration

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1.305</td>
<td>1</td>
<td>1.886</td>
<td>9.103</td>
<td>.003b</td>
</tr>
<tr>
<td>Residual</td>
<td>11.611</td>
<td>81</td>
<td>.143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.916</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Institution
b. Predictors: (Constant), Individualized Consideration

4.4.10.3 Regression Coefficient Analysis for Individualized Consideration

The precise effect of individualized consideration on the performance of the institution was realized through a simple regression analysis, the result of which is presented in Table 4.32.
Table 4.32: Regression Coefficient Analysis for Individualized Consideration

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>.835</td>
<td>.043</td>
<td></td>
<td>19.61</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>.585</td>
<td>.194</td>
<td>-.318</td>
<td>3.017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a. Dependent Variable: Performance of institution</th>
</tr>
</thead>
</table>

Based on the standard regression formula is;

\[ Y = ax + bx, \]

(Where \( Y \) is the Performance of institution; \( b \) is the coefficients for individualized consideration and \( a \) is the constant)

Thus,

\[ Performance\ of\ institution = .5853\ inspirational\ motivation + .835 \]

The equation suggests that the coefficient of inspirational motivation is .5853. This means for very unit change leaders’ individualized consideration an increase of .5853 is to be expected in the performance of the institution when other factors of performance are held constant.

4.7 Chapter Summary

This chapter has provided the results and findings of this study. It has deployed descriptive statistics including bar graphs, frequency tables and pie charts to summarize and presents the results that were made. It has also used inferential statistics, particularly Pearson Product-Moment of correlation and regression analysis to generate a deeper understanding of the nature of association between the dependent variable and the indicators of the independent variable. The next chapter, Chapter five, provides the summary and conclusions of this study.
CHAPTER FIVE
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter five provides conclusions and recommendations of this study. It commences with the summary of the study highlighting the general and specific objectives that guided this study and the major findings as per the objectives of this study. It then proceeds to provide the discussion of the major findings in relation to the reviewed literature. This is followed by the conclusion and the recommendations, all provided according to the specific objectives of this study.

5.2 Summary

The general objective of this study was to examine the effects of transformational leadership on performance within public universities specifically Kenyatta University. It sought to realize four specific objectives; to investigate the effects of idealized influence on performance of public universities in regard to Kenyatta University, to find out the influence of inspirational motivation on performance of public universities in Kenya a case study of Kenyatta University, to assess the effects of intellectual stimulation behavior on performance of public universities in Kenya specifically Kenyatta University, and to determine the influence of individualized consideration on performance of public universities in Kenya limiting the study to Kenyatta University.

This study used a mixed methods research design in which descriptive and explanatory research designs were adopted. It deployed a cross-sectional survey approach. The target population of this study was 5000 individual employees working in academic and administrative positions at Kenyatta University. Purposive sampling technique was used to create identify the respondents for this study. Data was collected using questionnaires and presented through SPSS using descriptive statistics and regression analysis techniques.

This study found that idealized influence was an important factor affecting the performance of the institution. It found that most respondents agreed that their leaders were good role models, were trustworthy and commanded respect among employees. It also established that most employees identified with their leaders, emulated their leaders and perceived their leaders as having the ability to enhance innovativeness among employees, enable employees to exceed expectations and assisted employees going
through personal change. The correlation analyses between these indicators of idealized influence and performance of the institution suggested that the relationships were mostly positive. However, except for the correlation between trust of leaders and performance, which registered a strong positive value indicating a strong linear relationship, the correlation between performance and other indicators were mostly weak. The regression model suggested that idealized influence accounted for 4.7% of the change in performance of the institution.

This study established that inspirational motivation was significant factors as far as the performance of the institution was concerned. It determined that most of the respondent had a positive view of leaders in terms of the key indicators of inspirational motivation. They most agreed that leaders in the institution motivate employees’ confidence, had an optimistic view of the future of the institution, articulated clear vision of the future of the university, communicated what needed to be accomplished well, ignited team spirit among employees, encouraged employees to perform tasks and exhibited commitment to the established goals of the institution. All these indicators registered positive relations with performance through the correlation \( (r) \) analyses. It found that the correlation values, even though positive, were mostly which suggested a weak relationship between inspirational motivation and performance. Nonetheless, the R Square value of the regression model suggested that 14.6% of the variance in performance of the institution can be accounted for by leaders’ inspirational motivation.

This study also found that intellectual stimulation was among the key aspects of transformational leadership affecting the performance of the institution. Among the indicators of intellectual stimulation which respondents noted were; leaders’ ability to motivate employees, enhance employees creativity, help employees become good decision makers, direct employees towards logical problem solving, recognize creative employees, support critical thinking among employees and engage employees in decision making. The correlation analysis of these indicators of intellectual stimulation with performance indicated a linear or positive relation. It found that the correlation of these indicators with performance indicated a weak relationship. Nonetheless, the regression model suggested that 20.5% of change in performance could be attributed to intellectual stimulation.
This study determined that individualized consideration is also a key attribute of transformational leadership affecting the performance of the institution. It found that the majority the respondents agreed that their leaders’ had positive attributes associated with individualized consideration. This included attention to employees’ work-related needs, ability to act as mentors and coaches to employees, to listen to employees’ concerns, to empathize with employees, to discuss employees’ concerns, recognize the contributions of the employees and to promote employees self-development. It found that the correlation between this indicators of individualized consideration with performance of the institution was positive but weak. It found, through the regression analysis, that individualized consideration accounted for 10.1% variance in the performance of the institution.

5.3 Discussions

5.3.1 Effects of Idealized Influence on Performance of Public Universities

This study found that idealized influence was an important factor affecting the performance of the institution. Through the correlation (r) analysis it established the relationship between leaders’ ability to act as role models and performance of the institution was positive. This finding suggested that the more the leaders are considered as good role models an increase in the performance of the institution was to be anticipated. This finding concurs with the assertion made by Sosik et al., (2004) that leaders who show attributes linked to idealized influence serve as role models and are able to inspire their follower to achieve set goals. This implies that the ability of leaders to act as role model to the employees enhances performance as employees emulate the leaders towards goal attainment.

This study found that the majority of the respondents, more than three-quarter trusted their leaders. The correlation between trust in leaders and performance of the institution revealed a positive correlation showing that increase in trust in leaders would increase, at least to some degree, an increase in the performance of the institution. This finding was in line with the finding by Juma and Ndisya’s (2016), which established that increase in employees’ trust in their leaders had a significant increase in employee performance. This means that because employees trust their leaders they are less resistant, there is less conflict as employees take their leaders advice and therefore perform tasks as expected.
It also established that most employees agreed that their leaders commanded respect. Close to ninety-percent of the respondents perceived their leaders as having the ability to command respect. The correlation \((r)\) between leaders’ ability to command respect and performance of the institution showed that the two were positively correlated. Despite being small the \(r\) value implied that an increase in leaders’ ability to command respect would result in a slight increase in performance. Daft (2005) argues that transformational leaders who are ability to gain the respect of their team members and followers make their followers able to copy them and follow their lead. The implication of employees having respect in the leaders is that this makes them willing to follow the commands which their leaders given them including accomplish the tasks assigned to them and in so doing enhance the performance of the institution.

It found that most of the respondents, more than three-quarter considered their leaders as people who employees would want to emulate. This finding is not surprising considering that the majority of the respondents also considered their leaders as good role models and trust worthy. It found that there existed a positive association between leaders’ ability to be emulated and performance. Hill (2013) contends that employees emulate leaders who have communication skills, interpersonal skills, process skills and decision making skills. The positive implications of the emulation of transformational and performance of the institution can be attributed to the employees’ copying of leaders’ attributes which enhance performance such as sound decision making, innovativeness, positive work ethic and attitude towards job.

This study also established that a greater number of respondents perceived their leaders as having the ability to enhance innovativeness among employees, enable employees to exceed expectations and assisted employees going through personal change. The correlation analyses between these indicators of idealized influence and performance of the institution suggested that the relationships were mostly positive. However, except for the correlation between trust of leaders and performance, which registered a strong positive value indicating a strong linear relationship, the correlation between performance and other indicators were mostly weak. The regression model suggested that idealized influence accounted for four-point-seven-percent of the change in performance of the institution. This confirms that by Antonakis et al., (2003), which alluded to a positive link between the two.
5.3.2 Influence of Inspirational Motivation on Performance of Public Universities

This study established that inspirational motivation was significant factors as far as the performance of the institution was concerned. It established a positive link between the various indicators of performance that were studied and performance of KU. It determined that most of the respondent had a positive view of leaders in terms of the key indicators of inspirational motivation. Specifically, it established that eighty-eight-percent of the respondents positively viewed their leaders’ ability to motivate confidence among employees.

More importantly, it established that the relationship between leaders’ ability to motivate confidence among employees and performance was positive. This finding can be linked to the assertion made by De Jong and Bruch (2013) when they argued that a transformational leader who exhibits confidence positively is not only able to inspire positive commitment among employees to attainment of set goals but is also take into consideration, subordinates’ ideas that can enhance performance. Transformational leaders with inspirational motivation quality are able to bring forth cohesion, harmony and courage among employees even in the face of uncertainty and in so doing bring out the best performance among the employees towards the attainment of goals (Mezirow, 2000).

The majority of the respondents, eighty-six-point-eight percent, perceived their leaders as being optimistic about the future of the institution. Through the correlation ($r$) analysis between leaders’ show of optimism and performance of the institution, it was established that the relationship was positive. This finding agrees with that made by Den Hartog et al., (1997) that by showing optimism, leaders encourage their followers not only to perform but enhance their ability to perform. This study also found that the bigger portion of the respondents, way more than two-thirds, deemed their leaders as being capable of articulating a clear vision of the organization. Leaders’ articulation of clear vision of the institution and performance of the institution were positively correlated. Sashkin (1995) argues that leaders who have clear vision of the future are not only optimistic but are capable of outlining, to the employees, how the organization was to get there. In so doing, they lead from the front and set example of what should be done to achieve the stated goal.
This study found that the performance of the institution was also positively linked with the leaders’ ability to ignite team spirit among employees, encourage employees to perform tasks and exhibit commitment to the established goals of the institution. This is in line with the observation made by Den Hartog et al., (1997) when they noted that inspirational leaders act as a role model for his or follower’s subordinates. The inspirational leaders try to inspire the followers to achieve both personal and organizational goals. The leaders do this by providing realizable and acceptable vision of the organization through clear communication and lead from the front in the endeavor to achieve the stated goals.

Therefore, this study found that all the indicators of inspirational motivation registered positive relations with performance through the correlation ($r$) analyses. However, the value of the correlations between the indicators of inspirational leadership and performance of the institution were weak suggesting that there are other factors that influence the performance of the institution. Nonetheless, it confirmed that inspirational motivation accounted for a significant change in the performance of organizations. It stabled through the regression model suggests that fifteen-percent of variance in performance of the institution can be accounted for by leaders’ inspirational motivation. Hence, it confirmed the findings by Avolio and Bass (2000), and De Jong and Bruch, 2013).

5.3.3 Effects of Intellectual Stimulation Behavior on Performance of Public Universities

This study also found that intellectual stimulation was among the key aspects of transformational leadership affecting the performance of the institution. It determined positive relations between the performance of the institution and all the indicators of intellectual stimulation that were assessed in this study. Among the indicators of intellectual stimulation which respondents noted were; leaders’ ability to motivate employees, enhance employees creativity, help employees become good decision makers, direct employees towards logical problem solving, recognize creative employees, support critical thinking among employees and engage employees in decision making. As such, it confirmed the assertion made by Bass (2000) that intellectual stimulation had a significant influence in organizational performance.
This study found that close to ninety-percent of the respondents considered their leaders as being able to motivate their employees in a new way. The measure of the nature of the correlation between leaders’ ability to motivate employees in a new way and performance shows that an increase in leaders’ novel motivation of employees would result in a slight increase in performance. This confirms the finding made by Quagraine (2010) that transformational leaders are able to motivate employees to improve their input in the organization and challenge them to be ambitious and achieve higher goals. It is largely agreed fact that motivated employees perform better and in so doing enhance the overall performance of the organization.

It was also established that leaders’ in the institution endeavor to make their employees creative. More than ninety-percent of the respondents were of the opinion that their leaders try to make them creative. The correlation analysis between leaders’ ability to stimulate their employees to be creative and performance revealed a positive relationship between the two. This finding is confirmed in literature, for instance, it confirms the findings of the study by Yasin et al., (2014), that study on the relationship between intellectual stimulation, innovations and SMEs performance and found that intellectual stimulation may be used as tool for the development of creativity and higher SMEs performance. Creativity means that employees are able to find novel ways of dealing with issues including solving the problems that may be hindering performance and as such enhance the general performance of the organization.

The majority of the respondents, ninety-two-point-eight percent, indicated that their leaders involved employees in decision making. The correlation analysis between engagement of employees in decision making by the leaders and performance of the institution revealed a positive association. Harris et al., (2009) argues that engaging employees in decision making enhances performance as it makes employees feel more committed to the goals and objectives which they consider themselves as being part of. It is also worth noting that engaging employees in participative decision making is an essential element in employees’ motivation, and it enhances the level of employees’ commitment to the organization and the goals it has set out to achieve (Mulford & Silins, 2003). The employees feel more motivated to take part in tasks and assignments that they themselves feel like they had created rather than as those being pushed down to them by their leaders.
This study has determined that ability to direct employees to find solutions to problems, the recognition of employees’ contributions to the organization and the leaders’ support of critical thinking among employees have a significant impact on performance of the institution. The correlation analysis between each of these indicators of intellectual stimulation and performance revealed that an increase in any of them results in a corollary but limited increase in the performance of the institution. This further confirms, the assertion made by Bass (2000) that intellectual stimulation had a significant influence in organizational performance. Furthermore, the regression model suggested that twenty-point-five percent of change in performance could be attributed to intellectual stimulation.

5.3.4 Influence of Individualized Consideration on Performance of Public Universities

This study determined that individualized consideration is also a key attribute of transformational leadership affecting the performance of the institution. The various indicators of individualized consideration revealed a positive correlation between individualized consideration and performance. These findings are in line with the findings of Ondari (2018) study on the effect of individualized consideration on organizational performance of State Corporations in Kenya which found that there was a significant relationship between individualized consideration and organizational performance.

It established that the majority of the respondents, more than ninety percent perceived their leaders being capable of responding to employees’ work-related needs. Leaders response to employees’ work-related needs was found to be positively associated to the performance of the organization. This confirms Ngaithe and Ndwiga (2016) finding that the leadership response to job-related needs and demands of the employees not only helped employees feel valued by the firm but enhanced employees’ job motivation and commitment and in so doing enhanced not only their ability to perform their tasks, but in so doing enhanced the organization’s overall performance. Furthermore, as was found by Veise et al., (2015) leaders’ responsiveness to employees work-related needs enhanced employees level of satisfaction with job and their level of commitment to task completion which enhanced general performance of the firm.

This study established that most of the respondents considered their leaders as acting as mentors to the junior employees. It determined that more than ninety percent of the respondents thought their leaders acted as mentors. The correlation between leaders’
Mentorship and performance of the institution showed a positive correlation. This finding confirms findings of previous studies such as those by Neupane (2015) that found that transformational leaders acted as mentors and enhanced the performance of their junior employees. Van Muijen and Koopman (1997) have argued that transformational leaders do not just provide work-related assistance to employees but that they also act as mentors and coaches to them enabling the employees to realize their full potential and function efficiently and thereby enhance the performance of the organization. Mentoring and coaching helps the individuals to understand how the goals and their needs are related to the support of the organization’s mission (Van Muijen & Koopman, 1997).

The correlation between leaders ability to listen to employees concerns, to empathize with employees and to discuss employees needs with performance of the institution all revealed that this indicators were positively associated with performance. The result of these correlations could be attributed to the ability of transformational leaders to respond to employees as humans and in so doing motivate them and enhance their level of satisfaction. The correlations between leaders’ support of employees’ self-development and performance revealed that an increase in leaders’ support of self-development of employees would result in a slight increase in the performance of the organization. This finding affirms findings of Ngaithe and Ndwiga (2016) study on the effect of Individualized Consideration and Intellectual Stimulation on Organizational Performance of Commercial State Owned Enterprises in Kenya which show that individualized consideration had a significant and negative effect on organization performance implying that discouraging individual consideration in a commercially owned enterprise would improve organization performance.

It found, through the regression analysis, that individualized consideration accounted for ten-point-one percent of the variance in the performance of the institution. In so doing, this study confirmed the postulations of the humanistic theory of motivation. This theory postulates that in addition to the basic needs, shelter, food and biological needs, people are also motivated by safety, esteem and love. Leaders’ individualized consideration appeals to these humanistic needs and in so doing inspire employees to perform by assisting the at the personal level.
5.4 Conclusion

5.4.1 Effects of Idealized Influence on Performance of Public Universities

Charismatic leaders are able to exude and cultivate beliefs and values considered as important and show a sense of mission for the organization. Through idealized influence leaders can go beyond their individual self-interest for the greater good of the employees and make personal sacrifices for others’ benefit. Idealized influence is a significant element of transformational leadership that affects organizational performance. Since the leaders is admired emulated, employees perform as they want to be like the leaders and because of this they enhance the performance of the institution. The various aspects of idealized influence including leaders ability to be good role models, gain employees’ trust, command respect from employees, identify with employees, enhance employee innovation, support employees to exceed expectations and assist employees through times of personal change all had a positive effect on the performance of the organization.

5.4.2 Influence of Inspirational Motivation on Performance of Public Universities

Inspirational motivation is a transformational leadership which incorporates optimistic and articulate leaders who possess a compelling positive vision of the future. Inspirational motivation increases the performance of the institution since leaders are able not only to show commitment to the attainment of the set goals of the organization but also to inspire confidence among the employees. Thus, indicators of leaders’ inspirational motivation including ability to articulate clear vision of future, to inspire confidence in employees, communicate tasks to be accomplished and to inspire team spirit among employees all indicated that inspirational motivation positively influenced the performance of the institution. Inspirational leaders are able to encourages a sense of team spirit, creating general enthusiasm especially towards difficult challenges and in so doing positively facilitate the performance of the institution.

5.4.3 Effects of Intellectual Stimulation Behavior on Performance of Public Universities

Intellectual stimulation enhances performance because it provides employees with a new way of solving extant and novel problems. Leaders possessing the transformational leadership quality of intellectual stimulation are able to motivate employees to be creative and to solve problems logically. Such transformational leaders empower employees by
providing them with the critical support to think logically and to identify new ways of solving problems. In so doing, they are able to enhance performance of the organization. This study has determined that the nature of association between the key indicators of leaders’ intellectual stimulation including ability to recognize employees’ contribution, assist employees in decision making, involve employees in decision making and stimulate creativity among employees all contribute to performance of the institution.

5.5.1.4 Influence of Individualized Consideration on Performance of Public Universities

Coaching and acting as mentors to employees by leaders, leaders’ attention to employees work related needs and listening to employees’ concerns are elements of leaders’ individualized consideration which positively affect the performance of KU. Because the leaders have a personal understanding of the individual employees, they are not only capable of addressing their personal needs but are also able to develop their strengths, which help them perform well and thereby enhance the performance of the institution.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Effects of Idealized Influence on Performance of Public Universities

The leaders in KU should acknowledge the effect of idealized influence on the performance on public universities. Therefore, the leadership and management of KU should identify and hire leaders with particular qualities such as the ability to act as role models, the ability to gain employees’ trust, the ability to make employees’ identify with them and the ability to enhance the employees’ innovativeness in order to enhance the performance of the institution. The institution should also seek to train and in so doing enhance the ability of leaders in the institution to support employees to exceed expectations and to go through personal changes. Other public universities should also identify and hire leaders that possess the idealized influence quality in order to enhance the performance of their respective institutions. Kenyatta University management should promote a broad, inclusive vision, show strong commitment to goals, and create trust and confidence in employees in order to increase staff performance.
5.5.1.2 Influence of Inspirational Motivation on Performance of Public Universities

The leadership and management of KU and other public universities in Kenya should acknowledge and embrace the value for performance that leaders’ inspirational motivation brings to the institutions. Therefore, the public universities should identify and hire leaders who exude confidence and are able to motivate confidence among employees. The public institutions should promote into leadership positions qualified optimistic individuals, individuals who are able to articulate the vision of the institution clearly and are able to effectively communicate what tasks need to be accomplished in order to ensure their respective institutions perform well. In embracing the importance of leaders’ idealized inspirational motivation, the public universities should train their leaders on aspects of teamwork and cultivate in the leaders’ the ability to inspire teamwork among the employees. The universities should hire or promote into leadership position only individuals who exhibit commitment to the goals of the institutions and who are able to motivate and support employees even through challenging times if the institutions are to realize their strategic goals of higher performance.

5.5.1.3 Effects of Intellectual Stimulation Behavior on Performance of Public Universities

The leaders of KU and other public universities must realize that stimulating employees intellectually enhances the performance of the institution. As such, the public universities should identify and promote or hire only leaders how are able to intellectually stimulate employees by among other things motivating them in a new way, making the employees creative, and assisting employees to be good decision makers. The leaders in public universities should empower employees by engaging them in decision making, and encouraging them to think critically if they expect to realize higher performance of their respective institutions. The management of Kenyatta University should empower their support staff to have a diverse perspective on getting solutions to problems; suggest new ways of achieving their set targets and re-examine important assumptions.

5.5.1.4 Influence of Individualized Consideration on Performance of Public Universities

The management of KU and other public universities must accept that considering the personal needs of the employees is a key factor that affects employee performance. Hence, the management of KU and other public universities should ensure that the leaders in the institution are able to empathize with the employees and show concern for their
personal needs so as to make the employees work harder. The public universities’ management should realize that in order to realize higher performance for their institutions they need to ensure that the leaders in the institutions act as both mentors and coaches for the employees and recognize their contributions to the organization.

5.5.2 Recommendations for Further Research

Researchers should conduct cross-sectional studies comparing the effect of transformational leadership among the public universities in Nairobi, Kenya. Researchers should also conduct longitudinal studies of a single selected firm to determine the long-term impact of transformational leadership on selected universities in Kenya. Further research should be conducted among public and private universities to compare and determine the similarities or differences of the impact of transformational leadership between private and public universities.
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APPENDIX 1: LETTER OF INTRODUCTION

Dear Respondent,

RE: Support on MBA project

I am an MBA student at the United States International University- Africa in Nairobi in my final year of my study. The University as part of my study requires me to undertake a research. My topic of choice is to investigate the effects of transformational leadership on organizational performance in Public Universities specifically Kenyatta University as a partial requirement for my degree.

I’m therefore requesting kindly for your support in responding to the attached questionnaire. Your accuracy and positive response will be important in the achievement of the objective of the research.

I would like to assure you that all information will be treated with strict confidence. The findings of the research will only be used for academic purposes and hopefully help in the improvement of management of your organization.

Thank you for your time on this task.

Yours sincerely,

Veronicah N. Milelu
APPENDIX 11: QUESTIONNAIRE

Please answer the questions below as precisely and truthfully as possible. Any information provided will be treated with confidentiality. In addition, all the information is for purposes of academic work only. Please tick your responses appropriately.

A. General Information

A1) Gender

1. Female [ ]
2. Male [ ]

A2) Age Bracket

1. Below 25 years [ ]
2. 25 to 35 years [ ]
3. 36 to 45 years [ ]
4. 46 years and above [ ]

A3) State your highest level of education

1. Degree [ ]
2. Masters [ ]
3. Doctorate [ ]
4. Associate Professor [ ]
5. Full Professor [ ]

A4) For how long have you been working at Kenyatta University?

1. Less than 3 years [ ]
2. 3 to 9 years [ ]
3. 9 to 12 years [ ]
4. Above 12 years [ ]
B) Idealized Influence
To what extent do you agree with the following statement in relation to Idealized Influence in your organization? Please indicate your opinion(s) about the statements by ticking the option that best suits you.

1. Undecided
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

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<tr>
<td>1. Would you consider leaders in your organization as good role models</td>
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<td>2. Do you have trust on your leaders?</td>
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<td>3. Do you think leaders in your organization are respected?</td>
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<td>4. Workers in my organization can identify with the leaders.</td>
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<td>5. Employees can emulate the leaders in the organization</td>
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<td>6. Leaders enhance employees innovative activities.</td>
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<td>7. Leaders support employees to exceed these expectations.</td>
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<td>8. Leaders assist employees to go through personal changes.</td>
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C) Inspirational Motivation
To what extent do you agree with the following statement in relation to Inspirational Motivation in your organization? Please indicate your opinion(s) about the statements by ticking the option that best suits you. Please indicate your opinion(s) about the statements by ticking the option that best suits you.
1. Undecided
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree

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<tr>
<td>1. Leaders in my organization motivate confidence among the employees</td>
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<td>2. Leaders in my organization are optimistic about the future of the university</td>
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<td>3. Our leaders have articulated a clear vision for the future</td>
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<td>4. Leaders in my organization communicates what needs to be accomplished</td>
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<td>5. Leaders develop team spirit in employees.</td>
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<td>6. Leaders encourage employees to accomplish difficult challenges.</td>
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<td>7. Leaders in my organization exhibit a commitment to the goals set out.</td>
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D) Intellectual Stimulation

To what extent do you agree with the following statement in relation to intellectual stimulation in your organization? Please indicate your opinion(s) about the statements by ticking the option that best suits you. Please indicate your opinion(s) about the statements by ticking the option that best suits you

1. Undecided
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree
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<tbody>
<tr>
<td>1. Leaders in my organization motivate employees in a new way.</td>
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<td>2. Leaders in my organization endeavor to make employees creative.</td>
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<td>3. Our leaders in my organization assist employees to be good decision makers.</td>
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<td>4. Leaders in my organization direct employees to find solutions of problems in a logical manner.</td>
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<td>5. More creative employees get recognition from leaders in my organization</td>
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<td>6. Employees are not criticized if they don’t act according to the desires of the leaders.</td>
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<td>7. Leaders in the organization support critical thinking</td>
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<td>8. Employees in our organization are involved in decision making.</td>
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**E) Individualized Consideration**

To what extent do you agree with the following statement in relation to Individualized Consideration in your organization? Please indicate your opinion(s) about the statements by ticking the option that best suits you.

1. Undecided
2. Strongly Disagree
3. Disagree
4. Agree
5. Strongly Agree
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<tr>
<td>1   My boss attends to my work related needs.</td>
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<td>2   Leaders in my organization act as mentors.</td>
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<td>3   Leaders in my organization act as coaches</td>
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<td>4   Our leaders are likely to listen to the workers concerns</td>
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<td>5   Leaders in my organization are likely to empathize with workers concerns</td>
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<td>6   Leaders discuss employees concerns.</td>
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<td>7   Leaders in your organization recognize workers contribution.</td>
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<td>8   Leaders fairly often promote self-development</td>
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APPENDIX 11: NACOSTI PERMIT