IMPACT OF TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL PERFORMANCE IN PRIVATE UNIVERSITIES IN KENYA

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ABSTRACT

Modern businesses continue to face tremendous dynamics from technological changes to globalization and increased competition where most of these dynamics affect their performance and sustainability. These dynamics have not left behind the private universities in Kenya which off-late have been undergoing through tough times due to reduced number of students, financial crisis, poor academic programs and general management crisis. This has raised a critical question on the leadership style of the vice chancellors and other senior management team in the private universities. The manner in which the vice chancellors dispense with their authority has to a great extent affected the performance of lecturers which has great effect to the performance of these universities. Therefore, the motive of this paper was to underpin the influence of transformational leadership on the performance of private universities in Kenya. The study primarily focused on the chattered private universities in Kenya and employed stratified sampling design. Descriptive research design was used as a method of study. The study used primary data collected by use of structured questionnaires. Qualitative data was analyzed by content analysis. Descriptive and inferential analysis was conducted for quantitative data. Mean and standard deviations were also used as measures of central tendencies and dispersion respectively. Results were presented in form of tables and charts. The study found that transformational leadership had a significant and positive influence on performance of private universities in Kenya. The study further established that the perceived supervision support had insignificant moderating effect on the relationship between transformational leadership and performance of private universities in Kenya. The study concluded that as a result of transformational leadership, performance of private universities in Kenya was enhanced and recommended that the private universities which face performance challenges should uphold transformational leadership so as to steer their performance.

Key words: Leadership, Transformational leadership, Integrative leadership, perceived supervision support, Private Universities.

http://www.ijsse.org  ISSN 2307-6305  Page | 23
1.0 INTRODUCTION

1.1 Background to the Study

In order for the organizations to remain focused and competitive in the global business, there is need for alignment of leadership with various changes which affect the core objectives and the mission of organization’s existence (Zhu, Sosik, Riggio & Yang, 2012). These changes most often affect employee’s ability to perform their roles and functions positively or negatively dependent on the leadership approach by the person steering the organization (Houglum, 2012). The dynamic systems that control the heartbeat of organizations performance gravitates around the systems that the leadership of an organization has put in place to motivate and inform organizational performance positively (Duin, 2010).

Transformational leadership has been the subject of systematic inquiry in non-school organizations for several decades. Supplying conceptual grounding for transformational leadership, Garev (2012) focused on the relationship between the leader and the “followers.” When the relationship focuses on the continuing pursuit of higher purposes, change for the better occurs both in the purposes and resources of those involved and in the relationship itself. Whereas the transformational leader plays a pivotal role in precipitating change, followers and leaders are bound together in the transformation process (Diaz-Saenz, 2011).

Gundersen, Hellesoy and Raeder (2012) have described and assessed the effectiveness of transformational leadership in schools. They have distinguished nine functions of transformational leadership clustering in three areas—those that are (a) mission centered (developing a widely shared vision for the school, building consensus about school goals and priorities), (b) performance centered (holding high performance expectations, providing individualized support, supplying intellectual stimulation), and (c) culture centered (modelling organizational values, strengthening productive school culture, building collaborative cultures, and creating structures for participation in school decisions).

The transformational leadership has been highlighted as a key factor in the work context that can facilitate and motivate followers to engage in creative courses of action (Hambley, O’Neill & Kline, 2012). Research has in particular been focused on connecting transformational leadership with the emergence of follower creativity which is linked to organizational performance (Leong, 2011; Reichard, Riggio, Guerin, Oliver, Gottfried & Gottfried, 2011). Points out that typical leader
behaviors identified as transformational are articulating an inspirational vision, exercising idealized influence, and providing individualized consideration and intellectual stimulation to followers (Leong, 2011).

In line with these theoretical deliberations, the findings of a handful of empirical studies show positive relationships between transformational leadership and follower creativity. In these studies, experimental designs were used with students in the United States (U.S.) (Glynn & DeJordy, 2010), or surveys were used with workers in an organizational context in South Korea (Diaz-Saenz, 2011), Turkey (Conger, 2011), and Taiwan (Bligh, 2011). Based on this empirical evidence it is clear there is great relationship between transformational leadership model and the performance of employees.

According to Avolio (2010), charisma is the key component of transformational leadership, it generates profound emotional connection between the leader and follower and it creates profound emotional connection between leaders and followers and it creates excitement about the mission. Charisma is operationalized through vision where the charismatic leader earns the respect and trust of followers, which leads to the acceptance of challenging goals. The second transformational component is inspiration where leaders communicate their vision with optimism and enthusiasm (Garev, 2012).

Another major component of transformational leadership is individualized consideration where the leader gives personal attention to followers by treating them (DeRue & Wellman, 2012). In exhibiting individualized consideration, the leader first identifies the individual needs and abilities of followers and then mentors and coaches them, and also use delegation. Finally through intellectual stimulation, the leader helps followers to think on their own and analyze problems from their personal perspectives, encourages creativity, innovation, and challenges, conventional wisdom (Diaz-Saenz, 2011).

Therefore, this paper addressed itself to the organization’s ability to perform due to the influence of the leadership model in the organization which has either positive bearing or negative implications to the general performance of the employees. This study will explore various leadership models in isolation and finally highlight the impact of integrative leadership model of leadership on organizational performance.
Exploring leadership styles in universities in the United Kingdom, Del Favero (2012) offers that the position of academic dean is unique because, unlike their corporate counterparts, academic deans act as both middle managers within the university and chief academic officers of their respective colleges. However, by virtue of their midlevel position, deans are in the center of controversy and debate; they play the role as college leader, university representative, consensus builder, mediator, and facilitator (Rosser, Johnsrud, & Heck, 2013). In Netherlands, Simons and Elen (2015) maintain that the dean’s role is multifaceted; as leaders they must look in two directions, both as advocates of the college and for the university as a whole. Furthermore, academic deans are important stakeholders in the organization because they provide the leadership for the faculty as well as for other areas of the university.

Academic deans must act as managers as well as leaders. In Chicago, Gmelch (2014) is of the opinion that academic deans, like all managers, must plan, organize, and control. Within these typical management duties, the dean must delegate and, with the assistance of those in his or her direct report, set goals and determine how the college will go about meeting them. Packard (2011) indicated that, in general, one of the most significant challenges facing leaders today is their ability to adapt to a constantly changing global environment while at the same time maintaining the internal dynamics of the organization. In meeting these challenges, deans must have an array of leadership and interpersonal skills (Sypawka, 2013).

Private Universities in Kenya are established under both the Universities Rules, 1989 which details the Establishment of Universities, the Standardization processes and procedures, accreditation as well as Supervision and the Universities Act 1985 (CAP 210B). Private universities in the country operate under two main categories, those with a full charter or those operating under an interim charter awaiting full charter. Private universities in Kenya offer both undergraduate and postgraduate programs with different programmes including certificates, diplomas and degrees. The sector’s regulator is the Commission for University Education (CUE), charged with the responsibility of ensuring that the standards of a university are adhered to by private universities.

1.2 Statement of the Problem

The intensified competition for student enrolments among private universities internationally as well as the Kenyan context has pushed the institutions into becoming more customer focused and
resorting to strategies that will enhance their positions within the market and improve market share (McNamara, 2014; Ng’ongah, 2012). In the wake of this competition, and in order not to compromise on the quality of education thereof, university leadership among private universities has been considered, in international studies, as key in translating this competition into enhanced organizational performance underscored by such desirable competitive practices as the recruitment of high caliber teaching staff, improving student facilities and overall infrastructure as well as providing cutting-edge technology and teaching aids (Research Universities Futures Consortium, 2012; Davenport, 2013; Kaczynski, 2013). With the increasing growth in the number of private universities in Kenya, it is imperative to establish the role played by leadership among these universities in checking performances thereof, in view of the stiff competition for student enrollments.

The observed poor staff performance in these private institutions of higher learning in Kenya have been linked to poor leadership thereof (Owuor, 2012; Gakio, 2014). There are major issues facing these institutions including massification of higher education without commensurate increase in staff by the management. This has created disillusionment among the staff due to heavy workload (Owuor, 2012). The situation is compounded by poor remuneration that is given to the academic staff compared to their colleagues in the public sector. The Kenya Methodist University did for instance in 2015 slash staff allowances by up to 30 per cent, citing financial difficulties (Ciuri, 2015).

1.3 Objectives of the Study

i. To evaluate the relationship between transformational leadership and organizational performance in chartered private universities in Kenya

ii. To determine the moderating effect of perceived supervision support on Organizational performance in chartered private Universities in Kenya

1.4 Research Hypotheses

H₁: Transformational leadership model has a significant effect on organizational performance in chartered private universities in Kenya
Perceived supervision support has a significant moderating effect on the relationship between transformational leadership and organizational performance in chartered private universities in Kenya.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Fiedler’s Contingency Model

The basic proposition of Fielder’s contingency model is that leadership effectiveness depends on the extent to which a leader works with subordinates to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed employees with a view to attain effective organizational performance (Fielder, 1964; Kreitner & Kinicki, 1992). With regard to this proposition, Fiedler (1964) identified three dimensions of leader-employee interaction: leader-follower relations, task structure, and position power.

When managers work within highly structured tasks (for instance, with clear objectives, procedures, volumes, schedules, and instructions), they have more access to controlling the group, and effectively influencing organizational performance. The third most important dimension is position power, which implies that the leader has the formal power to exercise reward motivation or punishment. In this manner, the managers in certain management systems get compliance from employees. Otherwise, the managers cannot lead and control the employees effectively (Kreitner & Kinicki, 2012).

In the present study, the theory was used to understand how leaders engage the teaching staff in their through both transactional and transformational leadership styles with a view to make decisions that will work in the interest of the teaching staff as a critical pillar in the universities’ performance.
2.2 Conceptual Frame Work

**Figure 2.1: Conceptual Framework**

2.3 Empirical Review

Fiedler (2013) has associated leadership style and organizational performance by highlighting that, the effectiveness of employee’s in an organization is determined by the leadership in place. Gretchen, Hong and Yang (2013) have provided some recent treaties on the importance of leadership by arguing that the effectiveness of leaders is a major determinant of the success or failure of a group, organization or even an entire country. Indeed, it has been argued that one way in which organizations have sought to hope with the increasing volatility and Turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope. According to Hennessey (2014) these claims are based on the assumption of a direct link between transformational leadership and Organizational performance which impacts positively on the organization’s performance.

Transformational leadership according to Shalley (2012) shows that leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests’ parallel with the betterment of the organization. According to McLaurin and Al-Amri (2013), numerous differences
between these two terms exist like charisma being one among the qualities of a transformational leader rather than the sole element, the effect of situational favorableness or uncertainty on both approaches, transformational behavior de-emphasizing charisma, the charismatic leader’s possible self-centeredness and the probable negative effects of charismatic leadership (McLaurin and Al-Amri, 2011). It is also believed that transformational leadership is more prevalent at upper levels of management than at lower levels (Tichy and Uhich, 2011).

Gumusluoglu and Ilsev (2014) suggest that, these transformational leadership behaviors are likely to act as “creativity enhancing forces.” Specifically, intellectual stimulation may promote creativity by encouraging followers to question critical assumptions underlying the established framework of thoughts and routines and to look at old problems and situations in new ways (Jung, 2011; Sosik, Kahai, & Avolio, 2012). Likewise, when leaders provide individualized consideration, they model empathy and support for individual concerns and openness to new suggestions and approaches (Shin & Zhou, 2013).
3.0 RESEARCH METHODOLOGY

3.1 Research Design
This study used a descriptive research design. According to Dawson (2002) the purpose of a research design is to set out a description of, and justification for, the chosen methodology and research methods. The ultimate objective of descriptive research study is to accurately portray characteristics of persons, situations, or groups, and/or the frequency with which certain phenomena occur. This research sought to present facts as they are and therefore descriptive research design that is confirmatory in nature was deemed most appropriate.

3.2 Target Population
The study targeted the teaching staff from all the seventeen (17) chartered private universities as enlisted by CUE. The commission is established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education and is the Government agency mandated to regulate university education in Kenya. With an anticipated large target population, the study however narrowed down the scope to the universities that have been chartered for 10 years and above.

3.3 Sample Size and Sampling Design
Owing to the anticipated large number of employees, the study employed the Fisher et al. (1983) formula for determining sample size in large population. This is as shown below:

\[ n = \frac{Z^2pq}{d^2} \]

Therefore \( n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2} = 384 \)

The study thus reached a total of 384 employees proportionately distributed across the selected universities.

This gave a sample size of 384 employees which can be adjusted when population is less than 10,000 using the following relationship (Neuman, 2012).

\[ nf = \frac{n}{1 + (n-1)/N} \]

\[ nf = 384/1+(384/2453) = 331.89 \]

\[ = 332 \]
3.4 Data Collection Instruments
The study used primary data which was largely quantitative and descriptive in nature. The questionnaire was designed to solicit the data on constructs pertinent to establishing the interrelationship between the independent and dependent study variables. The study employed structured questionnaire with close-ended questions. This helped guide respondents’ answers within the choices given to ensure they stay in focus with the study objectives.

3.5 Data Collection Procedures
At the data collection stage, in order to reach the 384 respondents from across the selected private universities in Kenya at the required timeframe, the study utilized a total of 10 research assistants to aid in the exercise. The questionnaires were distributed on a drop and pick basis whereby the researcher administered the questionnaires to respective respondents who were allowed time to respond after which the duly filled questionnaires were collected.

3.6 Data Analysis and Presentation
After data collection, the data obtained from the field was filled-in and returned questionnaires was edited for completeness, coded and entries made into Statistical package for social sciences (SPSS version 24). Qualitative data was analyzed by content analysis while quantitative both descriptive and inferential analysis was conducted for quantitative data. Mean and standard deviations were used as measures of central tendencies and dispersion respectively. The purpose of conducting descriptive statistics was to reduce, summarize data and analyze items and constructs. This provided insights into the characteristics of the samples. Descriptive statistics provided a basis for inferential statistics using correlation and multiple regressions.

4.0 FINDINGS

4.1 Response Rate
The study surveyed 332 respondents from 7 private universities in Kenya using a structured questionnaire. A total of 271 questionnaires were filled and returned for analysis. This implied a response rate of 81.6%. On the other hand, 61 questionnaires were not returned, returned while not fully filled or returned completely blank. This represented a non-response rate of 18.4%.
4.2 Descriptive Analysis of the Study Variables

4.2.1 Transformational Leadership

The study sought to assess the influence of transformational leadership on the performance of private universities in Kenya. The measures for the variable were intellectual stimulation, inspirational motivation, individualized consideration and idealized influence. Likert’s scale questions were utilized whereby the respondents were asked to indicate their level of agreement or disagreement with specific statements on transformational leadership. The findings are as shown on table 4.1.

The findings concur with those by Diaz-Saenz (2011) who found that a transformational leader ought to focus on developing the staff and make them inspired not only through remunerations but through proper guidance and leadership. Hambley, O’Neill and Kline (2012) further outlines the need for a transformational leader to intellectually develop those that they influence and ensure that they capable of solving problems by themselves without necessarily involving the leader. The findings further draw support from Fielder’s contingency model that leaders are transformative through enhancing the effectiveness of their workers where they do not only focus on reaping the best out of the employees’ skills but to also enhance their abilities and competences (Fielder, 1964).

Table 4.1: Transformational Leadership

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I help my staff to understand my visions through the use of tools, such as images, stories, and models</td>
<td>2.61</td>
<td>1.72</td>
</tr>
<tr>
<td>I ensure my staff gets recognition and/or rewards when they achieve difficult or complex goals</td>
<td>3.91</td>
<td>0.89</td>
</tr>
<tr>
<td>I provide challenges for my team members to help them grow</td>
<td>3.69</td>
<td>0.94</td>
</tr>
<tr>
<td>I manage my staff by setting standards that we agree on</td>
<td>4.01</td>
<td>0.76</td>
</tr>
<tr>
<td>I rarely give direction or guidance to my staff if I sense they can achieve their goal</td>
<td>3.94</td>
<td>0.84</td>
</tr>
<tr>
<td>I focus attention on irregularities, mistakes, exceptions, and deviations from standards</td>
<td>3.78</td>
<td>0.93</td>
</tr>
<tr>
<td>I seek differing perspectives when solving problems</td>
<td>3.11</td>
<td>1.03</td>
</tr>
<tr>
<td>I discuss in specific terms who is responsible for achieving performance targets</td>
<td>3.89</td>
<td>0.97</td>
</tr>
</tbody>
</table>
4.2.2 Perceived Supervision Support

The study aimed at establishing the moderating role of perceived supervision support on the impact of transformational leadership on organizational performance of private universities in Kenya. Five-points Likert’s scale was used to identify the respondent’s views on the variables whereby specific statements were formulated based on the specific measures of perceived supervision which were; management active concern, management support and management assurance. The findings are as shown in table 4.2.

The findings concur with those by Tansuhaj, Randall and McCullough (2011) who found that large organizations in the modern business market ought to focus on closer supervision of the employees through which the employees become more cautious and their productivity increases as well.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a clear connection between supervision and Professional development in my institution</td>
<td>4.06</td>
<td>0.79</td>
</tr>
<tr>
<td>Supervision aligns with the institution’s goals and other professional-learning activities</td>
<td>2.64</td>
<td>1.08</td>
</tr>
<tr>
<td>Supervision focuses on core content and modelling of teaching strategies for the content</td>
<td>3.10</td>
<td>0.94</td>
</tr>
<tr>
<td>Supervision includes opportunities for active learning of new teaching strategies</td>
<td>3.41</td>
<td>0.99</td>
</tr>
<tr>
<td>Supervision provides the chance for the staff to collaborate</td>
<td>3.47</td>
<td>0.96</td>
</tr>
<tr>
<td>Supervision includes follow-up and continuous feedback which is effective in growth process</td>
<td>3.45</td>
<td>0.97</td>
</tr>
<tr>
<td>My staff performance has improved as a result of supervision</td>
<td>3.95</td>
<td>0.83</td>
</tr>
<tr>
<td>Supervision is grounded in day-to-day administrative and teaching practice, and is designed to enhance staff’s instructional practices around content</td>
<td>3.86</td>
<td>0.93</td>
</tr>
<tr>
<td>Supervision is integrated into the workday, and part of a continuous improvement cycle in my institution</td>
<td>3.91</td>
<td>0.87</td>
</tr>
<tr>
<td>Supervision is directly connected to learning and application in daily practice</td>
<td>4.01</td>
<td>0.76</td>
</tr>
</tbody>
</table>
4.2.3 Organizational Performance

The study sought to find out the current situation of the universities as far as their organizational performance is concerned. The main measures of organizational focused on in the study were academic ranking, employee turnover, number of branches as well as enrolment rate of the students. The findings are as herein presented.

Academic Ranking

The study sought to find out the academic ranking of the targeted universities nationally. The findings are as shown in figure 4.1.

![Figure 4.1: Ranking of the Universities](image)

**Figure 4.1: Ranking of the Universities**

Employee Turnover

The study sought to find out the employees turnover in the respective universities for a period of five academic years prior to the period of the study. The findings as shown in Figure 4.2 revealed that in the academic year 2012/2013, the number of employees who left the universities were 102 (average) while in the year 2013/2014 the number rose to 146 and in the year 2014/2015 the number again increased to 207. According to Hopper and Powell (2009), employees are most
likely to leave an organization when they realize that the performance is declining hence they are not assured of their job security.

![Employee Turnover Graph](image)

**Figure 4.2: Employee Turnover**

**Number of Branches (Campuses)**

The study sought to find out the number of new branches and/or campuses opened by the universities in a period of five years prior to the study period. The findings as shown in figure 4.3 revealed that in the academic year 2012/2013, 63% of the respondents indicated that their respective universities did not open any new campus, 16% opened between 1 and 3 campuses, 19% had 4 to 6 campuses while 2% opened between 7 and 9 campuses. According to Elenkov (2012), a well performing organization has a high flow of customers thus it is forced to have other branches to take the services/products closer to the customers. In the same, a good performing university would open new campuses to meet the growing number of students.
4.3 Inferential Analysis of the Study Model

4.3.1 Transformational Leadership

H\(a_1\): Transformational leadership has a significant effect on organizational performance in chartered private universities in Kenya

The study adopted a regression model to help in establishing the statistical effect of the transformational leadership on organizational performance in private universities in Kenya. The model was of the form:

\[ Y = \alpha + \beta_1 TF_1 + \varepsilon \]

The results for the model summary are as presented in table 4.3 where \( R^2 \) (coefficient of multiple determinants) is shown. As the model depicts, the \( R^2 \) is 0.815, an indication that there is a strong relationship between transformational leadership and organizational performance in private universities in Kenya. This means that a proportion of 81.5% of organizational performance in private universities can be explained by the singular effect of transformational leadership.
Table 4.3: Model Summary for Transformational Leadership

<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>.817a</td>
<td>.667</td>
<td>.666</td>
<td>.47825</td>
</tr>
</tbody>
</table>

The model significance was presented using the ANOVA test. Results in Table 4.4 shows that the significance of the F-value of 139.171 was at 0.000<0.05. This implies that transformational leadership has a positive and significant effect on organizational performance in private universities in Kenya.

Table 4.4: ANOVA for Transformational Leadership

<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>123.332</td>
<td>1</td>
<td>123.332</td>
<td>539.228</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>61.526</td>
<td>269</td>
<td>.229</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>184.858</td>
<td>270</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Private Universities
b. Predictors: (Constant), Transformational Leadership

As shown in table 4.5, the unstandardized coefficient for the variable was 0.610 and the P-value is 0.000. The new model now becomes $Y = 0.057 + 0.610X_1 + \varepsilon$ thus implying that at a significance level of 0.000, transformational leadership will impact organizational performance by up to 61.0%.

Table 4.5: Coefficients for Transformational Leadership

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1 (Constant) Transformational Leadership</td>
<td>.604</td>
<td>.131</td>
</tr>
<tr>
<td></td>
<td>.806</td>
<td>.035</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Private Universities
Based on the above findings, the study therefore accepts the alternative hypothesis that transformational leadership has a significant effect on organizational performance in chartered private universities in Kenya. The findings compares with those by Hennessey (2014) who found that as a result of improved intellectual stimulation and motivation of the employees, firm performance was enhanced hence the scholar concluded that transformational leadership had a positive and significant influence of firm performance.

4.3.2 Moderating Effect of Perceived Supervision Support

The study sought to find out the moderating effect of the perceived supervision support on the relationship between transformational leadership and organizational performance among private universities in Kenya. The results as shown in table 4.6 revealed that perceived supervision support has no significant moderating effect on the organizational performance of private universities in Kenya. This is evidenced by the P-value of 0.613 which is way above the standard p-value of 0.05. This is also revealed by the t-value of 0.924 which is less than the t-critical value of 1.96 at a 95% confidence level. The results thereby satisfies the verdict to fail to accept the alternative hypothesis that perceived supervision support has a significant moderating effect on the relationship between integrated leadership and organizational performance of private universities in Kenya.

Table 4.1: Model Summary (Moderated Model)

<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>.313a</td>
<td>.098</td>
<td>.085</td>
<td>.79165</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Transformational Moderator

<table>
<thead>
<tr>
<th>Regression Coefficients (Moderated Model)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>(Constant)</td>
</tr>
<tr>
<td>Transformational Moderator</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Private Universities
CONCLUSION

The findings revealed that majority of the study agreed that their respective organizational recognized staff through the team leaders by giving the rewards when they achieved complex goals. This is an implication that intellectual stimulation and motivation to enhance employee performance. The respondents also indicated that they managed those staff that they led by setting standards and ensure they agree on such standards. The findings also revealed that most of the team leaders rarely gave direction or guidance to the staff especially in those cases that they realized the staff can handle by themselves while most of the respondents agreed that they discussed in specific terms on who is responsible for achieving certain goals and targets in the organization.

The study concluded that indeed transformational leadership has a significant influence on organizational performance among private universities in Kenya. The study concluded that through inspiration al motivation and consideration the employees at an individual level, their productivity are enhanced thus fostering organizational performance.

RECOMMENDATIONS

That the management of that private universities should ensure effective motivation of the employee based on their contributions to the organization so s to steer their productivity. The universities should embrace individualized consideration of the employees whereby accountability is taken on personal bases the same case to rewarding. This way the employees will be accountable and active at their personal level which is translated to the group level and eventually organizational level.

The study focused on the effect of transformational leadership on organizational performance of private leadership in private universities. A similar study should therefore be carried out to establish the effect of the transformational leadership on public universities which also face performance challenges.
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