INFLUENCE OF LEADERSHIP STYLES ON QUALITY ASSURANCE IN SELECTED INSTITUTIONS OF HIGHER LEARNING IN KENYA

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2019

Influence of Leadership Styles on Quality Assurance in

Selected Institutions of Higher Learning in Kenya

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A Thesis Submitted in Partial Fulfillment for the Degree of

Doctor of Philosophy in Human Resource Management in the

Jomo Kenyatta University of Agriculture and Technology

2019

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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DEDICATION

To my parents especially my late mother Regina and my father Patrick who nurtured me not forgetting my children Brian, George and Edith. Your prayers, encouragement and moral support have made me what I am today.

Thank you.

ACKNOWLEDGEMENT

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LIST OF ABREVIATIONS /ACRONYMS

ANOVA	Analysis of Variance
ANU	Africa Nazarene University
CC	Carnegie Corporation
CC	County Commissioner
CDE	County Director of Education
CEO	Chief Executive Officer
CMI	Chartered Management Institute
CUEA	The Catholic University of East Africa
DU	Daystar University
DVC	Deputy Vice Chancellor
EI	Emotional Intelligent
EPD	Entrepreneurship and Procurement Department
F/H	Fulltime Lectures
HE	Higher Education
HEIs	Higher Education Institutions
HESA	Higher Education South Africa
HOD	Head of Department
ICT	Information Communication and Technology

IHL	Institutions of Higher Learning
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KU	Kenyatta University
MMU	Multi Media University
NAAHE	National Accreditation Agency of Higher Education
NACOSTI	National Commission for Science and Technology
NASULG	National Association of State Universities and Land-Grant
NGOs	Non-Governmental Organizations
NIAD-UE	National Institution for Academic Degrees and University Evaluation
PhD	Doctor of Philosophy
QA	Quality Assurance
QAAHE	Quality Assurance Agency for Higher Education
SPSS	Statistical Package for Social Science
TQM	Total Quality Management
TUK	Technical University of Kenya
VIF	Variance Inflation Factor
UON	University of Nairobi
UK	United Kingdom
USA	United State of America

USIU   United States International University

DEFINITION OF OPERATIONAL TERMS

Accreditation: An evaluation process to decide or reaffirm whether or not an institution or program possesses a certain level. This is performed according to reestablished minimum standards regarding teacher qualifications, research activities, acceptance of students, learning resources (National Institution for Academic Degrees and University Evaluation, 2012).

Assessment: The act of measuring the institution, educational program and certain structural elements. This may be qualitative and quantitative measurement according to internal and external benchmarks regarding input, process, output and outcomes, and may also accompany ratings (Kawaguchi & Tanaka, 2012).

Audit: Confirming whether an institution is compliance with laws, regulations, or compliance guidelines, and requesting corrections or penalties based on legal grounds if any violations are identified (Kawaguchi &Tanaka, 2012).

Autocratic Leadership style: Leadership style where decision-making powers are centralized in the leader. Leaders do not entertain any suggestions or initiatives from subordinates (Sitati, Ngaira, Mwita, Amolo, Maurice, Akala & Ngaira., 2012). It is characterized by authoritarian personality as it uses behaviors that are extremely conformist, rigid, obedient to authority, and extremely prejudiced against others. It is about the people who display non-democratic personality traits (Terzi, 2011).

Higher Education Institution: Publicly-designated and autonomous institution which provides higher education; a university, institute, university college or college of higher education (Quality Assurance Agency for Higher Education, 2005).

Leadership: Position of authority and influence which enables an individual to exercise to power and control in the entities that they guide and control. It can either be democratic through plebiscite; competitive through advertisement, shortlisting and interviews; selection by private and public entities or professional consultations; and by civilian or military dictatorship (Magoha, 2017). It is setting the direction and ensuring that the members of the leader's organization or team give their best to achieve the desired results (Armstrong, 2010). Sitati, Ngaira, Mwita, Amolo, Maurice, Akala and Willaerd (2012) defines it as a process by which a person influences other to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent.

Leadership style: The manner in which managers exercise their authority in the workplace and ensure that their objectives are achieved. It covers how managers plan and organize work in their area of responsibility and, in particular, about how they relate to, and deal with their colleagues and team members. Its key components are attitudes and behaviours, including: what a leader says; how they say it; the example they set; their body language; and their general conduct and demeanor (CMI, 2015).

Quality assurance: Planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced. It is about taking care of factors affecting quality in tertiary institutions such as the vision and goals, talent and expertise of the teaching staff, the quality of the library and laboratories, access to the Internet, governance, leadership and relevance value added (Hayward, 2006). According to Kawaguchi and Tanaka (2012), quality assurance in higher education refers to ensuring the quality of academic degrees or professional qualifications.

Quality: Conforming to generally accepted standards (Hayward, 2006).

Spiritual Leadership style: A style of leadership that is rooted in the values, attitudes, and behaviours of the leader in intrinsically motivating both themselves and their subordinates such that they experience meaning have a sense of making a difference, and feel valued and understood (Orazi *et al.*, 2014).

Strategic Leadership style: This is a future oriented style that is able to articulate a vision that is shared through socialization and common values. It acts in the present to shape the future, to create what can be, starting from what is (Orazi *et al.*, 2014; Phipps, 2011; Long, 2005).

Transformational Leadership: A style of leadership that is based on building relationships and motivating staff members through a shared vision and mission (Frandsen, 2014).

Transactional Leadership style: A style of leadership in which the leader promotes compliance of his followers through both rewards and punishments (Odumeru & Ogbonna, 2013). It is associated with male leaders (Lai, 2011).

ABSTRACT

The central problem of this study was that, despite the government reform effort in the higher educational sector, quality assurance has continued to deteriorate with some students acquiring questionable papers from these universities. Influence to this dismal quality assurance has not been adequately investigated and well understood, hence hindering quality assurance by the institutions of higher learning that play a critical role in education. To this end, the purpose of this study was to investigate influence of leadership styles on quality assurance in the institutions of higher learning in Kenya. The main focus was all chartered public and private universities. Using stratified sampling, 249 leaders were selected to represent the total population. Sampling was done given the population size. The considerations of the relationships between independent variables and dependent variable were sought. The study used descriptive design with the list of leaders (Student representatives, Lecturers, HOD's and Deans) serving as the sampling frame. A questionnaire was used to gather relevant information from the respondents. The data collected was analyzed using both descriptive and inferential statistics. Linear regression curves were developed and these revealed positive correlations between all the independent variables and the dependent variable. The study established that there was a positive influence on quality assurance in the institutions of higher learning attributed to units of change for all the independent (Leadership style) variables. In conclusion, combined correlations of five independent variables were computed and findings revealed that there was significant relationship between the independent leadership variables. A multiple regression established that there was a strong positive influence on quality assurance in the institutions of higher learning attributed to units of change for all the independent Leadership variables especially spiritual leadership style. Using ANOVA, results suggested that the independent variables are good predictors of Quality assurance. The study recommends that: (i), despite the usual presumption that autocracy promotes enforcement of policies and procedures, the scatter plot in our result suggests that the response is not coherent such that Autocratic leadership style does not significantly promote teamwork and communication. (ii) Channel of communication in the institutions of higher learning should be all rounded and clear to all stakeholders (iii) when it comes to performance, teamwork has to be embraced and this is in relation to Quality assurance that needs the involvement of all stakeholders. (iv) An ideal is a blended form of leadership that promotes intelligence, transparency and safeguards public interests (v) In general; the five leadership styles that inform this study should form a blend at corporate team management level and at individual personality level. (vi) and lastly, this study reveals three major points; (a) a leadership matrix (b) spirituality stands out in terms of its inspirational formation context of organization (c) Autocratic leadership style is good in policy implementation while all strategic, transactional as well as transformational are almost equal in rank and therefore must be equally important as integral rather than exclusive quality of a CEO.

CHAPTER ONE

INTRODUCTION

This study examined the influence of leadership styles on quality assurance in the institutions of higher learning in other countries before looking at the situation in Kenya. The chapter provided the context of the study and the information required for understanding the problem that the study investigated. The chapter articulate specific, significant problem by connecting that problem to the literature, it outlines the objectives of the study that the study seeks to answer, research hypothesis, the justification, Significance, scope of the study, and limitation of the study.

1.1 Background of the Study

Leadership is considered to be the backbone of organization and in particular it provides a unity of purpose, while also establishing the direction of the organization. As such, the responsibility of leaders consists of creating and maintaining the internal environment (University world news, 2016). According to Armstrong (2010), leadership sets the direction and ensures that the members of the leader's organization or team give their best to achieve the desired results. This means that before selecting leaders as reported by Conger and Reggie (2007), organizations need to define what they expect from their leaders; leadership is not only multidimensional, but is also moderated by various situational factors, such as management level, cultural context, and specific types of business challenges.

Mayer *et al.* (2011) stated that universities are currently faced with daunting challenges and that means that effective university managers require targeted and appropriate training. They found that researchers who at a certain point in their careers decide to take on management responsibilities have rarely been trained for their new positions.

According to Ayiro and Sang (2012) report, Emotionally Intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals. This means that it is important to consider a manager's level of EI within the recruitment and selection in the universities.

According to Sathye (2014), academic leadership poses problems that are distinctly different than leadership in business or government agencies. Academic leaders need to stay close to teaching, learning, research and scholarship to bring out the best among academics. Sathye (2014) argue that tertiary institutions should reflect on their own qualities as academic leaders and such reflection may help improve their leadership style to achieve positive outcomes.

According to Ogunruku (2012) report, it is time that Administrative Officers in the Universities and other HEIs are professionalized in the various core functions of the University such as Human Resources, Academic Affairs, Students Services Management, Corporate Services, Council Secretariat and Research Management. Such professionalization will stand the institutions in good stead and allow for alignment with global best practices.

Armstrong (2010) argued that leadership is setting the direction and ensuring that the members of the leader's organization or team give their best to achieve the desired results. This means that before selecting leaders as reported by Conger and Riggio (2007), organizations need to define what they expect from their leaders; leadership is not only multidimensional, but is also moderated by various situational factors, such as management level, cultural context, and specific types of business challenges.

Martines (2016) identifies possible areas of concern when forming leadership when he posits that, leadership involves efforts by senior leadership and management leading by example to integrate quality improvement into the strategic planning process and throughout the entire organization and to promote quality values and quality improvement techniques in work practices. This applies to higher education as well as it does to leadership in general.

According to Amukobole (2012), it is impossible to achieve leadership effectiveness and excellence without efficiency. An efficient leadership is therefore one that operates without waste or carelessness and create work satisfaction, has clear-cut lines of authority and proper measure of responsibility, allows appropriate participation in problem solving, gives provision for security and status, and facilitates an opportunity for personal development.

1.1.1 Global Perspective of Leadership styles in the Institutions of Higher learning

Leadership represents a challenge for contemporary institutions of higher learning. In USA, leadership in higher education are recognizing the need to develop an international strategy for their institutions but may lack the knowledge and perspective required to inform good decisions; they are affected by globalization, the advent of mass access, changing relationships between the university and the state, and the new technologies, among others (Global perspectives on higher education, 2014).

A study carried in UK by Spendlove (2007) found that credibility and experience of university life is crucial for effective leadership in higher education. Most universities have no systematic approach for either identifying or developing leadership skills. There is a need for a more proactive approach to identifying leadership competencies and developing leadership throughout universities. Australian study by Scott, Coates, and Anderson (2008) found that the selection and development processes for higher education leaders are often unrelated to what is necessary to negotiate the daily realities of their work; the nature and focus of leadership development programs don't always address the capabilities that count, and that the central role of university leaders in building a change capable culture is either unrecognized or misunderstood.

Rooijen (2013) argued that the result of mixing leadership with ego normally results in something rather ugly or unpleasant and in the context of higher education, where the main task is to lead specific types of professionals, that style is most unlikely to bring lasting success. The proposal of Rooijen (2013) is that

Leadership should never be an ego trip, and although one needs to believe passionately in a vision in order to be credible, that vision does need to be fit for purpose.

A research carried by Basham (2012) in USA found that, for an institution of higher education to be successful, its president must have the individual quality of commitment demonstrated with passion, intensity, and persistence which will supply the energy to momentum, and motivate and stimulate the stakeholders to strive toward a group effort. She or he's competency in knowledge, leadership skills, and technical expertise is necessary to ensure the successful completion of transformational effort. A related study by Thrash (2012) in USA reported that academic deans to their position of power within the university's play key leadership roles within the institution. However, there is little or no formal leadership training for these academic leaders because many deans rise from the ranks of faculty to the deanship position.

A study by Fusch and Mrig (2011) in USA stated that higher education today is rife with adaptive challenges. The rising costs will require public institutions particularly to adapt and re-evaluate who they serve and how. Ensuring that the institution not only survives but thrives in a rapidly changing environment will require building a strong bench of leaders with adaptive skills.

1.1.2 Regional Perspective of Leadership styles

In a recent study of leadership by Msila (2014) in South Africa, leadership styles have positive effects on the learning motivation of pupils. Msila's (2014) research emphasizes that principals need to demonstrate more transformational leadership style as the success of the school depends on the quality of leadership, they must instill certain crucial values in guiding their schools. These values may lead to school success. This is consistent with the findings of Bush (2007) which stated that there is a great interest in educational leadership because of the widespread belief that the quality of leadership produces a significant difference to school and pupil outcomes. A research done by Higher Education South Africa (2010) posits that the roles of governance, leadership and management are crucial in the

management of transformational change in higher education and, paradoxically, they in turn need to be transformed in order to deliver in this respect. They create an environment conducive to a culture of tolerance and understanding, effective strategic planning and shared decision-making in a variety of strategic issues, such as achieving equity in participation and success by both students and staff.

Leadership in institution of higher learning represent a challenge to quality and Ogunruku (2012), it is time that Administrative Officers in the Universities and other higher education's institutions are professionalized in the various core functions of the University such as Human Resources, Academic Affairs, Students Services Management, Corporate Services, Council Secretariat and Research Management. Such professionalization will stand the institutions in good stead and allow for alignment with global best practices.

A report by National Association of State Universities and land- Grant (2008) shows that higher education sector in Africa faces challenges related to critical shortage of quality faculty; limited capacity of governance, leadership and management. NASULG (2008) found that Leadership and management face many challenges, as expressed by inability to retain and attract faculty, underutilized facilities, and duplication of programs, high dropout and uneconomical procurement and large allocation of scarce finance to non-instructional skills required for the positions.

A report by Carnegie Corporation (2013), noted that people are entering leadership positions in higher education with little or no background in management. Support is needed in the area of academic leadership and policy research in African universities. The finding of this report was that there was willingness on the part of governance to provide better oversight to institutions.

Higher Education South Africa (2010) found that universities are faced with the dilemma of ensuring an appropriate balance between their academic priorities and the demands placed on them by the expectations of policy makers and other external stakeholders. This has led to one of the big challenges for institutional leadership in determining and leading institutional strategies for change, viability,

and excellence while committing to relevance to local and national needs.

A study carried by Ojudu in Nigeria (2012) stated that, leadership is central and the state has a responsibility to put in place an enabling framework that encourages tertiary education institutions to be more innovative and more responsive to the needs of a globally competitive knowledge economy and to the changing labour market requirements for advanced human capital.

1.1.3 Local Perspective of Leadership styles

The issue of leadership in institution of higher learning in Kenya poses a lot of questions and Michieka (2016) questions how leaders of higher education institutions are identified, how they are prepared, the personal predispositions that individuals bring to the exercise of such positions and their personal experiences regarding what energizes or inhibits the performance of their work.

A number of studies have been carried out on the subject of leadership and its impact on quality assurance. In Kenya, Owino, Ogachi and Olel (2011) reported that senior management of public and private universities should deliberately take short term leadership courses to boost their managerial skills as a significant step towards delivery of quality education. This will help them to appreciate and respond appropriately to the changes being experienced in management of higher education. This is consistent with findings of Mayer, Wilde, Dinku (2011) which stated that effective university managers require targeted and appropriate training. They found that researchers who at a certain point in their careers decide to take on management responsibilities have rarely been trained for their new positions.

However, Magoha (2017) report disagree with Owino *et al.* (2011) and Mayer *et al.* (2011) idea, stating that "in a hierarchy where there is learning, training and experience, employees tends to rise to their level of incompetence". The suggestion asper to Magoha was that leadership is not possible for all despite their desire or training and his question was, can every one lead when given the opportunity? The answer was no, arguing that not everybody has the innate intelligence, the desire and the drive to lead. That is, despite all the learning, training and experience the

individual may possess, without the innate component of leadership, he or she cannot be a strong and effective leader.

A study by Sifuna (2013) stated that leadership, governance and management are key components in addressing the major challenges that face African universities in general and Kenyan universities in particular. Challenges range from the function of the university, underfunding, infrastructure, globalization trends, etc. On the basis of Kenyan public universities, there is complete lack of these key ingredients and, hence, continued poor performance of the institutions.

1.1.4 Institutions of Higher Learning

Garwe (2006) stated that the vital role that higher education plays in the development of the society has been highly acknowledged. With the advent of knowledge based economies and globalization, higher education has become more important, and in particular the quality of education is critical to national development. Quality is at the top of most agendas and improving quality is the most important task facing any higher education institution. Ogunruku (2012) posits that higher education is universally acclaimed as the bed rock for national development. It is also now a major factor in the accentuation of the building of the knowledge economies that today has universalized the function of institutions of higher education as factories that produce globalized high-l e v e l manpower for the growing economies of the world.

The importance of higher education as a driver of sustainable development has become one of the core development agenda items by policy makers, scholars and international development partners and as Yizengaw (2008) reported, there is a changing perception and understanding that higher education plays a pivotal role in development and transformation and should be given priority. The role ranges from economic benefits, social improvements, facilitation of national development by promoting democratic ideals, as well as intellectual, promoting international cooperation, promote linkage to the world of work, support other levels of education as well as equitable opportunity and access provision.

A study carried in Uganda by Muriisa (2015) stated that, 'African University' today, like any other university, has clear mandates and roles; research, teaching and community service, clearly laid down on paper in many of the universities' manuals and strategic plans. But, in reality, these roles are not performed at all or are performed in a manner that may not warrant clear roles. This situation calls for rethinking what role should universities play. The role of leadership has been overlooked yet it occupies a central role in the performance of the university.

Yizengaw (2008) reported that higher education sector in Africa faces challenges related to critical shortage of quality faculty; limited capacity of governance, leadership and management; inadequate financial support and problems of diversify funding; inadequate facilities and infrastructures; problems of quality and relevance of teaching and research; limited capacity of research, knowledge generation and adaptation capabilities; and problems in meeting increasing demand for equitable access.

Thus, while the good mix of curriculum, world class infrastructure and good products from the secondary schools are of great essence in ensuring the relevance of the products of the higher educational institutions, leadership competencies that are capable of harnessing these inputs into excellent finished products are required. It was therefore our intention in this study to interrogate the influence of leadership style on quality assurance in institution of higher learning in Kenya in ensuring that a sustainable legacy of quality and standard is bequeathed to the system such that the rating of higher educational institutions in Kenya can again be on its ascendancy.

1.2 Statement of the Problem

Leadership challenges are global and affect all organizations across countries and sectors irrespective of size and complexity of operations. Hendel and Lewis (2005) studying on quality assurance noted that both public and private higher education institutions in developing countries are characterized by a lack of regulatory oversight and lack of accountability. There's the myth that anybody who is highly educated and highly intelligent in a specialized discipline can naturally manage or

lead even in unrelated disciplines. This myth is patently false (Gill, 2011).

Michieka (2016) observed that in Kenya today the impact of research into leadership has little influence on governance and leadership in higher education. This may create major gaps in terms of leadership in institutions of higher learning in Kenya. These provokes concern on how leaders of higher education institutions are identified and prepared (Michieka, 2016).

In relation to the above, the institutions of higher learning need to adhere to certain standards such as accreditation, audit, academic review, external examination, inspection, assessment and even accountability. Looking for example auditing, that reviews an institution's program in terms of its curriculum, staffs, examination moderation and marking, and infrastructure, are lecturers overloaded with responsibilities in the university leading to them compromising quality assurance. It could be the manner in which leaders exercise their authority in the Institution of Higher learning that has led to lack of accountability, low integrity, lack of regulatory oversight, lack of motivation, as well as corruption. At the same time, implementation could be the problem, and because leaders are the ones who formulate the policies and practices, they also have the power to enforce implementation and this also goes with leadership style that a leader uses to approach his or her stakeholders.

It is against this background that this inquiry seeks to establish influence of leadership styles on quality assurance in institutions of higher learning in Kenya. The study explores the perceptions of the leaders in both chartered public and private universities in Kenya about influences of leadership styles on quality assurance and analyses strategies to alleviate and reduce impacts on quality assurance in higher education in Kenya.

1.3 General Objective

The general objective of the study was to investigate the influence of leadership styles on quality assurance in institutions of higher learning in Kenya.

1.3.1 Specific Objectives

    i.   To examine the influence of autocratic leadership style on quality assurance in institutions of higher learning in Kenya.

    ii.   To assess the influence of strategic leadership style on quality assurance in institutions of higher learning in Kenya.

    iii.   To determine the influence of transactional leadership style on quality assurance in institutions of higher learning in Kenya.

    iv.   To establish the influence of transformational leadership style on quality assurance in institutions of higher learning in Kenya.

    v.   To determine the influence of spiritual leadership style on quality assurance in institutions of higher learning in Kenya.

1.4 Research Hypotheses

Ha$_1$ Autocratic leadership style has significant effect on quality assurance in institutions of higher learning in Kenya.

Ha$_2$ Strategic leadership style has significant effect on quality assurance in institutions of higher learning in Kenya.

Ha$_3$ Transactional leadership style has significant effect on quality assurance in institutions of higher learning in Kenya.

Ha$_4$ Transformational leadership style has significant effect on quality assurance in institutions of higher learning in Kenya.

Ha$_5$ Spiritual leadership style has significant effect on quality assurance in institutions of higher learning in Kenya

1.5 Justification of the study

Scott et al. (2008) indicated that "the selection and development processes for higher education leaders are often unrelated to what is necessary to negotiate the daily realities of their work; the nature and focus of leadership development

programs don't always address the capabilities that count, and that the central role of university leaders in building a change is either unrecognized or misunderstood". These have led to lack of accountability, loss of integrity, corruption as well as negative perceptions towards institutions of higher learning. This situation calls for rethinking what role universities should play so that quality is not lost. Muriisa (2015) stated that "the role of leadership has been overlooked yet it occupies a central role in the performance of the university". There is need to increase integrity as well as accountability for students to get degrees that impact life holistically. The findings of this study were to help a number of players and stakeholders who directly or indirectly deal with or are interested in the operations of institutions of higher learning in Kenya such as:

Management- The management of institutions of higher learning would benefit from the results of this study by providing more insights on how leadership has affected the quality assurance of the higher learning in Kenya and inform policy formulation and strategies in developing leadership.

Shareholders- were to benefit from the findings because as investors, their earnings were to depend on how the institutions bring quality services and more particularly how they are able to minimize costs including those related with leadership. They were to comment from an informed perspective on how the institutions were to retain quality as long as possible.

Government- A part from being a shareholder, the government has an obligation of formulating policies and plans to spur the growth of institutions of higher learning. This study was to assist government to have insights on effect of leadership on quality assurance and develop policies and enact legislation that would assist in minimizing leadership issues across higher learning institutions in Kenya.

Scholars and Academicians- The findings of this study were to assist scholars and academicians in their quest for further research. Information from the study was to be used to identify new areas for further research as well as benchmarking with similar researches.

Consultants-Information of this study was to help consultants especially those in higher educational board in their search for contemporary management practices and advisory services that would assist in stemming or reducing leadership inequality in institutions.

Customers of higher learning in institutions of Kenya to be interested in the finding of the study because if the institutions improved their quality its customers would be satisfied and remain loyal which was to have a positive contribution to the institutions' branding efforts in the market place.

Suppliers as important stakeholders were to be directly affected by the status of higher institution. Leadership of higher institutions would determine its ability to settle the requirements of service initiators. Information from the study would therefore enable the suppliers of knowledge to know the performance of the universities and assist them in deciding whether to continue on the right direction.

1.6 Scope of the study

The scope of this study covers the influence of leadership style in selected institutions of higher learning in Kenya, this consists of all chartered public and private universities in Kenya. The target participants included faculty deans, faculty head of departments, full-time lectures and various student representatives in the student body in all chartered public and private institutions within Nairobi metropolitan. The population was selected on the basis of proximity and availability of information. The total number was 7375. The sample size was based on Mugenda and Mugenda (2008) formula for social science research sampling. The sample size was 249. This study involved only leadership styles such as autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style in relation to quality assurance.

1.7 Limitation of the study

Quality assurance is multifaceted and may not be exhaustively addressed by this study. The study recommended other studies to be carried out on other dimensions such as infrastructure status, public engagement or stakeholder's influences. Lastly, the findings of this study were limited only to institutions of higher learning and may not be generalized to other sectors such as Non-Governmental Organizations (NGOs), Public sectors, Business sectors and even political sectors. The study recommended other studies to be carried out on these sectors on quality assurance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed empirical and theoretical literature on leadership styles and quality assurance in the institutions of higher learning. The chapter took a look at other countries that have experienced success and those that have not experienced success in the institutions of higher learning. It sought to highlight influence of leadership styles on quality assurance as perceived by other scholars. The literature was reviewed from three dimensions; first relevant theories were reviewed, secondly past/empirical studies on leadership styles and quality assurance were examined and third a critique on both theories and past studies was done. The reviews aimed at establishing the link between independent variables autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style and the dependent variable, quality assurance.

2.2 Theoretical review

Leadership styles are distinct and when applied correctly leads to achievement of goals that have been defined by an institution. This means that by revisiting other views pertaining to the manner in which people are supposed to lead or to be lead is an important aspect in terms setting the ground of this study. In relation to this, this section examined relevant theories to the study variables. It sought to highlight how the following theories relate to the leadership styles discussed in this study and how they form the base of leadership styles in an organization.

2.2.1 The Tannenbaum Schmidt Leadership Continuum Theory

This theory was propounded by Robert Tannenbaum and Warren H Schmidt back in the 1950s. The theory looks at the extent to which a manager exerts authority or control and the degree to which subordinates have freedom to act on their own

initiative. The theory explains that a leader using this style have seven stages identified as: tells, persuades, shows, consults, asks, shares and involves (CMI, 2015). In line with the assertion of this theory, autocratic leadership style has an influence on quality assurance because it directly has the power of telling, persuading and even showing the followers how quality can be attained. Again, if one of the stages of autocratic leadership style is involvement of stakeholders, then it is easy for an autocratic leader to connect institutional purposes, establish government policies and procedures in order to achieve quality assurance Hendel and Lewis (2005). Delivering quality is the responsibility of the boss who passes it down the line.

2.2.2 Strategic Leadership Theory

The view of this theory is that organizational outcomes such as strategic choices and performance may be partially predicted by examining the background characteristics (e.g., values, personality, and cognitions) and behaviors of those at the top of an organization (Hernandez, Eberly, Avolio, & Johnson, 2011). Based on the above observation, quality assurance can be negatively or positively affected by the top leaders in the organization as a result of their behaviors. In conjunction with Kawaguchi and Tanaka (2012) argument, those who have authority over and responsibility for the administration of universities should be made clear when it comes to quality assurance. This provides the basis for establishing a decision-making body centered on the president and an in-house audit system that includes outside experts.

The implication for an organization to use this theory is that quality assurance of an organization depends on the top leader's strategic choices and one of the major elements of this is planning and making decisions. Hendel and Lewis (2005) argued that for quality assurance to be achieved by an institution of higher learning, planning and making decisions about budgetary matters should go to the core of an institution; hence, external interests such as state governments should not become involved in an institution's internal budgetary process. State governments should focus on the general profiles and measured outcomes of both private and public

institutions and avoiding bureaucratic reporting requirements on the systems and institutions.

2.2.3 The Theory of Leader Member Exchange

The findings of this theory indicated   that the relationship between leaders and followers should be viewed as a social exchange. The relationship depends on the level of mutual positive influence. This is characterized by trust, loyalty, reciprocity and improved resource exchanges. In this situation leaders wish to increase the quality of their relationships with their closest collaborators. Leaders contribute to the social exchange by accessing and distributing a wide array of resources, while members contribute to the social exchange through commitment and performance (Orazi *et al.,* 2014).

Looking at the view of quality assurance as mentioned by NIAD-UE (2012), there is an element of improved teaching and administrative processes that help in disseminating good practices as well as overall system improvement when quality assurance is taken care of by the institution. This view goes towards the relationship that exists between the top leadership and employees. The implication was that for an Institution of higher learning to meet the goal of quality assurance then there has to be teamwork that comes along with trust, here both the leaders of the organization together with the stakeholder such as employees, their customers which of cause are the students reciprocate in a positive way. When the management of an institution do not meet the social and transactional obligation it negatively impacts quality assurance.   They have failed in their part of the transactional nature of the relationship of leadership.   To deliver quality assurance requires a leadership style that builds reciprocity and teamwork. Without teamwork there will be no quality assurance.

 General Critique on Theories that underpin Transactional Leadership style

In relation to the above transactional leadership theories, exchange between the leader and the members of an organization allow leaders to accomplish their performance   objectives,   complete   required   tasks,   maintain   the   current

organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency. In turn, it allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production (McCleskey, 2014, Lee, & Liu, 2012; Yun & Yazdanifard, 2013; Odumeru & Ogbonna, 2013).

In one way or the other, leaders using this approach in their organization might create a negative   challenge to the internal environment of the institution, significantly the internal stakeholders. As Hendel and Lewis (2005) argue, use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change.   Institutional leaders need to realize that market- driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time this approach may lead to change in the face of academic organization to a business set up leading to dysfunctional sector. In this case there is reciprocal relationship because there is an element of neutral contractual obligation.

2.2.4 Transformational Leadership Theory

Odumeru and Ogbonna (2013) stated that this theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group as a whole. The concept was introduced by James Macgregor Burns in 1978 with further modifications by B.M Bass and J.B Avalio. The central concept is change and the role of leadership in envisioning and implementing the transformation of organizational performance.

When it comes to performance of an organization, team work has to be embraced and this is in relation to quality assurance that needs involvement of all stakeholders in an institution. Haris (2013) argued that, the achievement of quality assurance demand unity of all members; this involve head of family to all students, governments having a role of encouraging the implementation by setting models of good practices, providing funding, and advice. While the universities going through

their own process of soul searching to come up with the best system possible.

In connection to transformational leadership, this approach to leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers (Odumeru & Ogbonna, 2013; Bolden et al., 2003; Yun & Yazdanifard, 2013).

2.2.5 Authentic Leadership Theory

This theory focuses on being genuine, honest and trustworthy in your leadership style. Authentic leaders must live their values, showing that they practice what they preach, in order for their followers to see them as authentic. An important aspect of an authentic leadership style is self-knowledge, although there is also a strong emphasis on knowing others and knowing your organizational culture. This enables you to strike the right balance between being an authentic, true version of yourself and fitting in to your company or organization (CMI, 2015). In view of this theory, self-assessment and evaluation of teaching, learning, research as well as service outcome that are part of quality assurance, all depend on authenticity of the effectiveness of programs as well as the quantity and quality of an institutions faculty (Hayward, 2006).

The concept of spiritual leadership style in relation to this theory is that spirituality is linked with organizational openness, self-efficacy, and organizational commitment. It contributes to workplace spirituality, which is often positively linked with employee attitudes such as commitment and job satisfaction as well as work performance among employees. This leads to psychological empowerment, team productivity, ethical standards and unit performance, and job satisfaction within an organization (Orazi et al, 2014).

2.2.6 Spiritual leadership Theory

Hernandez *et al*. (2011) reported that this theory focuses on the leader's spirituality and his or her ability to fulfill the followers' spiritual needs. The two core mechanisms put forth in this theory are traits and behaviors and as Hernandez *et al*. (2011) argued, this theory incorporates both the trait approach and the behavioral approach of leadership. In line with the assertion of this theory, traits and behaviors of the leaders of an institution impacts a lot when it comes to quality assurance because they directly determine the extent to which accreditation, auditing and academic review shall be satisfied. If accreditation is sufficient, then both self-studies of university as well as external quality are taken care of. Similarly, audit process of the institution as well as academicals review as reported by Hayward (2006) can be positively affected in the organization.

2.3 Conceptual Framework

The conceptual framework below shows a diagrammatic representation of the relationship between the independent variables and the dependent variable in the study. Each of the independent variables namely autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style had sub variables that were used to draw the link of the perceived relationship explained by the conceptual framework. The operational variables of the independent were informed by Hofstede dimension of leadership (Hofstede & Hofstede, 2005; Irawanto, 2009) while the operational variables for dependent variable were informed by the international standards of achieving quality assurance (Magutu, Mbeche, Nyaoga, Nyamwange, Onger & Ombati 2010), (Hayward, 2006) and (Hendel & Lewis 2005).

Autocratic Leadership style

- Power distance
- Individualism and collectivism
- Masculinity and Femininity
- Assertiveness

Strategic Leadership Style

- Hierarchy
- communication
- Expertise
- Ownership

Transactional Leadership Style

- Performance orientation
- Institutional collectivism
- Group Family collectivism
- Sense of disempowerment

Transformational Style

- Need consideration
- Motivation
- Inspirational leader
- Humane orientation

Spiritual Leadership

- Gender egalitarianism
- Quality of the person
- Uncertainty avoidance
- Long term orientation and short-term orientation

Quality Assurance

- Accreditation
- Audit
- Academic Review
- External Examination
- Inspection
- Assessment

Independent variables   **Dependent variable**

Figure 2.1: The Conceptual Framework

2.3.1 Autocratic Leadership Style

In this study, autocratic leadership style was measured using power distance, individualism and collectivism, masculinity verses feminity and assertiveness as shown in the diagram above in relation to Hofstede dimension of leadership (Hofstede and Hofstede, 2005) and (Irawanto, 2009). Significantly, masculinity verses feminity were to determine whether leaders embrace performance success and competitiveness within an organization while power distance was to measure the extent of tolerance for social and power structures as well as the equality or inequality among people in an institution. To determine the relationship between personal freedom and cohesive in-groups in these institutions of higher learning in autocratic leadership, the research used individualism and collectivism to test this. The research used assertiveness to measure the degree to which individuals in organization exhibit and accept assertive, confrontational, and aggressive behavior in social relationship.

2.3.2 Strategic Leadership Style

This variable was measured using Hierarchy, communication, expertise and ownership as shown in the diagram above in relation to Hofstede dimension of leadership (Hofstede and Hofstede, 2005) and (Irawanto, 2009). Hierarchy was to check whether the leader is stricked on chain of command and whether leaders in various positions are always in control of their work stations. The aspect of communication was to determine whether leaders of this kind depend heavily on policy and communicate well. It was also to measure how well the leaders understand and execute their job in the institution. Apart from communication mentioned above, the researcher measured strategic leadership style using expertise and ownership. Significantly; expertise and ownership determined whether the superior has a sense of belonging in the work place and their loyalty to work.

2.3.3 Transactional Leadership Style

The variable was measured using performance orientation, institutional collectivism, group family collectivism and sense of disempowerment as shown in the diagram above in relation to Hofstede dimension of leadership (Hofstede and Hofstede, 2005) and (Irawanto, 2009). Significantly; performance orientation measured the extent to which an organization encourage and reward members for performance improvement and excellence while institutional collectivism determined the degree to which institutional practices encourage and reward collective distribution of resources and collective actions. This style was measured using group/ family collectivism and sense of disempowerments. Group/ family collectivism in relation to this leadership style measured the degree to which individuals' express pride, loyalty, and cohesiveness in their organization while sense of disempowerment as determined whether leaders on top give instructions rather than delegating duties.

2.3.4 Transformational Leadership Style

This variable was measured using need consideration, motivation, inspirational leader and humane orientation as shown in the diagram above in relation to Hofstede dimension of leadership (Hofstede and Hofstede, 2005) and (Irawanto, 2009). Need consideration was measured to confirm whether the leaders consider stakeholders needs while motivation determined whether the leaders on top motivates people working under them. The other aspect which is inspiration measured whether the leaders on top inspires his or her juniors. Apart from need consideration, motivation and inspiration; the researcher also used humane orientation to measure the degree at which individuals in organization encourage and reward individuals for act of fairness, altruism, friendliness, generosity and caring.

2.3.5 Spiritual Leadership Style

The variable was measured using gender egalitarianism, quality of the person, uncertainty avoidance and long-term orientation/short term orientation as shown in the diagram above in relation to Hofstede dimension of leadership (Hofstede and Hofstede, 2005); (Irawanto, 2009). Gender egalitarianism was to determine the extent to which an organization minimizes gender difference in an organization while quality of the person measured stakeholder's quality. The researcher also used uncertainty avoidance as a measure to reveal the extent to which members of organizations feel threatened by ambiguity; this includes the values, norms, and beliefs. Lastly, long term orientation and short-term orientation in this case measured the thrift and perseverance verses (short term) respect to tradition, fulfillment of social obligations and protection of once face.

2.3.6 Quality Assurance

The dependent variable was quality assurance and was operationalized using international standards of achieving quality assurance such as accreditation, audit, academic review, external examination, inspection and assessment (Magutu, Mbeche, Nyaoga, Nyamwange, Onger & Ombati 2010), (Hayward, 2006) and (Hendel & Lewis 2005).The researcher used accreditation to determine whether universities are providing program and services necessary for success and their degrees are recognized. Audit measured the academic standards of university awards and whether they carry out internal evaluation of its curriculum, staff and infrastructure. Academic review took care of self-assessment and evaluation of teaching, learning, research, service and outcomes in terms of institution's curriculum, structure, effectiveness of a program as well as the quality and its faculty. External examination was employed to know if institutions had tests set by central bodies and mechanisms for checking whether teachers are teaching the prescribed curriculum properly. Inspection assessed whether educational experts monitor quality of teaching and general aspects of the university. The researcher also preferred to know whether the university has measures that reflect expectations of performance of the stakeholders; this was determined by the use of assessment.

2.4 Empirical Review

This section dealt with past studies/ secondary literature related to the constructs under investigation in this study. It linked the past studies with a view to opening up to the current gaps and issues that needed to be addressed. The section examined how each independent variable relate with quality assurance, review of quality assurance, critique of the existing literature, summary and research gap.

2.4.1 Autocratic Leadership Style

Autocratic leadership style is also known as the directive or authoritarian style of leadership. It is a leadership style characterized by act in more self-centered ways of control, power-oriented, coercive, punitive, and close-minded. Autocratic leaders are poor in retaining members and recruiting new members to replace them, thus the group led by such managers may be very unstable (Yun & Yazdanifard, 2013, Terzi, 2011).

In most cases as Betty (2014) study shows, this type of a leader makes all decisions without considering input from staffs and because they see knowledge as power, they tend to withheld critical information from the team and the blame is placed on individuals rather than on faulty processes. The style to a large extends influence how stakeholders may behave toward quality assurance. Ayiro and Sang (2012) study on quality assurance argued that, because quality assurance is conducted within a collegial atmosphere without any pressure from an external body, the self-assessment fosters social cohesion and teamwork among staff and also enhances staff accountability of the results of the process. Moreover, self-assessment also helps institutions to identify their own strengths and weaknesses, while generating awareness of key performance indicators. The process of self-assessment also helps institutions to build capacity from within.

Authoritative leaders tend not to negotiate or consult with staff, students or the community, but expect their orders to be obeyed without question. They focus on procedures rather than people. Because of their use of rules, punishments and sanctions, they may be feared, rather than respected or liked. Recognition

and positive feedback from the authoritative leader are lacking, although people may occasionally receive a blast from the leader as he or she reinforces control and authority through pulling people back into line and reminding them who is the boss (Dinham,2007)

A study by Dinham (2007) stated that Schools of authoritarian leaders may be orderly and well run with delegation, reporting and accountability systems utilized to facilitate this. There tends to be a high degree of dependency on the authoritarian leader who has the final say on everything. Schools led by authoritarian leaders can be characterized by low risk taking and innovation. There may be considerable untapped potential in organizations led by authoritarian leaders. Staff and students can be infantilized under the authoritarian leader

The inclusion of majority of members of the society in decision making is an expected phenomenon in a democratic society (Soka and Bright, 2012).

Kawaguchi and Tanaka (2012) in their study noted that stakeholders are key in determining an institutions quality assurance; this is especially on decision-making process. This lie, board of directors, administrative council, education and research council, and auditor, the faculties, graduate schools, administration bureaus, and other organizations. In light of this approach of leadership, there is a possibility that achieving the demand of quality assurance might be negatively affected as it is a non-inclusive approach of leadership and it implies a high degree of control by the leaders without much freedom or participation of members in group decisions Terzi (2011) and while Soka and Bright (2012) argue that it does not incorporate values of others at the same time it exclude the community in the decision-making process. Terzi (2011) study also report that leaders using this approach believe on power and status difference among people, and resist change.

The positive side of this style is that it works perfectly in emergencies or chaotic situations where there is little time for discussion. It is useful when enforcing policies and procedures, but it does not promote trust, communication, or teamwork when used for day-to-day operations (Betty Frandsen, 2014, Sitati *et al.* 2012). Bolden *et al.* (2003) posits that it takes the decisions and announces them,

expecting subordinates to carry them out without question. A study by Terzi (2011) argues that employees with autocratic tendencies may be successful in organizations with a hierarchical structure, in which employees are required to be extremely obedient to the rules.

In line with the above information, autocratic leadership style has both positive and negative influence on quality assurance; positively, it directly have the power of telling, persuading and even showing the followers how quality can be attained (Hendel& Lewis,2005) but in a negative way, Amaral (2009) study on quality assurance reported that higher education systems need not to be complex, instead, they are supposed to become more flexible and adjustable to change, to avoid incompatibility with centralized systems of detailed oversight and control. They should try to avoid bureaucratic approach in their leadership and search for more flexibility, less heavy and faster guidance mechanisms that would allow for increased capacity for institutional adaptation to change and shorter administrative time.

2.4.2 Strategic Leadership

This is a future oriented style that is able to articulate a vision that is shared through socialization and common values. It acts in the present to shape the future, to create what can be, starting from what is. The strategic leader is able to plan the future with an eye to both day-to-day activities and strategic responsibilities, implementing strategies that have both an immediate and a long-term impact on survival, growth, and competitive advantage. The leader has strong and clear expectations from followers, peers, and superiors, acts in an ethical way, and exerts financial and strategic control within the organization (Orazi *et al*. 2014 and Phipps, 2011). Long (2005) argue that, there is a positive relationship between strategic leadership and quality assurance in terms of their approach.

The leader using this approach have the ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable future for the organization. It is a situation in which the leader is able to influence followers to make autonomous decisions on a daily basis in a way that maintains short-term stability while ensuring long-term viability of the organization. It refers to the people at the top of the organization transcending their role and leads the self in terms of personal strength development and awareness, lead the followers in terms of interpersonal influence, and lead the organization in terms of aligning the competitive environment, strategic movements, and organizational goals (Orazi *et al.,* 2014).

In terms of leader's decision making in this approach of leadership, the possibility of creating an atmosphere of quality assurance is high and as Sitati *et al.* (2012) stated in their study on quality assurance, leaders are the ones who are formally charged with taking decisions, directing others and creating a framework of rules, systems and expectations within which the organization operates.

A study carried by Hernandez *et al.* (2011) argued that strategic leadership cannot be enacted without active participation of followers across the organization; it spans multiple levels and involves leadership of the self, of others and of the entire organization and due to the multi-functionality of strategic leadership, subordinate managers possess greater expertise than the strategic leader and that strategic leadership primarily is a function of managing through others. In relation to quality assurance, Sitati *et al.* (2012) in their study found that beside communication, decision making and thinking strategically, a participative leader that seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholder's fosters stakeholders' commitment by encouraging quality in the organization and therefore reduce animosity.

Strategic leaders set directions for the organization and their power is increased when they scan and cope with the critical sectors of their environment. Such leaders communicate decisions for their organization's future , formulate the organization's goals and strategies, develop structures, processes, controls and

check on core competencies for the organization , manage multiple constituencies, choose key executives, groom the next generation of executives, provide direction with respect to organizational strategies, maintain an effective organizational culture, sustain a system of ethical values, and serve as the representative of the organization to government and other organizations and constituencies as well as negotiate with them (Bass,2007). Based on this study, strategic leadership style is one of the styles of focus that institutions have endeavored to use in order to gain quality assurance.

Bass (2000) noted that with this approach, executives concentrate on systematically envisioning the desired future state for the organization and specifically laying out the plans on how to get there. In this process, they consult with managers, employees, suppliers, analysts, shareholders and customers. Other companies are visited. Academic scientists and technologists are questioned. Focus is on the future without neglecting to honor the past.

Owino *et al.* (2011) studying on role of institutional managers in quality assurance found out that visionary and creative leadership is critical to the transformation of higher education. The recommendation is that administrative and management structures of the public universities should be analyzed and streamlined to create efficient, effective, responsive and lean structures to avoid wastage of resources, duplicated responsibilities and overlapping mandates where members of different levels are members at next level and to institute checks and balances. Power to make decisions should be devolved to operational units (faculties, institutes and departments). These operational units should be strengthened to enable them to discharge their functions effectively. The recruitment of deans, directors of institutes, heads of departments, administrators and managers for the operational units should be done competitively at all levels and remuneration be pegged to competence and performance.

Arika and Enginoğlu (2016) argued that all strategic leaders are understood by their contributions of envisioning the future of organization, articulating the path, and accompaniment on the implementation phase. Its views are related by those of

transactional leaders that get things done no matter what follows. One of the major challenges that hinder quality assurance as reported by Haris (2013) study is the competition between universities for students; this has leads to students seeing themselves increasingly as customers and demanding not only higher quality of teaching but also that the educational programmes provided by universities are adapted to their needs rather than being determined by the wishes and interests of the teachers. In particular students increasingly have an eye on the job market and the skills and competencies which will position them strongly for employment.

Arika and Enginoğlu (2016) reported in their study that the style is a strategizing process which provides better corporate sustainability and longevity. It is influenced by two major elements, namely internal and external elements. Internal elements are the organizations' structure, vision, values, goals, strategies, and management style while external elements are composed of customers, suppliers, partners, competitors, investors, and government. Haris (2013) stated that, quality assurance in higher education systems comprises of internal and external quality assurance systems. Higher education institution can perform and manage its quality assurance with both internally driven mechanism and externally mechanism organized by The National Accreditation Agency of Higher Education.

This style of leadership is typically concentrated at the top of the organization (CEOs, top management team members); thus, their group of followers is potentially very large and communicating with all of them directly could be impossible or undesirable. Nevertheless, there usually exists a of followers where the top managers communicate to distant followers via their more proximal followers such as divisional or department managers. Top leaders therefore rely on the mid-level managers to act as surrogates to spread their message and vision in a favorable light, this relationship can have a significant influence on the way that the leader's vision is communicated and leadership is enacted (Hernandez *et al.,* 2011).

Even though strategic leadership style seems to be more appealing in terms of its approach, their style of communication raises issues and as Sitati *et al.* (2012) argue in their study, the fundamental starting point for a leader is having a good understanding of human nature, such as needs, emotions, and motivation. Leaders must come to know their employees' attributes in relation to communication. The channel of communication has to be clear to all stakeholders; it has to be a two-way. Leaders have to know that what and how you communicate either builds or harms the relationship between themselves and their employees.

Empirically, studies have showed that the context can dictate the content of a leader's vision in this style when market forces push an organization to, for instance, give up their low-cost strategy, a leader's vision may be restricted to pursuing a product differentiation strategy. Accordingly, the leader's traits, cognitions and behaviors may have little explanatory power whereas the context can directly explicate the leadership outcome (Hernandez *et al.*, 2011). More specifically, all situations are different as stated by Sitati *et al.* (2012) on their study on quality assurance. What you do in one situation as a leader will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. The situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations.

Hernandez *et al.,* (2011) also argued that the context can also impede the dissemination of critical information related to the leader's vision and strategies. The organizational culture may be such that it endorses rationality over emotionality and limits communication to the objective information required for task completion. When a new leader wants to spread his vision using inspirational language and one- on-one discussions about values with middle managers in this type of context, he or she may encounter pitfalls along the way and a long process of overhauling the organization's culture would be necessary to align it with the

leader's vision, at times, overriding the new leader's personal influence. In line with the assertion of the above information, Owino *et al.* (2011) in their study reported that there is a significant indirect relationship that exists between leadership and organizational effectiveness. Changes in an organizational strategy bring about new management challenges which, in turn require new strategies to be successfully implemented. To guarantee that standards and quality of educational provisions are being maintained in the universities, will require that management understands the new challenges and effectively restructure the organizations to achieve the expected outcomes.

Bass (2007; cited Beer and Eisenstat 2000) arguing that strategic leadership is about formulating and implementing an effective strategy that involve the following components and practices: top-down direction which accepts upward influence, clear strategies and priorities, an effective top management team with a general management orientation, open vertical communication, effective coordination, and allocation of clear accountability and authority to middle management? Its practices should include: focusing attention on outcomes and processes, seeking to acquire and leverage knowledge, fostering learning, and creativity, improving work flows by attention to relationships, anticipating internal and external environmental changes, maintaining a global mindset, meeting the diversity of the interests of the multiple stakeholders, building for the long-term while meeting short-term needs, and developing human capital.

The aspect of top-down direction as determinant of strategic leadership style can be linked to the process of internal quality assurance that goes through. A study carried in Indonesia by Haris (2013) narrated how internal quality assurance is carried; the process goes through a function from study program, program/faculty to university level. Each level must have representative of each learning service element such as lecturers, students and academic supporting staff.

2.4.3 Transactional Leadership Style

Transactional Leadership also known as managerial leadership focuses on the role of supervision, organizations, and group performance; it is a style of leadership in

which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers work in order to find faults and deviations. It is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Odumeru & Ogbonna, 2013). Alsughayir (2014) noted that transactional leader's objectives are to ensure that internal actors clearly understand the path to goal attainment, to motivate actors, and to remove potential barriers in the system and to encourage employees to reach their targets.

Obiwuru *et al.* (2011) noted that, transactional leadership style involves active management by exception which refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

This style of leadership plays a major role in achievement of quality assurance as they are able to exchange values with subordinates to advance their own and their subordinate's agendas. They are influential because it is in the best interest of subordinates to do what the leaders want (Pham, 2016; Nanjundeswaraswamy & Swamy, 2014) noted that transactional leadership in organizations plays an exchange role between managers and subordinates. It is understood to be the exchange of rewards and targets between employees and management. The approach also motivates subordinates through the use of contingent rewards, corrective actions and rule enforcement. This type of leaders motivates followers through exchange; for example, accomplishing work in exchange for rewards or preferences. In this approach, group efficacy is higher.

Alsughayir (2014) stated that transactional leadership is based on an organization's bureaucratic authority and legitimacy and emphasizes work levels, task-oriented goals, and assignments. The main focus is on completing tasks and employee compliance, while employee performance is influenced by organizational rewards and penalties.   Transactional leaders guide or motivate their followers towards

established targets by explaining roles and task requirements.

Transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, 6ow to reduce resistance to particular actions, and how to implement decisions (Pham, 2016; McCleskey 2024; Lee, & Liu, 2012; Yun & Yazdanifard, 2013; Odumeru & Ogbonna, 2013) reports, transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency. In turn, it allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production. Pham (2016) in their study stated that leaders using this approach are highly structured and mostly aim higher in terms of their performance. Odumeru and Ogbonna (2013) posit that they are also directive and action-oriented at the same time they are able to work within the existing systems of the organization.

With the characteristics seen above, transactional leadership to a large extends influence how quality assurance can be achieved. Nicholson (2011) study posits that quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced and in higher education, it seeks to maintain quality through a combination of accreditation, assessment, and audit. It is intended to ensure accountability. It is about Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; performance indicator which focus on inputs and outputs.

A study by Orazi *et al.* (2014) reported that this style operates well in structured environments, where goal setting and efficient routines can lead to positive outcomes. As a result, it works well in medium to large companies that need to reach maturity through the establishment of operations efficiency and the

standardization of practices. It is also effective in crisis situations, when a clear direction is needed for the common good and deviance is not tolerated. The aspect of direction as determinant of quality assurance may lead to stakeholders working towards the achieving the needs of an institution and significantly, audit which is an important aspect of quality assurance; when it comes to audit, its normally the leaders that have the responsibility to direct the review of an institution or program to determine if its curriculum, staff, and infrastructure meet its stated aims and objectives. It is the leaders to evaluate an institutions programs in relation to its own mission, goals, and stated standards; to assess whether the institution is achieving its own goals (Materu, 2007).

Thu and Hitendra (2014) argue that leaders using this style are usually slow in reacting to situations, and make their sub-ordinates dissatisfied. With this in mind the approach might be a bit complicated in creating a conducive environment for quality assurance as it comes with an element of power distance. The aspect of power distance may influence quality assurance negatively; when it comes to power distance where power lies with the boss then teamwork might not be achieved and this is an essential element of quality assurance as you have to involve all the stakeholders (Irawanto, 2009). A study by Hayward (2006) on quality assurance posited that a range of goals, multiplicity of stakeholders, and the complexity of academic institutions pose major challenges for quality assurance as there are often differences of opinion about what are relevant or about appropriate standards from the perspectives of faculty members, university leaders, employers, government, parents, and students, the community, and professional associations.

Hernandez *et al.* (2011) stated that this style is based on economic principles and implies that rational followers are aware of their needs. Odumeru and Ogbonna (2013); Pham (2016) and Odumeru and Ogbonna (2013) in their studies posits that they use an exchange model, with rewards being given for good work or positive outcomes. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance. Transactional leaders are effective in getting specific tasks completed by managing

each portion individually. In relation to achievement of quality assurance, this approach might create some hindrance; Hendel and Lewis (2005) argues that use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change. Institutional leaders need to realize that market- driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time this approach may lead to change in the face of academic organization to a business set up leading to dysfunctional sector.

This style is criticized as having short-term relationship between the leader and the participants, it also creates resentments between the participants at the same time it disregards situational and contextual factors related organizational challenges (McCleskey, 2014; Orazi *et al.* (2014) argue that it mostly assumes that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. It is conceptualized as the bottom end on a continuum or of social exchanges. The approach also draws heavily on task-oriented behaviours. It relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues.

2.4.4 Transformational Leadership Style

The term transformational leadership was first used by James V Downton in 1973 and was popularized by James Macgregor Burns in his 1978 (CMI, 2015). Pham, 2016 define it as a leadership style that is concerned with emotions, values, ethics, standards and long-term goals; its focus is on changing human values with an aim of changing the organizational practices. Odumeru and Ogbonna (2013) argues that a transformational leader is a person who stimulates and inspires followers to achieve extraordinary outcomes. Leaders using this style pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way; and

they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. Magoha (2017) posits that transformational leadership style is as a management style where the leader is charged with identifying needed change and creating a clear vision to guide the change not only through inspiration, but also execution of the change in tandem with the organizational needs. Such leaders motivate and raise the morale of the team members by using several methods that connect the leader, team members and workers to take greater sense of self identity and self in the organization and the collective identity of the organization. They should be a role model for the workers, in order to inspire them and raise their interest in the organization and be able to challenge them take greater ownership of their work.

McCleskey (2014) in their study posits that, this type of a leader is one who raises the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes. Bolden *et al.* (2003) in their study and goals of followers with an aim of achieving significant change in the process. Pham, 2016 studying on quality assurance found out that transformational leadership is better matched with the need of transforming leaders' and followers' beliefs about how to provide higher education leadership in a rapidly expanding and quality driven reform in the higher education sector. It is also concerned with improving the performance of followers (staff), and developing followers (staff) to their fullest potential. The approach considers investment in human resource to stimulate organization reform, which in turn targets the tasks.

This style of leadership aims at inspiring and motivating followers to align their goals and beliefs to those of the organization and perform more than what is expected from their contracts. It is hierarchical in terms of its social exchange, in which the high-quality exchange mutually stimulates and elevates leaders and followers, leading to amoral situation among followers and leaders. It is based on the process approach to Leadership. It also persuades employees to go beyond their individual interests. It draws heavily on relationship-oriented behaviours and is highly effective in times of turbulent changes (Orazi *et al.* 2014). Based on this

study, transformational leadership style is one of the styles of focus that institutions have endeavored to address in order to gain quality assurance.

Empirically, this style bring change through moving into an unknown future, reshuffling the cards, developing new habits and methods, creating systems, working with different people, and playing by different rules. Leaders using this approach develop and encourage new and broader energies among followers. They need extensive knowledge of social change, technological change, and global issues to communicate with organizational members in constructing futures visions which can accommodates changing social conditions and needs (Soka & Bright, 2012).

Based on this study, transformational leadership style has some positive impact on quality assurance and in relation to its strengths, Pham, 2016 in their study highlight some of its positive aspects that may lead to quality assurance such as attributes to learn, perspective to see that change is needed and what consequences an institution may experience out of any positive or negative practices. At the same time, transformational leaders who develop and communicate a vision are able to overcome obstacles and are concerned about the quality of the services their organization provides, and inspire other members to do likewise. For these strengths of transformational leadership, Pham, 2016 in their study reported that transformational leadership is essential in Higher Education, so that continuous adaption can be accommodated to meet the constantly changing demand of economic and academic environment.

This style of leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, the leader is able to align followers with tasks that enhance their performance (Odumeru & Ogbonna, 2013, Bolden *et al.* 2003, Tan & Yazdanifard, 2013).

Bollaert (2014) stated that quality is the added value between input and output, to the highest and longest satisfaction of all stakeholders. It should be kept in mind that QA (management) and all its systems and models are only tools to create or reach the highest possible quality. At the same time the underlying concept of education is not as a service with value for money, but as a transformational process starting from the competences of the incoming student (input) to those of the successfully outgoing student (output).

Pham (2016) studying on quality assurance found out that HE services is being challenged to be more responsive to the labour market demand to support economic and social demand of the country. Leaders who encourage and support transformational leadership tend to share power, by delegating responsibilities and engaging a larger number of stakeholders. They are also willing to learn from others thus establishing systems to receive feedback from other within the organization and including their clients. Transformational leaders are sensitive to each team member's needs for achievement and growth. Pham,2016 perspectives was that transformational leadership seems to be the most appropriate approach for state universities leaders to support quality improvement.

This style of leadership as reported by Orazi *et al. (*2014); Lee and Liu (2012) is based on four dimensions: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Idealized influence represents the leader's charisma and this is a case where the leader provides a clear mission and appeals emotionally to his followers become a source of admiration and identification. Inspirational motivation represents the extent to which the leader acts as a role model. The leader presents a clear vision and provides meaning and a sense of purpose regarding what needs to be done. Individualized consideration concerns the process of mentoring, coaching, feedback, and organizational alignment. After attracting and inspiring followers through charisma and motivation, the transformational leader needs to help his followers to realize their full potential. Intellectual stimulation involves promotion of creativity and new ideas in spite of old paradigms and dogma to keep followers motivated and sharp, the leader also provides intellectual challenges and creates work structures

that empower employee participation.

In relation to the four dimensions of transformational leadership style that is; idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation; it is very easy to meet the demand of quality assurance. Modise (2010) argued that the successes of quality movement in education begin with its relationship to key players affecting the educational system. The quality movement concentrates its efforts and energies on school governance, curriculum design, instructional practices, and students' outcomes.

This style as reported by Lee and Liu (2012) is based on the view that people follow a person with enthusiasm, vision and energy who inspires them and achieves great goals. The style provides a generalization of thinking about leadership that emphasizes ideals, inspiration, innovations and individual concerns. Leaders using this approach emphasize the value of the organizations' membership whether they are voluntary or compulsory. It occurs when one or more persons engage with other in such a way that leaders and followers raise one another to higher levels of motivation and morality. Lee and Liu (2012) argue that leaders using this approach are able to communicate high expectations, promote motivation, rationality and problem solving, and followers respect and trust the intelligent leaders. Transformational leaders consider each employee individually and give personal attention.

Despite the positive aspects of transformational leadership, it also have its ups and down in terms of its approach and Odumeru and Ogbonna(2013) reported that it tend to omit several transformational behaviors such as infusing the work with meaning, enhancing follower skills and self-confidence, and empowerment; it has insufficient specification of situational variables with underlying leadership processes and outcomes as essentially the same in all situations; its approach also is biased in favor of top managements, owners and managers; and lastly the effective performance by an individual, group, or organization is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it.

Looking at the above weakness of this approach, achieving accreditation which is an essential element of quality assurance that comes with self-study and external quality review might be a challenge to these types of leaders and as Ayiro and Sang (2012) reported on their study, use of external examiners, self-evaluation and academic audits are the most common forms of quality assurance processes. Institutions should readily accept self-assessment because it empowers them and their staff to take charge of the quality of their performance without the pressure usually associated with an external review. Self-assessment also helps institutions to identify their own strengths and weaknesses, while generating awareness of key performance indicators.

Bolden *et al.* (2003) argue that although some traits are found in a considerable number of studies in this leadership style, the results are generally inconclusive. Some leaders might possess certain traits but the absence of them does not necessarily mean that the person is not a leader. Again, although there is little consistency in the results of the various trait studies, some traits do not appear more frequently than others, including technical skill, friendliness, task motivation, application to task, group task supportiveness, social skill, emotional control, administrative skill, general charisma, and intelligence. Of these, the most widely explored has tended to be "charisma". All these put together may affect the achievement of quality assurance in an institution and as Amaral (2009) stated, quality assurance is supposed to be consistent with the emerging focus in higher education policies on student learning outcomes, the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program.

2.4.5 Spiritual Leadership

Spiritual leadership style is linked with organizational openness, self-efficacy, and organizational commitment. It contributes to workplace spirituality, which is often positively linked with employee attitudes such as commitment and job satisfaction as well as work performance among employees. It leads to psychological empowerment, team productivity, ethical standards and unit performance, and job

satisfaction (Orazi et al, 2014). Based on this study, spirituality is one of the positive aspects that institutions can consider in order to gain quality assurance, this is in relation to what Modise (2010) noted in their study that for an institution to experience quality assurance, everybody in the institution is supposed to have a responsibility to maintain and enhance the quality of product or service, everyone in the institution understands, takes and uses ownership of the system which are in place to maintain and enhance quality; and another component is that the institution should be able to satisfy itself by having effective structures and mechanisms in place so that continual quality improvement can be guaranteed.

Spirituality is an essential component of an institution's authenticity which determines the spirit of caring, genuine, honest and trustworthy that determines quality assurance. Gibson (2011) study on spiritual leadership found out that an empowered spiritual; scholar-practitioner might be an ideal blended form of leadership, because spirituality is having an anchor caring, just, equitable and democratic. In relation to quality assurance, several imperial studies have showed that the traditional academic controls, cross-border higher, enrolment figures are positively related to quality assurance and this calls for leaders of universities to constantly improve quality and promote transparency in order to safeguard public interest and confidence in their awards (Garwe, 20006, Hendel& Lewis, 2005).

Frisdiantara, and Sahertian, (2013) noted that there is tangible benefit from spiritual approach, for instance improvement of morale, reduction of stress and turnover, improvement performance net income, and positive impact on stock price. Orazi et al, (2014) stated that spiritual leadership reinforces the importance of satisfying the individual need for connectedness and contribution. Leaders who satisfy these needs are able to motivate their employees to go beyond their self-interests, and encourage higher levels of organizational commitment and productivity. Fry (2003) notes that the purpose of a spiritual leader is to create vision and value congruence across the strategic empowered team and individual levels and, ultimately, to foster higher levels of organizational commitment and productivity.

Spiritual leadership style to a large extend influence how stakeholders of an institution may be selected and in relation to what NIAD-UE (2012)) study stated, when it comes to managing quality assurance, the procedure in recruiting faculty members must ensure that only applicants of good quality are shortlisted for final consideration and appointment. In addition, the annual assessment of faculty members is an integral element of a system to assure a high quality of teaching, research and administration. This approach should also be a formal means to determine if a faculty member is suitable for salary adjustment or promotion. During each assessment, each faculty member is required to complete a set of documents highlighting the member's contributions to teaching, research and administration; member's immediate supervisor – usually the head of department – conducts an informal interview to discuss member's performance and where necessary, to counsel and advise should there be areas for improvement.

Hernandez *et al.,* (2011) found that integrity, honesty, and humility are considered essential personal qualities of spiritual leaders that allow them to build trust and credibility and to achieve a consistency between who one is and what one does. These qualities are then translated into behaviors, such as showing respect to others, treating others fairly, expressing concern and altruistic love, and appreciating others' contributions.

Orazi *et al*. (2014) argues that this style of leadership is rooted in the values, attitudes, and behaviours of the leader in intrinsically motivating both themselves and their subordinates such that they experience meaning have a sense of making a difference, and feel valued and understood. Its purpose is to 'create vision and value congruence across the strategic, empowered team and individual levels and, ultimately, to foster higher levels of organizational commitment and productivity. It draws heavily on relationship-oriented behaviors (Fry, 2003).

Sitati *et al.* (2012) in their study argue that as a leader, one must have an honest understanding of who you are, what you know, and what you can do. It is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired.

To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed. The aspect of honesty as determinant of quality assurance may lead to stakeholders working towards the achieving the needs of an institution and significantly, self-assessment; Materu (2007) found out that within institutions of higher learning, use of external examiners, self-evaluation and academic audits are the most common forms of quality assurance processes. Institutions readily accept self-assessment because it empowers them and their staff to take charge of the quality of their performance without the pressure usually associated with an external review. Self-assessment also helps institutions to identify their own strengths and weak- nesses, while generating awareness of key performance indicators.

Gibson (2011) study found out that the practice of spiritual leadership could develop in people a sense of calling and membership leading to greater congruence in terms of their shared vision and values, as well as improved individual, team and organizational empowerment. In view of this leadership style, the aspect of quality of a person matters a lot when it comes to leading people, at the same time there is an element of that willingness to achieve the goals of the organization as well as performing better for the benefit of others. In general, this style of leadership picks up the characteristics of Hofstede gender egalitarianism (Irawanto, 2009). The problem of this approach is how do you measure spirituality of a person then relate it with quality assurance?

2.4.6 Quality Assurance

Kagumba and George (2013) in their study reported that quality assurance started in the 1970s (in the USA) and 1980s (in Europe), when it was discovered as a new management tool in industry that mimicked the success of the Japanese economy. It is a separate instrument in university management and in government policy and as Allais (2009) stated, it found its roots in large-scale manufacturing. Garwe (2006) study found out that quality assurance in higher education is critical in every country's strategic plans to enhance competitiveness and to meet international expectations and standards and as Kawaguchi and Tanaka (2012) argues, it focuses

more on the production environment or processes to produce services or products. Its definition and approach differ from among countries and hence it becomes imperative to understand the geographical context; the indicators and frameworks; the successes and challenges associated with implementing quality higher education in each country. This view is also supported by Hendel and Lewis (2005) in their study which stated that quality assurance should be viewed in the context of a country' public policies to provide educational opportunities for citizens and Haris (2012) argued that each nation and higher education system should aim to put in place quality assurance systems and procedures that meet the needs and the culture of the local society.

Nicholson (2011) found out that the most widely used approaches to quality assurance in higher education are: External Quality Monitoring, Assessment-and-outcomes Movement, which calls for the development of performance evidence and attention to value-added questions, Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; and accountability and performance indicator reports, which focus on inputs and outputs, such as enrollment trends, student performance on admissions examinations, retention and graduation rates, pass rates on licensure and other professional examinations, job placement rates, and student and alumni satisfaction. Republic of Kenya (2005) study explained that despite rapid expansion of higher education in the past decade, challenges in access and equity remain. These include inadequate capacity to cater for growing demand for more places and gender and regional disparities. There is also mismatch between skills acquired and practice in industry.

A study by Otieno- Omutoko (2009) reported that higher education is in crisis today and the current situation is not sustainable throughout the world. The situation is aggravated by low quality which is as a result of rapid enrolment, growth under limited resources, and inefficiency in terms of inappropriate use of public resources in higher education, high dropout rates, program duplication and inequity. A study carried by Stromquist (2006) found out that the crisis is most acute in the developing world. Some of the crises include: inability to contain

pressures for enrollment expansion, adverse operating conditions like overcrowding, lack of resources, deteriorating physical facilities, deterioration of the quality of teaching and research and lack of resources.

Ayiro and Sang (2012) study commented that quality of higher education and the need for effective quality assurance mechanisms beyond those of institutions themselves are becoming priority themes in national strategies for higher education. This is driven by the importance attached to higher education as a driver of growth and in achieving the sustainable development on one hand, and the emergence of new types of higher education providers, on the other. A research carried by Hayward (2006) found out that the development and utilization of effective mechanisms for quality assurance and improvement are critical to successful higher education everywhere. Every nation and its university graduates are competing in an environment shaped by its own local and national needs as well as international expectations and standards. As a result, the success and competitiveness of graduates in tertiary institutions will be affected by those standards and expectations. Educators, policy makers, and faculty members would be well advised to assess their own tertiary systems in that context and strive to set appropriate standards of the nation.

A study carried out by Ayiro and Sang (2012) found that higher education plays a key role in supporting other levels of education. This ranges from the production of teachers for secondary schools and other tertiary education institutions, to the training of managers of education and conducting research aimed at improving the performance of the sector. Ayiro and Sang (2012) study posited that the challenge for Africa in creating knowledge economies is to improve the quality of tertiary education and at the same time increase the number of people trained at high quality levels in appropriate fields. The record to date in this area is not particularly good. Examples abound of rapid growth in the number of students in higher education while at the same time higher education quality drops substantially. The shortage of qualified personnel is also one of the major constraints to developing quality assurance practices in the region.

Hayward (2006) found out that quality improvement and quality assurance are among the most complicated problems facing higher education because they touch on almost every aspect of the system. It is much more than meeting some minimal standard measures of inputs – number of faculty members with PhDs, books in the library, ratio of computers to students. And if quality assurance is to be carried out effectively it must be seen as important to those involved, impart critical information to tertiary institutions, employers, and the public, and be meaningful to the international higher education community and other international actors. Without high quality, tertiary education nations lack the trained professionals to meet the needs of highly competitive markets and the challenges of knowledge societies.

A study by Hayward (2006) posits that a range of goals, multiplicity of stakeholders, and the complexity of academic institutions pose major challenges for quality assurance. There are often differences of opinion about what are relevant or about appropriate standards from the perspectives of faculty members, university leaders, employers, government, parents, and students, the community, and professional associations. For governments, accreditation and audits provide public accountability and information about the adequacy of institutional performance. For the public, the process provides information about the relative quality of institutions, assurances that they meet some minimal standards (in the case of accreditation), and information that can help students make decisions about where to enroll. For employers, accreditation provides assurance and information about the quality of graduates, particularly in contrast to institutions that are not accredited or audited.

Nicholson (2011) noted some of the reasons why quality assurance is essential in the Universities as follows: increased productivity, enhancement of performance, provision of information on standard, elimination of poor/unsatisfactory provision, providing a basis for funding or investment and giving accountability. With this respect, Kenya is among the countries that embrace quality assurance and need to be taken care of.

A study by Nicholson (2011) posits that quality assurance serves a number of purposes; apart from protecting student and employer interests and facilitating international recognition of the standards of awards, it is an important element for public accountability purposes, particularly to satisfy taxpayers about value for money and that government subsidies are supporting education activities of an appropriate standard. Quality assurance helps inform student choice, especially in the light of a growing diversity of course offerings.

A study by Amaral (2009) shows that quality assurance is particularly important in an age of globalization and growth of knowledge based economies. Globalization has brought numerous benefits especially for countries that have been able to take advantage of liberalization of trade and technological breakthroughs. At the same time, globalization demands greater mobility of professional and skilled labour as well as increased efforts to achieve mutual recognition of university and college awards.Past study by Hiroko (2013) indicated that quality assurance is driven by number pressures, many of which produce tensions and conflicts. These include, time, human resources and funding, explosion and fragmentation of demand for student places on the one hand, and unemployment which affects an ever growing number of graduates in a number of countries of the region on the other; between the provision of equal access and opportunity, and the financial constraints that follow the mass extension of higher education; between the pressures for increased institutional autonomy versus those for growing public accountability; and between ethical and moral obligations and the various pressures for the generation and communication of new knowledge and scientific discoveries. Faced with these pressures, higher education must develop new visions and new forms of cooperation across both institutions and nations.

One of the major challenges that hinder quality assurance as reported in Amaral (2009) study is the competition between universities for students; this has leads to students seeing themselves increasingly as customers and demanding not only higher quality of teaching but also that the educational programmes provided by universities are adapted to their needs rather than being determined by the wishes and interests of the teachers. In particular students increasingly have an eye on the

job market and the skills and competencies which will position them strongly for employment.

Quality assurance is an essential element in any institution and this means that the governments as one of the major stakeholder is attached to it, and as stated in Hendel and Lewis (2005) study, governments should ensure that each institution declare its nature and purpose and, in concert with an effective accreditation system, ensure that institutions are meeting their purposes and goals. Both new and reformed institutions in both sectors can best serve the public interest by focusing on a well-defined set of goals for students. This means that the government has a role to provide information about educational alternatives to help consumers make informed decisions, and to hold providers accountable for their performance relative to educational outcomes. When it comes to quality assurance in higher education, Kawaguchi and Tanaka (2012) in their study posits that it is important to assure the quality of academic degrees such as bachelor's, master's, and doctor's, as well as professional qualifications, and a similar framework pass through checking processes and systems to assure the quality of international validity. Hendel and Lewis (2005) argue that the state has a regulatory role to assure that all education providers meet certain quality and equity standards. Quality is not determined solely by institutional type as a public or private institution, but on whether or not an institution adheres to externally established standards promulgated by the academic community.

2.5 Critique of the existing Literature

Ayiro and Sang (2012) in their research on quality assurance found out that the emergence of private tertiary institutions and the need to regulate their activities appears to have been the main trigger for the establishment of formal QA agencies in most countries. At the same time the main purpose of QA agencies in Africa has been regulation of the development of the sector. It is important to note that quality assurance is supposed to enhance accountability and quality improvement in all sectors. From the review, there was evidence that all QA agencies follow the same basic approach which entails an institutional self-assessment, followed by a peer

review and transmission of findings to the institution, the government and even to stakeholders. While Ayiro and Sang (2012) found out that when quality assurance is conducted properly then it is supposed to be a rigorous process which produces useful data that can be used for strategic planning and other purposes.

Evidence from the research findings Allais (2009) indicated that total quality management systems lead to an organization putting all its energy into compliance, in order to get accreditation with one of the total quality management systems, instead of thinking creatively and consciously about quality. The findings of Allais (2009) also found that many of the available total quality management systems are very time-consuming and complex.

The standards being applied by national QA agencies are mainly input-based with little attention being paid to process, outputs and outcomes. However, in almost all countries, no link between quality assurance results and funding allocations can be found. The most common QA standards in the case studies are mission and vision, academic programs, library resources, physical and technological resources, number and qualifications of staff, number of students and their entry qualifications, and financial resources (relative to number of students). The study found no evidence of output standards such as through-put ratio (percent of a cohort that graduates within specified time) or volume and quality of research. There was also no evidence of any link between quality assurance results and funding allocations to institutions or units (Ayiro & Sang, 2012)

Allais (2009) stated that the extent to which quality assurance or inspection systems can work will depend on how well this problem can be solved. One way of solving it is to try to ensure that the people doing the evaluation are, as far as possible, experts in the area that they are evaluating. Finding of Allais (2009) create an impression that most total quality management systems originate in the field of manufacture. And because of this they are more appropriate for manufacture, where there is a clear product to be created, than for other areas. Some people argue that quality management systems are still driven by the logic of manufacture, and still assume that there is a product which is being produced. Because of this there is

difficulty in applying total quality management systems to education. Some people also argue that the parts of education systems which are the easiest to measure may not be the most important. For example, it is difficult to measure creativity, ingenuity, innovativeness, perseverance, and so on. This applies to examination systems as well (Allais, 2009).

From the review there also exists sufficient evidence that standards imposed on institutional quality impact negatively as it resists diversity to take place. While Amaral (2009; citing Federal Register 1992) found out that institutions should be left the responsibility for establishing and policing their own standards. There is also evidence that accreditation as one of the ways of measuring quality assurance in the institutions of higher learning has negative effects on quality assurance. Amaral (2009) in his research posits that, accreditation leads to frauds and abuse in federal students and it also leads to default rates as only students enrolled in accredited institutions are entitled to federal student support, at the same time the regional accrediting agencies are the gatekeepers to federal funds by ensuring that students have a good opportunity ensuring that students have a good opportunity to complete their studies.

There is also evidence of inadequate transparency and accountability for measuring institutional performance; no comprehensive strategy to provide either adequate internal accountability systems or effective public information; accreditation also impedes innovation in institutions of higher learning. Amaral (2009; cited Commission on the Future of Higher Education 2006) posits that accreditation should be based on evidence of student achievement and institutional performance, the final reports should be made public and comparisons of institutions or groups of institutions should be made available.

2.6 Summary of the study

The discussion in this chapter showed that there was a plethora of facts from existing theory and research that points that leadership styles were essential in determining quality assurance of any institution of higher learning. Discussions from the theoretical framework showed that there was a relationship between the

variables under study and quality assurance; this was seen in the characteristics of the theories such as, egalitarianism, power distance, reciprocal approach, leadership verses group approach, a balance relationship with the group as well as quality of a person. In general, theories that were discussed in this study followed the trend of Hofstede dimension of power (Irawanto; 2009). These aspects can either influence quality assurance negatively or positively. When it comes to power distance where power lies with the boss then teamwork might not be achieved and this is an essential element of quality assurance as the leaders have to involve all the stakeholders. The positive side of power distance is seen in almost all approaches as it has positive effect on   delivery of quality assurance; this is because it is the responsibility of the boss who passes quality down the line.

Looking at both upper echelons theory and strategic leadership theory that informs strategic leadership style (Phipps, 2011) and (Hernandez, *et al.*, 2011), there was a negative aspect that comes with the two; even though the vision and mission statement belong to the top leadership, a clear mission statement of itself does not ensure quality as it needs to be communicated to and owned by all involved in delivering the program. At the same time power distances may also damage quality assurance.The approach of transactional leadership style to some extend may impact positivity when it comes to quality assurance. When the management of an institution do not meet the social and transactional obligation it negatively impacts quality assurance. They have failed in their part of the transactional nature of the relationship of leadership.   To deliver quality assurance requires a leadership style that builds reciprocity and teamwork. Without teamwork, there will be no quality assurance (Lee & Liu, 2012).

In view of spiritual leadership theories, the aspect of quality of a person matters a lot when it comes to leading people, at the same time there is an element of that willingness to achieve the   goals of the organization as well as performing better for the benefit of others (Hernandez, *et al.*, 2011 and CMI, 2015). The problem of this approach is how do you measure spirituality of a person then relate it with performance? To a large extend, state university in achieving their vision may look secular in their humanism approach but it still informs the practice of leadership.

Empirical research also conformed to the facts explained by the theories but also pointed some deviations arising out of the use of one style of leadership; it may look appealing if an institution adopts a contingency approach as this may require all approaches at different situation. In brief all the aspects of leadership style under study including autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style have been found essential to quality assurance although the exact nature of relationship vary across culture of the nations.

2.7 Research Gaps

The main objective of this study was to investigate the influence of leadership styles on quality assurance in the institutions of higher learning in Kenya. A lot has been written on Quality assurance and especially the mechanisms, process and techniques surrounding handling of the aforementioned for example accreditation, assessment, audit, academic review, external examination, inspection; in developed   and key area would undermine the goal of educational development. The literature review suggested that there is limited empirical research on quality assurance in the institutions of higher learning and more so, the leadership styles and what is there is mostly covers implementation strategies (Ayiro & Sang, 2012; Amaralal, 2009; Lewis, 2005). The Gaps identified include:

The key weakness could be the manner (leadership style) in which leaders exercise their authority in the Institution of Higher learning that have led to lack of accountability, low integrity, lack of regulatory oversight, lack of motivation, as well as corruption. At the same time, implementation could be the problem, and because leaders are the ones who formulate the policies and practices, they also have the power to enforce implementation and this also goes with leadership style that a leader uses to approach his or her stakeholders.

Globally there were no clear records available on studies to show influence of leadership styles on quality assurance in the institutions of higher learning in Kenya and more so, the influence of autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual

leadership style.

Institutions of higher learning in Kenya like any other institutions have quality assurance expectations from the stakeholders. In order to realize the huge expectation, leaders are expected to embrace scientific approach to provide solutions to questions such as; what are the quality assurances challenges facing Institutions of higher learning? What is the influence of leadership styles on quality assurance? What is the influence of autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style on leadership and quality assurance in the Institutions of higher learning in Kenya?

All these questions that are pointed above represent important gaps to be addressed through this research. All the above questions seem not have been addressed by the scholars that have been writing on leadership styles, most of the empirical work have mostly lean on management and quality assurance forgetting that leadership is like the mother to management. It is leaders that formulate for example policies of the institution and this means that the work of implementation of these policies can be imposed by them as well.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure that was used to collect data and thereafter performed data analysis and then presented data in a way that met the research objectives and answered the research questions (Kothari, 2004). This section includes research philosophy, research design, and target population, sampling frame and size, sampling technique, data collection instrument, data collection procedure and the methods of data analysis (Mugenda &Mugenda, 2003) and thereafter, assumptions that were detected as well as data presentation to fulfill the study objectives.

3.2 Research Philosophy

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analyzed and used (Aliyu, Bello, Kasim & Martin, 2014). It is the foundation of knowledge and its nature that contain an important assumption about the way in which researcher views the world. It relates to the development of knowledge and the nature of that knowledge. There are three epistemological positions realism, interpretivism, and positivism (Saunders, Lewis & Thornhill, 2009).

The underlying research philosophy that guided this study was the positivism paradigm as it is regarded as a research strategy and approach that is rooted on the ontological principle (Aliyu *et al.*, 2014). Positivism manages to bring some prior expectations to the data analysis. On the other hand, it is also in agreement with interpretive research that permits explanation derived from emerging data. Through positivism, the research process was designed to reveal pre-existing phenomena and the relationships between them. In positivist approach, the phenomena under investigation are relatively stable, exist objectively and represent a factual

Account of the case (Taylor, 2014). The selection of positivism in this study was based on the examination of cause and effect relationships between objects of study, which is important in answering certain research questions or achieving the objectives of the study (Urus, 2013).

3.2.1 Research Design

Kombo and Tromp (2011) define research design as the structure of research. It is the "glue" that hold all of the elements in a research project together. It is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions. Orotho (2003) stated that research design is the scheme, outline or a plan that is used to generate answers to research problem (as cited in Kombo and Tromp 2011, p. 70). Bhattacherjee (2012) stated that it is a comprehensive plan for data collection in an empirical research project. It is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes:(1) the data collection process, (2) the instrument development process, and (3) the sampling process.

This study adopted descriptive research designs. The choice of the descriptive survey was made based on the fact that it utilizes elements of both qualitative and quantitative within the same study. It involves collections of quantitative information that can be tabulated along a continuum in numerical form, or it can describe categories of information (Kothari, 2004). The design was also adopted because the researcher was interested on the state of affairs already existing in the field and no variable was manipulated. It is on these characteristics of the descriptive design that the outcome and impact of these influences were understood. The descriptive design was most appropriate because it allowed the use of research instatement like questionnaires ((Kombor & Tromp, 2006). Additionally, these research designs were aligned with the research paradigm of the study as discussed.

3.3 Target Population

Bhattacherjee (2012) define population as all people or items with the characteristics that one wishes to study. The unit of analysis may be a person, group, organization, country, object, or any other entity that you wish to draw scientific inferences about. It is a group of individuals, objects or items from which samples are taken for measurement (Kombo &Tromp, 2006). It is a complete set of individuals, cases or objects with some common observable characteristics (Mugenda & Mugenda 2008). They are the larger groups from which a sample is taken.

The target population for this study comprises of leaders such as faculty deans, all heads of academic departments, all full-time lectures and all student representatives in the student body in the Kenyan Institutions of Higher Learning from selected public and private universities based in Nairobi metropolitan. The selected individuals in these categories formed units of observation and were provided with corresponding questionnaires. Since Kenyan universities are distributed widely within the country and in view of this contention and considering finance and time constrains, a number of 10(5 public and 5private) universities based in Nairobi metropolitan were targeted as the units of analysis as shown in Table 3.1. The population was selected on the basis of proximity, availability of information and to some extent geographical distribution.

Table 3.1: Distribution of Target Population

Universities	Faculty	Faculty	Full time	Student's	Total
Kenyatta University	17	70	1730	18	1835
JKUAT	19	47	850	18	934
TUK	18	54	520	12	604
Multimedia	14	66	340	18	438
Africa Nazarene	8	11	200	18	237
Daystar	5	8	400	18	431
CUEA	9	27	250	18	304
USIU	9	7	320	18	354
Strathmore	10	19	250	18	297
Total					7375

Source: IHL of Kenya 2016

3.4: Sample Frame and Sample Size

A Sample frame is a set of source materials from which the sample is to be drawn. It contains the names of all items of a universe or a set of objects. Sample frame provide a means for choosing the particular members of the target population that are to be interviewed in the survey. It is also used to identify a sample population for statistical treatment (Kothari, 2014)

To determine the sample size, the researcher decided to use Mugenda and Mugenda formula as this is a social science research. Mugenda and Mugenda (2008) recommend this formula for a social science research. The formula was stated as follows:

$$n = \frac{Z^2(p)(q)}{(d)^2}$$

Where

$n = $ The desired sample size

$z = $ The standard normal deviation at 95% confident level

$p = $ The proportion in the target population estimated to have characteristics being measured;

$q = $ The proportion in the target population estimated not to have characteristics being measured and is given by $q = 1 - p$

from the expression above, the sample size was obtained and the result are displayed in table 3.2

$$n = \frac{1.96^2(0.50)(0.5)}{(0.5)^2} = 249$$

Table 3.2: Sample Frame and Sample Size Distribution

Universities	Deans	HoD	F/L		Total	Deans	HoD	F/L		Total
				Student					Student	
UON	36	87	1800	18	1941	2	3	59	1	65
KU	17	70	1730	18	1835	1	2	56	1	60
JKUAT	19	47	850	18	934	1	2	28	1	32
TUK	18	54	520	12	604	1	2	17	1	21
MMU	14	66	340	18	438	1	2	11	1	15
ANU	8	11	200	18	237	0	0	7	1	8
DU	5	8	400	18	431	0	0	13	1	14
CUEA	9	27	250	18	304	1	1	8	1	11
USIU	9	7	320	18	354	1	0	10	1	12

3.5: Sampling Technique

Sampling is the procedure a researcher uses to gather people, places or things to study. It is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo and Tromp 2006). Patten (2004), states that obtaining an unbiased sample is the main criterion when evaluating the adequacy of a sample. Pattern (2004) also identifies an unbiased sample as one in which every member of a population has an equal opportunity of being selected in the sample. This ensured that the sample was as diverse as possible, representative, accessible and knowledgeable.

In this research, the population from which the sample was drawn did not constitute a homogenous group. In such a case, Kothari (2014) recommends stratified sampling technique in order to obtain a representative sample. This means that the population was divided into several sub-populations (strata) and then the researcher selected items from each stratum to constitute a sample that are individually more homogenous than the total. Since each stratum was more homogeneous than the total population, the researcher was able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; the researcher got a better estimate of the whole. By the use of this technique, the researcher was able to get a more reliable and detailed information (Kothari, 2014).

3.6 Data Collection Instruments

The main research tool was questionnaire as it provides a relatively simple and straight forward approach to the study. Questionnaires are regarded as effective data collection instruments that allow respondents to give much of their opinions pertaining to the research problem (Dempson, 2003). The questionnaire was sub-divided into several sections based on the research questions. A5 point Likert scale of 1-5 was used to measure respondent's response where 1 stand for very high or strongly agree and 5(five) stands for very low or strongly disagree (Kothari, 2014). Also, some semi-unstructured questions were designed to ask the

respondents to give their opinions or recommendations. The questionnaires contained uniform questions for all the respondents. In addition, secondary data was used by the researcher from past publications in scholarly articles, books and journals explaining the theoretical and empirical information on leadership styles and quality assurance.

3.7 Data Collection Procedure

The participating institutions were approached by use of consent letter from National Commission for Science Technology and Innovation (NACOSTI) addressed to the institution managements (Vice Chancellors), the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project. The VC's was requested to randomly select participants for data collection in relation to the categories identified in the sample size. The DVC research were approached since they were presumed to have authority over Deans, HOD's, lecturers as well as student representatives and were of great assistance in identifying and influencing desired respondents.

The researcher engaged ten research assistants to administer the questionnaire to the respondents in selected in institutions on the sample category. The entire questionnaire was administered to the respondents after a brief of instructions. As stated by Kombo and Tromp (2006), the study used a standardized instrument to collect the data, administered a self-developed instrument, and recorded naturally available data. The researcher made sure that the tests are conducted correctly and observations made systematically. In some cases, data was coded, for example males coded as 1 and female as 2. The study used electronic spreadsheet to keep the data for the study. This included both raw data and coded data. In most cases, the study used spreadsheet to perform some statistical calculations.

3.8 Pilot Testing

A Pilot study was conducted in the IHL in Nairobi Metropolitan. The purpose of pilot testing was to establish the accuracy and appropriateness of the research design and instrumentation and therefore enhanced validity. A pilot test assisted the

researcher in determining if there was flaws, limitations, or other weaknesses within the research instruments or research design to allow for revisions prior to the implementation of the study. A pilot test was conducted with participants that had similar interests as those that had to participate in the study. It also assisted the researcher with the refinement of research questions (Kvale, 2007; Kombo and Tromp, 2006). The suitability of the instrument(questionnaire) for this study was tested by administering it to a small number of respondents say 10% of the sample size as recommended by (Kothari, 2004), this was to enable the research to ascertain the validity and reliability of the instrument used. To carry out this test, the study took small samples of equal size from each of the proposed strata (Kothari, 2004). Out of a sample size of 249 leaders of IHL in Nairobi Metropolitan, a total of 25 leaders which is 10% of the sample size was randomly selected to participate in the pilot test. The respondents that were chosen for pilot study were not part of the main study. The instrument was pre-tested for both validity and reliability after which the main survey followed.

3.8.1 Reliability of Instrument

Mugenda and Mugenda (2008) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. However, reliability in research is affected by random errors, the pre-test will help the researcher identify the most likely source of errors and hence respond to them before the actual study.

The instrument was administered to the pilot sample of 25 respondents of the selected Institutions of Higher Learning in Nairobi metropolitan which sample enjoys the same characteristics as the study sample. The pilot sample did not participate in the final survey. Reliability of the instruments was then estimated from the collected data. Test re-test method was used to pilot the questionnaires, which did not form sample of the final study. This test re-test method involved administering the same scale or measure to the same group of respondents at two separate times after a certain time interval has elapsed. The two set of scores

was correlated to establish the reliability of the instruments. This was done by calculating the Cronbach co-coefficient between the scores. The value of the alpha coefficient ranged from 0 to 1. A correlation coefficient greater or equal to 0.6 was accepted (George & Mallery, 2003). The closer the correlation coefficient was to one, the higher the reliability.

3.8.2 Validity of Research Instrument

The validity of an instrument is the extent to which it does measure what it is supposed to measure. Mugenda and Mugenda (2008) stated that validity is the accuracy and meaningfulness of inferences, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the variables of the study. Brown (2006) and Mbwesa (2006) stated that validity of research instrument refers to the extent to which a test or instrument measures what it was intended or supposed to measure. Ranjit and Kumar (2005) further define validity as the quality of measurement procedure that provides respectability and accuracy. The research instrument was validated in terms of content validity. The content related technique measures the degree to which the questions reflect the specific areas covered. In this study the questionnaire and documentary analysis were submitted to the supervisors who are experts in the field to ascertain the validity. Any questions not correctly phrased were corrected to ensure content validity. The questions that was found to be inadequate was corrected before conducting the field study. In addition, the researcher conducted factor loading analysis to determine validity. A factor loading analysis greater than or equal to 0.5 was considered appropriate for purposes of determining validity. This comes as a result of the formula used above in finding the sample size (Mugenda & Mugenda, 2008).

3.9 Data Analysis and Presentation

Data analysis refers to examining the collected data and making discussions, inferences and conclusions Kothari (2014). Kombo and Tromp (2011) stated that data analysis refers to examining what has been collected in a survey or experiment, and making deductions and inferences. It also refers to a variety of

activities and processes that a researcher administers to a database in order to draw conclusions and make certain decisions regarding the data collected from the field. Mbwesa (2006) asserts that data analysis consists of activities of analysis involved in summarizing large quantities of raw data, categorizing, rearranging and ordering data. Quantitative data from this study was analyzed through descriptive and inferential statistics while qualitative data was analyzed through content analysis.

Completed questionnaires were edited for completeness and consistency. The questionnaires were coded and checked for any errors and omissions (Kothari, 2014). Consequently, the data was entered into the computer for computation of descriptive statistics by use of Statistical Package for Social Sciences (SPSS version 22). Descriptive statistics such as mean and standard deviation was used to analyze and present data to facilitate interpretation.

Inferential statistics entailed the use of multiple regression analysis to determine the relationships between the variables. The coefficients of determination (R-Square) resulting from the linear regression were used to determine the goodness of fit. To determine the relative importance of each of the independent variables on the dependent variable beta coefficients (slope) was tested for significance at 5% significance level. Pearson Correlation Coefficient was used to establish the strength of relationship between one variable and another.

Content analysis was used in analyzing qualitative data. Creswell (2003) defines content analysis as a technique for making inferences by systematically and objectively identifying specific characteristic of messages around common themes and using the same to relate trends. The areas the researcher chose to focus on depended both on the themes that had emerged from the data and the research objectives. Mugenda and Mugenda (2008) posits that the main purpose of content analysis is to study the existing information in order to determine factors that explained a specific phenomenon while Kothari (2014) stated that, content analysis uses a set of categorizations for making valid and replicable inferences from data to their context. The analyzed data was presented in form of frequency tables, percentages, and graphs based on research objectives.

3.9.1 Statistical Modeling

Based on this background, the following linear regression model was used in chapter 4 to test the linear relationships between individual predictor variables and the dependent variable, quality assurance of Institutions of Higher Learning in Kenya.

$$Y = \beta o + \beta_1 X_1 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\text{\textit{Equation 1}}$$

$$Y = \beta o + \beta_2 X_2 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\text{\textit{Equation 2}}$$

$$Y = \beta o + \beta_3 X_3 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\text{\textit{Equation 3}}$$

$$Y = \beta o + \beta_4 X_4 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\text{\textit{Equation 4}}$$

$$Y = \beta o + \beta_5 X_5 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\text{\textit{Equation 5}}$$

The study also relied on combined multiple linear regression model to test the significance of the influence of the combined independent variables on the dependent variable. The multiple linear regression model used in this study was laid out below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots\dots\text{\textit{Equation 6}}$$

Where

$Y = $ Quality Assurance

$X_1 = $ Autocratic leadership style

$X_2 = $ Strategic leadership style

$X_3 = $ Transformational leadership style

$X_4 = $ Transformational leadership style

$X_5 = $ Spiritual leadership style.

Explanation:

B_0 = Constant

B_1 = regression coefficient of X_1

B_2 = regression coefficient of X_2

B_3 = regression coefficient of X_3

B_4 = regression coefficient of X_4

B_5 = regression coefficient of X_5

ε = error term, the disturbance between 0 and 1

3.9.2 Hypothesis Testing

The significance of each independent variable was tested. The t-test statistic was used to test the significance of each individual predictor or independent variable and hypothesis. The p-value for each t-test was used to make conclusions on whether to reject or accept the null hypotheses. The benchmark for this study for accepting or rejecting the null hypothesis is a level of significance of 5 percent. If the p-value was less than or equal to five percent the null hypothesis was to be rejected and the alternative hypothesis to be accepted. Also, if the p-value was greater than 5percent the null hypothesis was to be accepted and the alternate hypothesis to be rejected. Table 3.3 below show how the decision was made on each variable.

Table 3.3: Summary of Test statistic for the Hypothesis

S/N	Research Hypothesis	Test	Decision
1	Autocratic leadership style significantly influences quality assurance of Institutions of Higher Learning in Kenya	T-test (p value)	If p value is ≤ 0.05 accept alternative hypothesis and conclude that autocratic leadership significantly influence quality assurance of Institutions of Higher Learning in Kenya
2	Strategic leadership style significantly influences quality assurance of Institutions of Higher Learning in Kenya	T-test (p value)	If p value is ≤ 0.05 accept alternative hypothesis and conclude that strategic leadership significantly influence quality assurance of Institutions of Higher Learning in Kenya
3	Transactional leadership style significantly influences quality assurance of Institutions of Higher Learning in Kenya	T-test (p value)	If p value is ≤ 0.05 accept alternative hypothesis and conclude that transactional leadership significantly influence quality assurance of Institutions of Higher Learning in

4	Transformational leadership style significantly influences quality assurance of Institutions of Higher Learning in Kenya	T-test (p value)	Kenya If p value is ≤ 0.05 accept alternative hypothesis and conclude that transformational leadership significantly influence quality assurance of Institutions of Higher Learning in
5	Spiritual leadership style significantly influences quality assurance of Institutions of Higher Learning In Kenya	T-test (p value)	If p value is ≤ 0.05 accept alternative hypothesis and conclude that spiritual leadership significantly influence quality assurance of Institutions of Higher Learning in

3.9.3 Diagnostic Tests (Multicollinearity, Heteroscedasticity, Normality, Linearity, and Outliers)

Multicollinearity test

Because of the independent variables of this study, the research had to detect multicollinearity that may occur when independent variables overlap with respect to the information they provide in explaining the variation in the dependent variable (Groebner *et al.*, 2008). To measure this, the research used variance Inflation Factor (VIF) for each independent variable in the model; a VIF equal to 1.0 for a given independent variable will indicate that the independent variable is not correlated with the remaining independent variables in the model. The greater the multicollinearity, the larger the VIF (Groebner *et, at.*2008). Anderson *et al.* (2010) also recommend computing the sample correlation coefficient to determine the extent to which the variables are related. To take care of all the above; the researcher had to drop some variables from the model, acquire additional data, rethink the model or transform the variables in order to minimize the problem of multicollinearity (Gujarati, 2010).

Heteroscedasticity test

In case the error terms do not have constant variance; the research had to detect heteroskedasticity. As stated by Williams (2015), the problem may arise as a result of the following: some respondents might provide more accurate responses than others leading to violation, subpopulation differences or other interaction effects with assumption that no differences exist, important variables may be omitted from the model. To detect heteroskedasticity, the research had to follow Williams (2015) recommendation, that is; visual inspection of residuals plotted against fitted values, alternatively, the researcher may decide on using graphical procedure to detect this or Gold field- quants test (analytical) as recommended by Gujarati (2010). To deal with the problem of heteroskedasticity, the researcher had to specify the model/ transform the variables or use Robust Standard Errors to correct the issue (William, 2015).

Normality test

To test whether data are normally distributed or not; the research used Shapiro-wilk test as recommended by Ghasemi and Zahediasl, (2012). Ghasemi and Zahediasl (2012) posits that Shapiro test can be conducted in the SPSS Explore procedure (Analyze-Descriptive Statistics-Explore-Plots-Normality plots with test). It is based on the data and the corresponding normal scores. It provides better power (ability to detect whether a sample comes from a non-normal distribution). It is also highly recommended by the scholars as the best choice for testing the normality of data as it works best for data sets, with <50, and can be used with larger data sets.

Linearity test

To check whether there was a relationship between the independent variable and dependent variable, the researcher carried out a linearity test (Nau, 2014). To detect this assumption, the researcher checked on residual plots (on the vertical axis) against the independent variable (on the horizontal axis). If the residuals band around 0 with no systematic pattern was displayed; then the relationship between (X) and (Y) was to be linear. And if the residual plot shows a systematic pattern, then the researcher will have to transform the independent variable so that the revised model was able to produce residual plots that will not systematically vary from 0(Groebner, Shannon, Fry, & Smith, 2008).

Outliers test

In case there were unusual values as a result of violating model assumption; then the researcher had to check on outliers for correction (Anderson, Sweeney, Williams, Freeman & Shoesmith, 2014). Anderson *et al.* (2014) recommended a consideration of another model incase such an issue take place. To detect outliers, the researcher checked whether there were standardized residuals to identify the problem. If an observation deviates greatly from the pattern of the rest of the data, then the corresponding standardized residual was large in absolute value. This was carried out by the use of computer as recommended by (Anderson *et al.,* 2014). To

handle the issue of outliers, the researcher first checked to see whether there was valid observation; this was because error would have taken place while recording data or entering the data into the computer files (Anderson *et al,* 2014). Anderson *et al*. (2014) posits that using the incorrect data value normally affect good fit and identification of outliers enable the researcher to correct the data error and improve the regression result.

CHAPTER FOUR

DATA FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

The study sought to investigate the influence of leadership styles on Quality Assurance in institutions on higher learning in Kenya. Specifically, the study examined the independent variables namely autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style. This chapter presents the empirical findings and the results of the application of variables using descriptive research design. Data was cleaned, coded and analysed based on each independent variable using the Statistical Package for Social Science (SPSS). First the analysis of the characteristics/demographic information of the sample was presented. Secondly, descriptive analysis/discussion of the variables in the conceptual framework in chapter two were presented. Thirdly, diagnostic tests or test of assumptions were carried out to detect any abnormality in the data. Finally, inferential statistic/statistical modeling of the variables were performed and the findings summarized in the next section.

4.2 Respondent Rate

Fowler (2014) defines the response rate as the extent to which the final data set includes all sample subjects and it is calculated as the number of the people with whom interviews are completed, divided by the total number of people in the entire sample, including those who refused to participate and those who were unavailable, multiply by 100. A total number of 249 was to be administered and the results indicated in table 4.1 shows that the majority (70.28%) of the questioners were returned while (29.71%) were unreturned.   Babbie (2002), reported that a response rate of above 50% is adequate for analysis. A response rate of 70.28% in this study was considered adequate.

Table 4.1: Response Rate

Response Rate	Frequency	Percent
Returned	175	70.28%
Unreturned	74	29.71%
Total	249	100.0%

4.3 Pilot study Results

A pilot study was conducted to establish whether the research instrument was valid and reliable for data collection. It helped the researcher in testing the feasibility of the study techniques and perfecting the questionnaire concepts and wording. Pretesting was carried out before data collection in order to; find out if the selected questions were measuring what they were supposed to measure, find out if the wordings were clear and easy to be interpreted by the respondents, it helped the researcher to detect response provoked and if there was research bias, pilot study also assisted in monitoring the context in which the data was to be collected and topic area discussed (Kombo and Tromp, 2006). The testing was done using 25 questionnaires (10% of the sample size) as stated in chapter three (Kothari, 2004) where reliability, validity and factor analysis was performed and findings are discussed as followed.

4.3.1 Reliability and Validity of Research Instrument

Mugenda and Mugenda (2008) defined reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instrument was carried out using Cronbach's alpha constant which is a measure of internal consistency and average correlation. It ranges between 0 and 1(Kipkebut, 2010). As a rule of thumb acceptable alpha should be at least 0.70, (Mugenda & Mugenda, 2008). The measurement scales for reliability were tested using Cronbach's alpha coefficient and for an alpha of 0.7 and above, the instrument was interpreted as reliable (Cronbach, 2003). The results in the table

4.2 show Cronbach's alpha of above 0.7 and most of it above 0.8 implying that the instruments were sufficiently reliable for measurement. Since the reliability coefficient was found to be above the recommended threshold of 0.7, the validity of the instrument was considered reliable (Brown, 2006).

Table 4.2: Reliability Test Statistics

Variable	Cronbach's Alph	Number of items	Remarks
Autocratic leadership style	0.712	16	Accepted
Strategic leadership style	0.845	11	Accepted
Transactional leadership style	0.747	13	Accepted
Transformational leadership style	0.926	11	Accepted
Spiritual leadership style	0.803	18	Accepted
Quality assurance	0.886	19	Accepted

4.3.2 Factor Loading Analysis

Factor analysis focuses on the internal-correlations among data to come up with internally consistent surrogates of the variable (Mugenda, 2010). Cooper and Schindler (2008) suggested that factor loadings of 0.7 and above are acceptable. Other researchers indicate that 0.4 is the minimum level for item loading. Hair *et al.,* (2010) illustrates that factor analysis is necessary in research to test for construct validity and highlight variability among observed variables and to also check for any correlated variables in order to reduce redundancy in data..

In this study, factor analysis was used to reduce the number of indicators which do not explain the effect of various leadership styles on quality assurance. Hair *et al.*, (2010) and Tabachnick and Fidell (2007) described the factor loadings as follows:0.32 (poor), 0.45 (fair), 0.55 (good), 0.63 (very good) or 0.71 (excellent).

However, for explanatory purposes, a level of 0.4 or 0.5 is considered high by researchers (Rahim and Magner, 2005). All the indicators of the various constructs were subjected to confirmatory factor loading analysis using SPSS version 21. In total there were 88 components. According to the findings all the indicators of various constructs were retained except the first one of quality assurance that stated; meet criteria as determined by the higher educational ordinance, which was found to have lower factor loadings than the minimum 0.5 accepted by this study. It was highlighted and excluded from the discussion. The results also confirm all the variables in the conceptual framework model for this study as discussed in chapter two. Appendix 2 up to 7 gives a summary of the confirmatory factor analysis on autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style, and spiritual leadership style and quality assurance. Autocratic leadership style had 16 items and none of the items recorded factor loadings less than 0.40. The factor loadings of 16 items for Autocratic leadership style were ranging between 0.427 and 0.975 and therefore were considered to be valid for the constructs represented.

The study intended to measure the effect of Strategic leadership style by using 11 items. All the 11 had factor loadings above 0.40 that is between 0.409 and 0.791. Therefore, all were found to be valid for the constructs they represented and could therefore be used in the study. In order to test the validity of Transactional leadership style, an instrument comprising thirteen items was considered. Subsequently no item was removed factor loadings recorded was between 0.441 and 0.797. These were considered valid to measure effect of Transactional leadership style on quality assurance in institution of higher learning in Kenya.

From the original list of eleven items put forward to measure the effect of Transformational leadership style the Principal Component Analysis method discarded no item. Factor loadings recorded was between 0.417 and 0. 680.

To measure the effect of Spiritual leadership style on Quality assurance institution of higher learning in Kenya, 18 items were presented. All the 18 were found to have acceptable factor loadings of between 0.431 and 0.658 and subsequently

considered valid for inclusion in the data collection instrument and further analysis.

In order to test the validity of Quality assurance, an instrument comprising nineteen items were considered as originally compiled from the literature. Subsequently one item, and specifically the first item, with low factor loadings of 0.293 was discarded leaving eighteen items with factor loadings between 0.433 and 0.760. These were considered valid to measure effect of Quality assurance in institution of higher learning in Kenya.

The overall summary of the factor analysis for all the variables, the four factors measuring the independent variables and dependent variable are indicated on the table 4.3; Autocratic leadership style show that all the factor loadings for the 16 items were 0. 52. All the items were retained based on the general rule of thumb for acceptable factor loading of 40%. The results of the factor analysis for Strategic leadership style with eleven items yielded a factor loading of 0.63, no factor was dropped because they followed the acceptable threshold. The factor analysis for Transactional leadership style, with thirteen items shows factor loadings above 0.55. Since all the loadings were above 0.55, no factor was dropped because they followed the acceptable threshold. For Transformational leadership style, there were eleven items and no item were dropped and factor loading recorded was above 0.58. For Spiritual leadership style out of eighteen items, no item was dropped for inconsistency or irrelevance and factor loading was above 0.61. Lastly, the result of the factors measuring the dependent variable shows that Quality assurance had nineteen items and the factor loading was above 0.58 after one factor was removed. All the factor loadings were above 0.52 which implies that all items fall within the acceptable threshold as indicated by the general rule of thumb.

Table 4.3: Summary of Factor Analysis

Independent /Dependent Variables	Number of Items	Overall factor loading	Remarked
Autocratic leadership style	16	0.52	Retained
Strategic leadership style	11	0. 63	Retained
Transactional leadership style	13	0.55	Retained
Transformational leadership style	11	0. 58	Retained
Spiritual leadership style	18	0. 61	Retained
Quality assurance	19	0. 58	Retained

4.4 Background Information

This section describes background of the study population based on the data collected and analysed. Every target population usually has its own characteristics. The respondents who participated in the study were asked to indicate their gender, age, level of education, years of service, position, leadership style practiced, leadership style and leader, likes and dislikes, preferred leadership, whether preferred leadership is practiced and individual opinion on how leadership style affect quality assurance. The findings are summarized below.

4.4.1 Gender of Respondents

The study sought to establish gender of the respondents. The findings were presented in figure 4.1: From the study findings, majority (57.14%) of the respondents were male while 42.86% of the respondents were female. This

implies that the male leaders were more than female in the institutions of higher learning in Kenya.

The findings agree with the view of other scholars. Republic of Kenya (2005) study explained that despite rapid expansion of higher education in the past decade, challenges in access and equity remain. These include inadequate capacity to cater for growing demand for more places and gender and regional disparities. There is also mismatch between skills acquired and practice in industry.
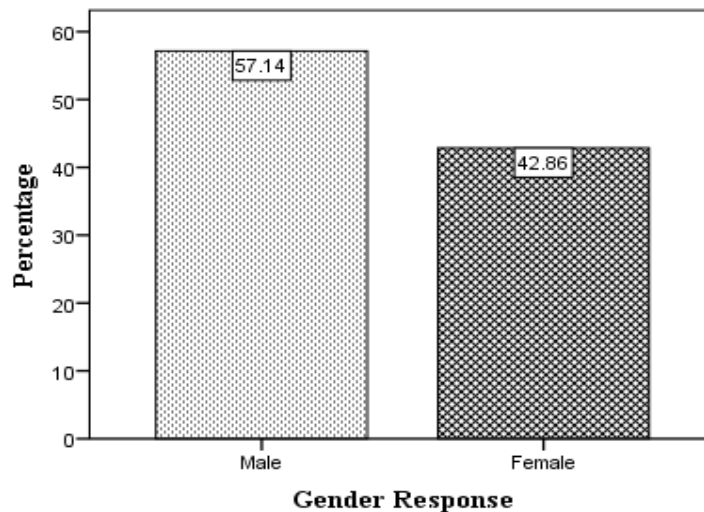
Figure 4.1: Gender Response

4.4.2 Age of the Respondents

The study sought to establish age of the respondents. The findings were presented in table 4.4 From the study findings, majority (51.4%) of the respondents ranges from 41- 50 years while 22.3% of the respondents range from 50 and above, (18.3%) of the respondents ranges from 21-30 years, 4.6% ranges from 31-40 years, lastly 3.4% of the respondents are below 20years. This implies that the majority of the leaders were of middle age.

Table 4.4: Age of the Respondents

	Frequency	Valid Percent (%)
Below 20	6	3.4
21-30	32	18.3
31-40	8	4.6
41-50	90	51.4
50 and Above	39	22.3
Total	**175**	**100.0**

4.4.3 Level of Education

The study sought to establish the level of education of the respondents. The findings were presented in figure 4.2 From the study findings, majority (50.29%) of the respondents are of post graduate (masters) while 29.71% are graduates (PhD), (16.57%) of the respondents have reached undergraduate, lastly 3.429% of the respondents have reached college level. This implies that the majority of the leaders have reached masters.

Ayiro and Sang (2012) reported that the challenge for Africa in creating knowledge economies is to improve the quality of tertiary education and at the same time increase the number of people trained at high quality levels in appropriate fields. The record to date in this area is not particularly good. Ayiro and Sang (2012) also corroborated this by submitting that the shortage of qualified personnel is also one of the major constraints to developing quality assurance practices in the region.

However, Hayward, (2006) in his study on quality assurance argues that quality assurance is much more than meeting some minimal standard measures of inputs – number of faculty members with PhDs, books in the library, ratio of computers to students. If quality assurance is to be carried out effectively it must be seen as important to those involved, impart critical information to tertiary institutions, employers, and the public, and be meaningful to the international higher education community and other international actors. Without high quality, tertiary education nations lack the trained professionals to meet the needs highly competitive markets and the challenges of knowledge societies.

In a study by Hendel and Lewis (2005) posited that the state has a regulatory role to assure that all education providers meet certain quality and equity standards. Quality is not determined solely by institutional type as a public or private institution, but on whether or not an institution adheres to externally established standards promulgated by the academic community.
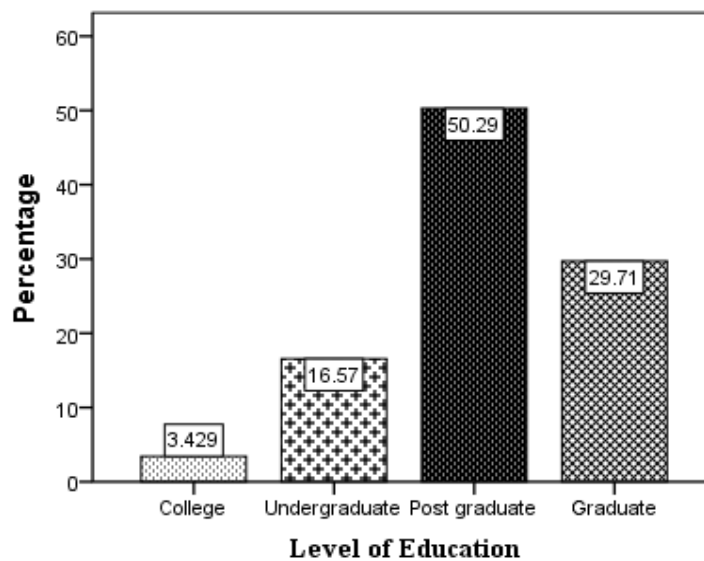
Figure 4.2: Level of Education

4.4.4 Length of Service

The study sought to establish the length of service of the respondents. The findings were presented in table 4.5 From the study findings, majority (29.1%) of the respondents have worked for 16-20 years while 25.7% of the respondents have worked for 11-15years, (19.4%) of the respondents have worked for 1-5 years, lastly 15.4% the respondents have worked for over 26 years, 4.0% of the respondents have worked for less than one year. This implies that the respondents had worked in the institutions for a long period of time and therefore they were more likely to be aware of the issues that surround leadership and quality assurance.

This finding corroborates with other scholar's suggestions. Spendlove (2007) found that credibility and experience of university life is crucial for effective leadership in higher education. Spendlove suggests that there is a need for a more proactive approach to identifying leadership competencies and developing leadership throughout universities.

Table 4.5: Length of Stay

Length of service	Frequency	Percent
Less than one Year	7	4.0
1-5 Years	34	19.4
6-10 Years	11	6.3
11-15 Years	45	25.7
16-20 Years	51	29.1
Above 26 Years	27	15.4
Total	175	100.0

4.4.5 Current Position

The study sought to establish the current position of the respondents. The findings were presented in table 4.6: From the study findings, majority (39.42%) of the respondents were full-time lecturers while 23.42% of the respondents were HODs, (19%) of the respondents were dean faculties and lastly 18.28% the respondents were student leadership. This implies that most of the respondents were fulltime lecturers. This shows that quality assurance should start with lecturers as they form the biggest body in the institution. This finding agrees with Haris (2013) report that stated that quality assurance in an institution of higher learning should start with the staff members. Harris suggests that recruitment of faculty members should be carried out with the utmost rigor. Candidates should be identified through advertisements and recommendations and, in the case of senior appointments; the search should be done without any bias with respect to nationality, religion or race.

Modise (2010) emphasize that everybody in the institution should have a responsibility to maintain and enhance the quality of product or service, understand, take and own systems which are in place to maintain and enhance quality; at the same time; the institution should be able to satisfy itself by having effective structures and mechanisms in place so that continual quality improvement can be guaranteed. In a nutshell, evidence from the research findings by Allais (2009) indicated that total quality management systems lead to an organization putting all its energy into compliance.

Table 4.6: Current Position

Respondents	Frequency	Percent
Student leadership	32	18.28
Full time Lecturer	69	39.42
Head of Department	41	23.42
Dean Faculties	33	19.00
Total	175	100.0

4.4.6 Type of Leadership style being practiced

The study sought to establish the type of leadership style being practiced where the respondents work. The findings were presented in table 4.7. From the study findings, the majority 43.4% of the respondents said that their institution practice strategic leadership style, 34.9% of the respondent said that their institution practice transformational leadership style, 10.3% of the respondents said that their institution practice transactional leadership style, 6.9% of the respondents said that their institution practice autocratic leadership style and lastly 4.6% of the respondents said that their institution practice Spiritual leadership style. Finding implies that most of the institutions of higher learning in Kenya practice strategic leadership style.

The above findings do not correspond with those of other scholars. Instead of strategic leadership coming on top, Pham, 2016 studying on quality assurance found out that Leaders who encourage and support transformational leadership are the best as they tend to share power, by delegating responsibilities and engaging a larger number of stakeholders. They are also willing to learn from others thus establishing systems to receive feedback from others within the organization and including their clients. Transformational leaders are sensitive to each team member's needs for achievement and growth. Pham, 2016 perspectives was that transformational leadership seems to be the most appropriate approach for state universities leaders to support quality improvement.

Empirically there was evidence that transformational leadership is strongly correlated with employee work outcomes such as: lower turnover rates, higher level of productivity, employee satisfaction, creativity, goal attainment and follower well- being (Odumeru & Ogbonna, 2013). Another characteristic that is associated with this style as Silva (2015) stated is changes in both the followers and the organization.

Based on this study, transformational leadership style had some positive impact on quality assurance and in relation to its strengths, Pham, 2016 in their study highlight some of its positive aspects that may lead to quality assurance such as attributes to learn, perspective to see that change is needed and what consequences an institution may experience out of any positive or negative practices. At the same time, transformational leaders who develop and communicate a vision are able to overcome obstacles and are concerned about the quality of the services their organization provides, and inspire other members to do likewise.

Table 4.7: Type of Leadership style being Practiced

Leadership style	Frequency	Percent
Autocratic leadership style	12	6.9
Strategic leadership style	76	43.4
Transactional leadership style	18	10.3
Transformational leadership style	61	34.9
Spiritual leadership style	8	4.6
Total	175	100

4.4.7 Type of Leadership style and Leader

The cross-tabulation table 4.8 below shows the relationship between type of leadership being practiced in institution and leaders. The result shows that majority 66% of the respondents indicated that deans of faculties practice autocratic style of leadership. The respondents indicated that those who practice

strategic style of leadership are 53% of heads of departments and 31% of deans. It was also worth noting none of the vice chancellors are practicing autocratic, strategic, transactional and spiritual leadership style as per the respondents. Majority 61.1% of the respondents indicated that those who are practicing transactional style of leadership are deans while 33% are heads of departments. Again 45% of the respondents indicated that those who are practicing transformational style of leadership are deans while 29% are heads of departments. Lastly 50% of the respondents indicated that those who are practicing spiritual style of leadership are deans while 37.5% are head of departments. From these findings we can conclude that most of the leadership styles are being practiced by deans and head of department at 42.9% and 40% respectively.

Finding corresponds with those of other scholars and especially on deans. Thrash (2012) in USA reported that academic deans to their position of power within the universities play key leadership roles within the institution. However, there is little or no formal leadership training for these academic leaders because many deans rise from the ranks of faculty to the deanship position.

The reason why lectures and students do not feature implies that they are not empowered enough on leadership skills. This can also be approved with the study carried in UK by Spendlove (2007) which stated that most universities have no systematic approach for either identifying or developing leadership skills. Spendlove suggest that there is a need for a more proactive approach to identifying leadership competencies and developing leadership throughout universities.

A research done by Higher Education South Africa (2010) posits that the roles of governance, leadership and management are crucial in the management of transformational change in higher education and, paradoxically, they in turn need to be transformed in order to deliver in this respect. They create an environment conducive to a culture of tolerance and understanding, effective strategic planning and shared decision-making in a variety of strategic issues, such as achieving equity in participation and success by both students and staff.

A study carried in Uganda by Muriisa (2015) stated that, African University' today, like any other university, has clear mandates and roles; research, teaching and community service, clearly laid down on paper in many of the universities' manuals and strategic plans. But, in reality, these roles are not performed at all or are performed in a manner that may not warrant clear roles. This situation calls for rethinking what role should universities play. The role of leadership has been overlooked yet it occupies a central role in the performance of the university.

Coates and Anderson (2008) found that the selection and development processes for higher education leaders are often unrelated to what is necessary to negotiate the daily realities of their work; the nature and focus of leadership development programs don't always address the capabilities that count, and that the central role of university leaders in building a change capable culture is either unrecognized or misunderstood.

A study carried by Ojudu in Nigeria (2012) stated that, leadership is central and the state has a responsibility to put in place an enabling framework that encourages tertiary education institutions to be more innovative and more responsive to the needs of a globally competitive knowledge economy and to the changing labour market requirements for advanced human capital.

Table 4.8: Type of Leadership style and Leader

Leadership Style and Leader Cross Tabulation

	Student Leadership	Lecturer	Head of Department	Dean	Dvc	Vc	Tal
Autocratic Leadership Style	8.3%	8.3%	16.7%	66.7%	0. 0%	0.0%	100%
Strategic Leadership Style	2.6%	5.3%	53.9%	31.6	6.6%	0.0%	100%
Transactional Leadership Style	5.6%	0.0%	%	33.1%	0.0%	0.0%	100%
Transformational Leadership Style	8.2%	0.0%	33.3%	61.1%	0.0%	0.0%	100%
Spiritual Leadership Style	0.0%	14.8%	29.5%	45.9%	0.0%	1.6%	100%
Total	5.1%	8.0%	40.0%	42.9%	3.4%	0.0%	100%

4.5 Descriptive Statistic

Descriptive statistics are used to organize and describe the characteristics of a collection of data Salkind (2011). This section summarises descriptive statistics of the five independent variables: autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual. It also covers the descriptive statistic of the dependent variable quality assurance. Findings were analyzed, cross tabulated and presented as follows:

4.5.1 Autocratic Leadership Style

This was the first independent variable of the study and the objective was to assess its influence on Quality Assurance in institution of higher learning in Kenya. The leadership style was operationalized by reference to the following indicators; power distance, individualism and collectivism, masculinity and Femininity, and assertiveness. Findings are as follows:

Power distance

This was the first item under autocratic leadership style and covers the first three statements in table 4. 9. Under this indicator, the respondents were first asked to rate the extent at which the leader is very keen on maintaining relationships with stakeholders as far as autocratic leadership is concerned in relation to their position of work. 0.6% strongly agree, 2.3% agree 12.6% were neutral, 44% disagree and 40.6% strongly disagree. Finding implies that most of the leaders in the institutions of higher learning does not maintain relationships with stakeholders.

Failure to maintain relationship with stakeholders implies that leaders of institutions of higher learning exercise autocratic leadership style. Autocratic leaders act in a more self-centered way of control, power-oriented, coercive, punitive, and close- minded. Autocratic leaders are poor in retaining members and recruiting new members to replace them, thus the group led by such managers may be very unstable (Tan & Yazdanifard, 2013, Terzi, 2011).

Secondly, to know the extent to which the leader allow participation, 4.6% strongly agree, 7.4% agree 22.3% were neutral, 38.3% disagree and 26.9% strongly disagree. This was a clear indication that leaders in the institutions of higher learning does not allow participation. Finding correspond with those of other scholars. Betty (2014) study noted that this type of a leader makes all decisions without considering input from staffs and because they see knowledge as power, they tend to withheld critical information from the team and the blame is placed on individuals rather than on faulty processes.

In light of this approach of leadership, there was a possibility that achieving the demand of quality assurance might be negatively affected as it is a non-inclusive approach of leadership and it implies a high degree of control by the leaders without much freedom or participation of members in group decisions Terzi (2011) and while Soka and Bright (2012) argue that it does not incorporate values of others at the same time it exclude the community in the decision-making process. Terzi (2011) study also report that leaders using this approach believe on power

and status difference among people, and resist change.

Privileges offered by the leader were also rated under power distance as follows: 1.7% strongly agrees, 9.7% agree 25.1% were neutral, 38.3% disagree and 25.1% strongly disagree. The implication was that most leaders does not offer privileges to stakeholders. The finding goes together with the theory of Rensis Likert that reveal autocratic leaders as leaders that are more independent in their decision making by not incorporating other people's values (Soka and Bright, 2012) and according to Bolden *et al.* (2003), it takes the decisions and announces them, expecting subordinates to carry them out without question. The study concludes that the leaders agreed there is power distance in the institutions of higher learning and therefore this will impact negatively upon quality assurance.

Individualism and Collectivism

This was the second item for autocratic leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader embrace ideas from stakeholders in relation to their position of work. 2.3% strongly agree, 3.4% agree 16.6% were neutral, 50.3% disagree and 27.4% strongly disagree. It was a clear indication from the findings that leaders do not embrace ideas from stakeholders. Tan and Yazdanifard (2013) stated that, a leader using autocratic leadership style is a more self-centered and close minded in terms of their behaviors. It implies a high degree of control by the leaders without much freedom or participation of members in group decisions (Terzi, 2011).

In regard to know the extent to which the leader embrace acceptance, 2.3% strongly agree, 14.4% agree 26.4% were neutral, 36.2% disagree and 20.7% strongly disagree. This agreed with scholars finding. Terzi (2011) study noted that leaders using autocratic approach believe on power and status difference among people, and resist change and according to Terzi (2011), it is a non-inclusive approach of leadership that implies a high degree of control by the leaders without much freedom or participation of members in group decisions.

Findings in table 4.9 below indicated that 13.1% of the respondents strongly agree that the leader is reserved, 31.4% agree, 24.61% were neutral, 17.7 % disagree and 13.1% strongly disagree. This finding corroborated with other scholars. Betty (2014) study shows that this type of a leader makes all decisions without considering input from staffs and because they see knowledge as power, they tend to withheld critical information from the team and the blame is placed on individuals rather than on faulty processes. Soka and Bright (2012) reported that autocratic leaders are more independent in their decision making do not incorporate other people's values.

In regard to dealing with individual issues, 1.7% strongly agree, 7.4% agree 12.0% were neutral, 58.9% disagree and 19.4% strongly disagree. In relation to what Tan and Yazdanifard (2013) stated, a leader using autocratic leadership style is a more self-centered and close minded in terms of their behaviors. It implies a high degree of control by the leaders without much freedom or participation of members in group decisions (Terzi, 2011).

The fifth and last item under individualism and collectivism was whether the leader emphasizes on harmony and social order values. 1.7% of the respondents strongly agree that the leader embrace harmony, 4.0% agree 12.0% were neutral, 42.9 % disagree and 39.4% strongly disagree. The implication is that most of the leaders in the institutions of higher do not embrace harmony and social order values.

These findings do not correspond fully with other scholars. (Bolden et at., 2003, CMI, 2015) noted that autocratic leadership involves theory X and theory Y managers that focuses on human relationships. In relation to this, a leader holding theory X assumptions would prefer an autocratic style, whereas one holding theory Y assumptions would prefer a more participative style. In this case, if leaders decide to use theory X approach then it might be difficult to gauge with stakeholders such as teachers, students, personnel distribution as well as finance resources if the leader does not show interest and undermine their presence. Positively, a leader employing theory Y approach is able to win the trust of the

stakeholders by making them to participate in the process of quality assurance. The study concluded that individualism and collectivism have both negative and positive implication when it comes to achieving quality assurance in an institution of higher learning.

Masculinity and Feminity

This was the third item for autocratic leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader consider employee perception in relation to their position of work. 1.7% strongly agree, 9.1% agree 16.0% were neutral, 36.6% disagree and 36.6% strongly disagree. Implication is that majority of the leaders does not consider stakeholders perception. The data agreed with findings by other scholars including Soka and Bright (2012) who argued that autocratic leaders does not incorporate values of others at the same time they exclude the community in the decision-making process. Terzi (2011) study also reported that leaders using this approach believe on power and status difference among people, and resist change. In light of this approach, there was a possibility that achieving the demand of quality assurance might be negatively affected as it is a non-inclusive and it implies a high degree of control by the leaders without much freedom or participation of members in group decisions Terzi (2011). The study concluded that few leaders consider stakeholders perception, this could reduce team work that is an important aspect of quality assurance.

In regard to know whether the leader possess friendly behavior, 2.3% strongly agree,5.7% agree 15.4% were neutral, 44.0% disagree and 32.6% strongly disagree. In relation to these finding, most scholars suggested that autocratic leaders are poor in retaining members and recruiting new members to replace them, thus the group led by such managers may be very unstable (Tan & Yazdanifard, 2013, Terzi, 2011). The study concluded that there was poor relationship among leaders and stakeholders, implication was that leaders of institutions of higher learning lack innate intelligence and as Magoha (2017) suggested, leadership is not possible for all despite desire or training.

Findings in table 4.9 below indicate that 1.7% of the respondents strongly agreed that the leader is wise and honest, 3.4% agree 18.3% were neutral, 38.3 % disagree and 39.3% strongly disagree. These finding corroborated with Tan and Yazdanifard (2013) views that stated that a leader using autocratic leadership style is a more self- centered and close minded in terms of their behaviors. It implies a high degree of control by the leaders without much freedom or participation of members in group decisions (Terzi, 2011). The study concluded that the level of honesty is minimal among the leaders in the institutions of higher learning, hence no hope in quality assurance.

In regard to being responsible, 14.3% strongly agree, 20.6% agree 24.6% were neutral, 24.0% disagree and 16.6% strongly disagree.   Finding corresponded with those of other scholars. (Hendel& Lewis,2005; CMI, 2015) noted that autocratic element that comes with seven stages such as tells, persuades, shows, consults, asks, shares and involves might also lead to some direction.

A study by Dinham (2007) stated that Schools of authoritarian leaders may be orderly and well run with delegation, reporting and accountability systems utilized to facilitate this. There tends to be a high degree of dependency on the authoritarian leader who has the final say on everything. Schools led by authoritarian leaders can be characterized by low risk taking and innovation. There may be considerable untapped potential in organizations led by authoritarian leaders. Staff and students can be infantilized under the authoritarian leader. The study concludes that autocratic leaders are responsible, implication is that leaders in the institution of higher learning are committed to their duties, hence hope of quality assurance.

Assertiveness

Under this indicator, the respondents were first asked to rate the extent at which the leader exercise control on others in relation to their position of work. 6.3% strongly agree, 19.4% agree 27.7% were neutral, 30.4% disagree and 14.3% strongly disagree. This disagreed with findings by (Terzi, 2011) that stated that autocratic leaders imply a high degree of control by the leaders without much

freedom or participation of members in group decisions. It is a leadership style characterized by act in more self-centered ways of control, power-oriented, coercive, punitive, and close-minded. Autocratic leaders are poor in retaining members (Tan & Yazdanifard, 2013, Terzi, 2011). The study concluded that leaders of institutions of higher learning do not exercise control, implication of hope of quality assurance.

In regard to know the extent to which the leader act authoritatively, 9.1% strongly agree, 28.0% agree 48.0% were neutral, 18.3% disagree and 8.0% strongly disagree. The data agreed with findings by other scholars. (CMI, 2015) reported that autocratic leaders exert authority to their followers – the leader has little trust or confidence in his subordinates, manages by issuing orders and uses fear and punishment as motivators. The study concluded that leaders of institutions of higher learning act authoritatively. Implication was that leaders have minimal chance of achieving quality assurance. Directions given by the leader was also rated as follows: 4.0% strongly agree, 8.0% agree 20.6% were neutral, 48.6% disagree and 18.9% strongly disagree.

These findings corroborated with Tan and Yazdanifard (2013) and Terzi (2011) that posited that authoritative leaders impose directives or authority on stakeholders. It is a leadership style characterized by act in more self-centered ways of control, power- oriented, coercive, punitive, and close-minded. In most cases as Betty (2014) study shows, this type of a leader makes all decisions without considering input from staffs and because they see knowledge as power, they tend to withheld critical information from the team and the blame is placed on individuals rather than on faulty processes. The study concluded that leaders of institutions of higher learning impose directions on stakeholders and this impact quality assurance negatively.

In regard to dominant and aggressive, 13.7% strongly agree, 24.6% agree 21.7% were neutral, 29.7% disagree and 10.3% strongly disagree. To some extent, the data agreed with findings of other scholars at 24.6%. (Dinham,2007) felt that authoritative leaders tend not to negotiate or consult with staff, students or the

community, but expect their orders to be obeyed without question. They focus on procedures rather than people. Because of their use of rules, punishments and sanctions, they may be feared, rather than respected or liked. Recognition and positive feedback from the authoritative leader are lacking, although people may occasionally receive blast from the leader as he or she reinforces control and authority through pulling people back into line and reminding them who is the boss. On the other hand, a section of leaders disagrees at the level of 29.7% that leaders are not dominant and aggressive. These findings go hand in hand with (Bolden et at., 2003, CMI, 2015) suggestions that stated that autocratic leadership involves theory X and theory Y managers that focuses on human relationships.

Table 4.9: Descriptive Statistic for Autocratic Leadership Style

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation
Maintain relationship	0.6%	2.3%	12.6%	44%	40.6%	4.22	0.794
Participation	4.6%	7.4%	22.3%	38.3%	26.9%	3.76	1.072
Privileges	1.7%	9.7%	25.1%	38.3%	25.1%	3.75	0.995
Embrace ideas	2.3%	3.4%	16.6%	50.3%	27.4%	3.97	0.887
Acceptance	2.3%	14.%	26.4%	36.2%	20.7%	3.59	1.043
Reserved	13.1%	31.%	24.6%	17.7%	13.1%	4.22	0.794
Individual issues	1.7%	7.4%	12.0%	58.9%	19.4%	3.76	1.072
Harmony	1.7%	4.0%	12.0%	42.9%	39.4%	3.75	0.995
Employee perception	1.7%	9.1%	16.0%	36.6%	36.6%	3.97	0.887
Friendly Behavior	2.3%	5.7%	15.4%	44.0%	32.6%	3.59	1.043
Wisdom and honest	1.7%	3.4%	18.3%	38.3%	38.3%	2.86	1.238
Responsible	14.3%	20.%	24.6%	24.0%	16.6%	3.88	0.873
Control	6.3%	19.%	29.7%	30.3%	14.3%	4.14	0.902
Authoritative	9.1%	28.%	48.0%	18.3%	8.0%	3.97	1.025
Direction	4.0%	8.0%	20.6%	48.6%	18.9%	3.99	0.959
Dominant Aggressive	13.7%	24.%	21.7%	29.7%	10.3%	4.08	0.925
Total						3.84	0.970

4.5.2 Strategic Leadership Style

This section examines the independent variable strategic leadership style which was studied under the specific indicators: hierarchy, communication, expertise and ownership. The section summaries descriptive statistic on the variable strategic leadership style.

Hierarchy

This was the first item under strategic leadership style and covers the first three statements in table 4.10. Under this indicator, the respondents were first asked to rate the extent at which the leader command communication as far as strategic leadership is concerned in relation to their position of work. 13.8% strongly agree, 36.8% agree 35.6% were neutral, 10.9% disagree and 2.9% strongly disagree.

Findings agreed with other scholars. Hernandez, *et al.* (2011) noted that strategic leaders concentrate at the top of the organization (CEOs, top management team members); thus, their group of followers is potentially very large and communicating with all of them directly become impossible or undesirable. Nevertheless, there usually exists a follower where the top managers communicate to distant followers via their more proximal followers such as divisional or department managers. Top leaders therefore rely on the mid-level managers to act as surrogates to spread their message and vision in a favorable light, this relationship can have a significant influence on the way that the leader's vision is communicated and leadership is enacted.

Sitati et al (2012) also observes that the style of communication by strategic leaders raises issues. They argue that the fundamental starting point for a leader is having a good understanding of human nature, such as needs, emotions, and motivation. Leaders must come to know their employees' attributes in relation to communication. The channel of communication has to be clear to all stakeholders and not just leaders; it has to be a two-way. Leaders have to know that what and how they communicate either builds or harms the relationship

between themselves and their stakeholders. The study concluded that leaders command communication, the implication is that this type of communication can have a significant influence on the goal of achieving quality assurance.

Secondly, to know the extents to which they design structure, 29.1% strongly agree, 47.4% agree 18.3% were neutral, 2.3% disagree and 2.9% strongly disagree. Finding corroborated with Bass (2007) who observe that strategic leadership is about formulating and implementing an effective strategy that involve the following components and practices: top-down direction which accepts upward influence, clear strategies and priorities, a communication, effective coordination, and allocation of clear accountability and authority to middle management. The study concluded that leaders design structure in their institution.

Owino *et al.* (2011) studying on role of institutional managers in quality assurance found out that visionary and creative leadership is critical to the transformation of higher education. The recommendation is that administrative and management structures of the public universities should be analyzed and streamlined to create efficient, effective, responsive and lean structures to avoid wastage of resources, duplicated responsibilities and overlapping mandates where members of different levels are members at next level and to institute checks and balances. The study concluded that leaders are satisfied with the manner they design structure in their institution.

Control of work Station by the leader was also rated under hierarchy as follows: 23.4% strongly agree, 49.1 agree 19.4% were neutral, 7.4% disagree and 0.0% strongly disagree. Findings agreed with those of other scholars. Hernandez, *et al.* (2011) noted that, the context can dictate the content of a leader's vision in this style: when market forces push an organization to, for instance, give up their low-cost strategy, a leader's vision may be restricted to pursuing a product differentiation strategy. Accordingly, the leader's traits, cognitions and behaviors may have little explanatory power whereas the context can directly explicate the leadership outcome.

More specifically, all situations are different as stated by Sitati *et al.* (2012) on their study on quality assurance. What you do in one situation as a leader will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront a stakeholder for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. The situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations. The study concluded that control of work station is properly aligned to quality assurance.

Communication

This was the second item for strategic leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader is receptive to stakeholders in relation to their position of work. 27.4% strongly agree, 52.6% agree

14.9% were neutral, 5.1% disagree and 0.0% strongly disagree. These finding disagreed with past studies by Hernandez, *et al.* (2011) that noted the organizational culture of strategic leaders may be such that it endorses rationality over emotionality and limits communication to the objective information required for task completion. When a new leader wants to spread his vision using inspirational language and one- on-one discussions about values with middle managers in this type of context, he or she may encounter pitfalls along the way and a long process of overhauling the organization's culture would be necessary to align it with the leader's vision, at times, overriding the new leader's personal influence. The study concluded that leaders are receptive to stakeholders, even though this does not reflect on findings of other scholars.

In regard to know the extent to which the leader depends on policy, 26.3% strongly agree, 50.3% agree 17.7% were neutral, 5.1% disagree and 0.6% strongly disagree. Findings agreed with those of other scholars. Bass (2000) noted that leaders using strategic leadership style put emphasis on people policies,

programs and principles. The executive knows the capabilities of the personnel, and is systematic in the way he or she manages and leads. Quality training and performance assessment with feedback are provided. People are empowered and rewarded for initiatives at all levels of the organization. Values of commitment and integrity are stressed.

In relation to the above information, Eromafur (2013) also commented that, the litany of good strategic management is to formulate sound strategic plan, implement it, and execute it to the fullest. A strategic leader must be visionary, must possesses excelling entrepreneurial skills, must be a good strategic thinker and effective strategy implementer, must be a cultural builder and process integrator, must be resource acquirer and capabilities builder, must coach, inspire, motivate, empathize, tactful or sanction unwarranted or unwholesome behavior. A strategic leader must be above all dynamic and proactive. The study concluded that dependency on policy is properly aligned to quality assurance.

Findings in table 4.10 below indicate that 13.1% of the respondents strongly agree that the leader is an all rounded communicator, 17.7% agree 24.6% were neutral, 31.4 % disagree and 13.1% strongly disagree. Findings corroborate with Hernandez, *et al.* (2011) who argued that strategic leadership cannot be enacted without active participation of followers across the organization; it spans multiple levels and involves leadership of the self, of others and of the entire organization and due to the multi-functionality of strategic leadership, subordinate managers possess greater expertise than the strategic leader and that strategic leadership primarily is a function of managing through others. The study concluded that leaders are not all rounded communicators, hence lack of implementation of quality assurance goal. Long (2005) argue that team leaders need to be given time to think, listen and challenge daily activities in the unit in order to provide quality service delivery and satisfactory supervision to subordinates. The study concludes that leaders are not all rounded communicators; this poses a negative implication to quality assurance.

Expertise

This was the third item for strategic leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader execute jobs in relation to their position of work. 32.6% strongly agree, 43.4% agree 15.4% were neutral, 8.0% disagree and 0.6% strongly disagree. Findings corroborate with Arika and Enginoğlu (2016) who observe that all strategic leaders are understood by their contributions of envisioning the future of organization, articulating the path, and accompaniment on the implementation phase. Its views are related by those of transactional leaders that get things done no matter what follows. The study concluded that job execution is aligned with quality assurance.

In regard to know whether the leader articulate vision of the institution, 30.9% strongly agree, 45.1% agree 16.6% were neutral, 6.3% disagree and 1.1% strongly disagree. Findings corroborated with Orazi *et al.* (2014)   and Phipps (2011) who stated that strategic leadership style is a future oriented style that is able to articulate a vision that is shared through socialization and common values. It acts in the present to shape the future, to create what can be, starting from what is. The strategic leader is able to plan the future with an eye to both day-to-day activities and strategic responsibilities, implementing strategies that have both an immediate and a long- term impact on survival, growth, and competitive advantage. The leader has strong and clear expectations from followers, peers, and superiors, acts in an ethical way, and exerts financial and strategic control within the organization.   The study concluded that articulation of vision in the institution is properly aligned to quality assurance.

Findings in table 4.10 below indicate that 25.7% of the respondents strongly agree that the leader shape future of the organization, 48.0% agree 21.1% were neutral, 5.1 % disagree and 0.0% strongly disagree. Findings agreed with those of other scholars. Eromafur (2013) noted that, effective strategic leaders are willing to make candid and courageous, yet, pragmatic, decision-decisions that may be difficult, but necessary, through foresight, as they reflect on the external conditions facing the firm.   They also need to understand how such decisions

will affect the internal system currently in use in the firm. Effective strategic leaders must be proactive and visionary in motivating employees to superior performance. In effect they must develops strong partners internally and externally to facilitate execution of vision. The study concluded that leaders agree with the manner in which they shape future of the organization, even though this does not reflect in quality assurance.

Ownership

Under this indicator, the respondents were first asked to rate the extent at which the leader have sense of belonging in relation to their position of work. 25.7% strongly agree, 51.4% agree 16.6% were neutral, 4.6% disagree and 1.7% strongly disagree. Findings corroborated with Bass (2000) who noted that strategic leadership is not limited to those at the top of the organization. All employees can lead, not just the boss, because of the information revolution. The basis of leadership is shifting from position to knowledge. Anyone with critical knowledge that can alter (organizational) direction can show leadership. Leadership should be bottom up as well as top down (Jonassen et al, 2008). Strategic leadership can make sense at all the levels of the organization although it keeps the organization head and planners busier than the rank-and-file. The study concluded that leaders have sense of belonging, hence hope for quality assurance.

In regard to know the extent to which the leader has loyalty to Work, 28.6% strongly agree, 45.7% agree 17.1% were neutral, 8.0% disagree and 0.6% strongly disagree. Findings agree with those of other scholars. Bass (2007; cited Beer and Eisenstat 2000) argues that leaders using strategic leadership style as their approach should focus their attention on outcomes and processes, seeking to acquire and leverage knowledge, fostering learning, and creativity, improving work flows by attention to relationships, anticipating internal and external environmental changes, maintaining a global mindset, meeting the diversity of the interests of the multiple stakeholders, building for the long-term while meeting short-term needs, and developing human capital. The study concluded that leaders

are to their work, hence hope for quality assurance.

Firm expectation by the leader was also rated as follows: 27.4% strongly agree, 50.3% agree 16.6% were neutral, 4.6% disagree and 1.1% strongly disagree. Findings agreed with those of other scholars. Bass (2000) noted that with this approach, executives concentrate on systematically envisioning the desired future state for the organization and specifically laying out the plans on how to get there. In this process, they consult with managers, employees, suppliers, analysts, shareholders and customers. Other companies are visited. Academic scientists and technologists are questioned. Focus is on the future without neglecting to honor the past. Owino *et al.* (2011) in their study also reported that there is a significant indirect relationship that exists between leadership and organizational effectiveness. Changes in an organizational strategy bring about new management challenges which, in turn require new strategies to be successfully implemented. The study concluded that leaders embrace firm expectation, hence hope in quality assurance.

Table 4.10: Descriptive Statistics for Strategic Leadership style

Statement	S. D	D	N	A	S. A	Mean	Std. Dev
Command communication	2.9%	10.%	35.6%	36.8%	13.8	3.48	0.960
Designed	2.9%	2.3%	18.3%	47.4%	29.1%	3.98	0.909
Control Work	0.0%	7.4%	19.4%	49.1%	23.4%	4.11	3.075
Receptive	0.0%	5.1%	14.9%	52.6%	27.4%	3.90	0.920
Dependency on Policy	0.6%	5.1%	17.7%	50.3%	26.3%	4.02	0.795
Rounded	13.1%	31.%	24.6%	17.7%	13.1%	3.97	0.837
Job execution	0.6%	8.0%	15.4%	43.4%	32.6%	3.99	0.925
Vision	1.1%	6.3%	16.6%	45.1%	30.9%	3.98	0.913
Shape Future	0.0%	5.1%	21.1%	48.0%	25.7%	3.94	0.822
Sense of	1.7%	4.6%	16.6%	51.4%	25.7%	3.95	0.873
Loyalty to Work	0.6%	8.0%	17.1%	45.7%	28.6%	3.94	0.911
Firm Expectation	1.1%	4.6%	16.6%	50.3%	27.4%	3.98	0.854
Total						3.94	1.066

4.5.3 Transactional Leadership Style and Quality Assurance

The researcher wanted to assess the influence Transactional leadership style on Quality Assurance in institutions of higher learning in Kenya. This leadership style was operationalized by reference to the following indicators; performance orientation, institutional collectivism, group family collectivism and sense of disempowerment. Finding are as follows:

Performance Orientation

This was the first item under transactional leadership style and covers the first four statements in table 4.11. Under this indicator, the respondents were first asked to rate the extent at which the leader provide precise task rules as far as transactional leadership is concerned in relation to their position of work. 24.6% strongly agree, 46.9% agree 20.6% were neutral, 7.4% disagree and 0.6% strongly disagree.

Findings agreed with those of other scholars. Pham, 2016 noted that, one way that transactional leadership focuses on lower level needs is by stressing specific task performance. McCleskey (2014) argues that the approach draws heavily on task-oriented behaviours and it relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. The study concluded leaders provide precise task rules in the institutions of higher learning.

Secondly, to know the extent to which the leader give reward on performance, 22.9% strongly agree, 48.0% agree 20.6% were neutral, 8.0% disagree and 0.6% strongly disagree. These findings agreed with those of other scholars. Orazi *et al.*, (2014) notes that transactional leaders rely on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. In particular, the increased quality of internal communication through goal setting, monitoring, and feedback ensures that knowledge is exploited at the organizational level and converted into assets that generate revenues. Odumeru and Ogbonna (2013) posits that they use an exchange model, with rewards being

given for good work or positive outcomes. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. The study concluded leaders agree with giving rewards on performance, hence hope quality assurance.

Emphasis on goals offered by the leader was also rated under power distance as follows: 0.0% strongly agree, 10.3% agree 19.4% were neutral, 45.7% disagree and 26.4% strongly disagree. These findings agree with past studies by Orazi *et al.*, (2014) who noted that transactional leaders assume that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. They rely on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. The study concluded that very few leaders in the institutions of higher learning put emphasis on goals, hence less hope in quality assurance.

To know the extent to which the leader is task oriented, 4.6% strongly agree, 7.4% agree 22.3% were neutral, 38.3% disagree and 26.9% strongly disagree. These findings disagree with past studies by Alsughayir (2014) that stated that transactional leadership is based on an organization's bureaucratic authority and legitimacy and emphasizes work levels, task-oriented goals, and assignments. The main focus is on completing tasks and employee compliance, while employee performance is influenced by organizational rewards and penalties. Transactional leaders guide or motivate their followers towards established targets by explaining roles and task requirements.

Odumeru and Ogbonna (2013) shows that transactional leaders are directive and action-oriented at the same time they are able to work within the existing systems of the organization. Contrary to what scholars' states, findings of this study show that most of the leaders of the institutions of higher learning in Kenya does not portray the characteristic of task orientation and this affirms the findings of Magoha (2017) that stated that when he joined University of Nairobi, there was late reporting, leaving early, as well as disappearing but leaving coats, ties or handbags in the office as a guise that they were around.

Institutional Collectivism

This was the second item for transactional leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader prefer social relationships in relation to their position of work. 16.7% strongly agree, 44.8% agree 26.4% were neutral, 9.2% disagree and 2.9% strongly disagree. These findings disagreed with past studies by McCleskey (2014) that stated that transactional leadership style is criticized as having short-term relationship between the leader and the participants, it also creates resentments between the participants at the same time it disregards situational and contextual factors related organizational challenges. Orazi *et al.* (2014) argue that it mostly assumes that leaders and followers have different goals and the convergence of these different goals occurs through the strategic use of monetary rewards. It is conceptualized as the bottom end on a continuum or of social exchanges. The approach also draws heavily on task-oriented behaviours. It relies on the fulfillment of contractual obligations by rewarding achievements and punishing deviations from acceptable standards. The study concluded leaders agree with social relationship, hence hope for quality assurance.

In regard to know the extent to which the leader prefers harmony and Social order, 29.7% strongly agree, 45.7% agree 14.9% were neutral, 8.6% disagree and 1.1% strongly disagree.

Findings disagreed with past studies by Thu and Hitendra (2014) that argues leaders using this style are usually slow in reacting to situations, and make their subordinates dissatisfied. People with this leadership style can also punish poor work or negative outcomes, until the problem is corrected. According to Odumeru and Ogbonna (2013) they pay attention to followers work in order to find faults and deviations. Findings concluded leaders agree with harmony and order even though this does not reflect in quality assurance.

Findings in table 4.11 below indicated that 34.9% of the respondents strongly agree that the leader has self-confidence, 46.3% agree 12.6% were neutral, 5.7 % disagree and 0.6% strongly disagree. Findings agreed with those of other scholars. Obiwuru *et al.*, (2011) noted that, Transactional leadership style involves active management by exception which refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. Alsughayir (2014) maintain that transactional leader's objectives are to ensure that internal actors clearly understand the path to goal attainment, to motivate actors, and to remove potential barriers in the system and to encourage employees to reach their targets. Study concluded that self- confidence is properly aligned to quality assurance.

Group family Collectivism

This was the third item for transactional leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader reward team work in his or her institution in relation to their position of work. 24.6% strongly agree, 39.4% agree 23.4% were neutral, 9.7% disagree and 2.9% strongly disagree. These findings agreed with those of other scholars. Nanjundeswaraswamy and Swamy (2014) noted that transactional leadership in organizations plays an exchange role between managers and subordinates. It is understood to be the exchange of rewards and targets between employees and management. The approach also motivates subordinates through the use of contingent rewards, corrective actions and rule enforcement. This type of leaders motivates followers through exchange; for example, accomplishing work in exchange for rewards or preferences. In this approach, group efficacy is higher.

Fry (2003) asserts that it is a view that take leadership as inseparable from followers' needs. It is an extrinsic-based motivation process whereby leaders achieve their goals while followers receive external rewards for job performance.

The study included that leaders reward teamwork in their institutions, hence in quality assurance.

In regard to know whether the leader meet societal obligations, 25.1% strongly agree, 45.7% agree 22.3% were neutral, 6.3% disagree and 0.6% strongly disagree. Findings corroborated with Orazi et al., (2014) who observe that transactional leaders wish to increase the quality of their relationships with their closest collaborators. These leaders contribute to the social exchange by accessing and distributing a wide array of resources, while members contribute to the social exchange through commitment and performance. The study concluded that societal obligation is properly aligned to quality assurance.

Findings in table 4.11 below indicate that 17.7% of the respondents strongly agree that the leader perform duties for obedience and loyalty, 31.4% agree 35.4% were neutral, 11.4 % disagree and 4.0% strongly disagree. Findings agreed with other scholars. Bolden *et al.*, (2003) and CMI (2015) maintained that transactional leaders emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of contact through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. The study concluded that performing duties for obedience and loyalty is properly aligned to quality assurance.

Sense of Disempowerment

Under this indicator, the respondents were first asked to rate the extent at which the leader gives instructions rather than delegation. 15.4% strongly agree, 33.7% agree 22.3% were neutral, 21.7% disagree and 6.9% strongly disagree. Findings corroborated with Fry, (2003) who observes that leaders using this approach increase follower motivation by clarifying the follower's path to available rewards or increasing valued follower rewards. They then create a context for employee motivation by selecting leadership behaviors (directive, supportive, participative, or achievement-oriented) that provide what is missing for employees in a particular work setting. It is the leader's responsibility to motivate

subordinates to reach their goals by directing, guiding, and coaching them along the way. The study concluded that leaders agree with giving instructions rather than delegation.

In regard to know the extent to which the leader is result oriented, 26.9% strongly agree, 50.3% agree 19.4% were neutral, 2.3% disagree and 1.1% strongly disagree. Findings agreed with those of other scholars. McCleskey, (2014) noted that, transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency.   In turn, transactional leadership allows followers to fulfill their own self-interest, minimize workplace anxiety, and concentrate on clear organizational objectives such as increased quality, customer service, reduced costs, and increased production. The study concluded that result oriented is aligned to quality assurance.

Role of supervision by the leader was also rated as follows: 20.0% strongly agree, 48.6% agree 21.7% were neutral, 8.0% disagree and 1.7% strongly disagree. Findings corroborate with Odumeru   and Ogbonna, (2013) who observes that transactional leadership also known as managerial leadership focuses on the role of supervision, organizations, and group performance; it is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. These leaders pay attention to followers work in order to find faults and deviations. It is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion. Pham, 2016 maintain that transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions. The study concluded that role of supervision is aligned to quality assurance.

Table 4.11: Descriptive Statistics for Transactional Leadership Style

	S. D	D	N	A	S. A	Mea	Std.
Precise Tasks Rules	0.6%	7.4%	20.6%	46.9%	24.%	3.87	0.888
Reward on Performance	2.3%	13.%	29.7%	34.9%	19.%	3.56	1.026
Emphasis on Goals	0.6%	8.0%	20.6%	48.0%	22.%	.85	0.887
Task Oriented	0.0%	10.%	19.4%	45.7%	24.%	4.01	2.454
Social relationships	2.9%	9.2%	26.4%	44.8%	16.%	3.63	0.963
Harmony and Social	1.1%	8.6%	14.9%	45.7%	29.%	3.94	1.864
Order							
Self Confidence	0.6%	5.7%	12.6%	46.3%	34.%	4.09	0.866
Reward Team Work	2.9%	9.7%	23.4%	39.4%	24.%	3.73	1.029
Societal Obligations	0.6%	6.3%	22.3%	45.7%	25.%	3.89	0.877
Duties for	4.0%	11.%	35.4%	31.4%	17.%	3.47	1.038
Obedience/loyalty							
Instructions not	6.9%	21.%	22.3%	33.7%	15.%	3.29	1.170
Delegation							
Result Oriented	1.1%	2.3%	19.4%	50.3%	26.%	3.29	0.813
Role of Supervision	1.7%	8.0%	21.7%	48.6%	20.%	3.77	0.919
Total						3.78	1.067

In addition to the above descriptive statistics, summery of the items under transactional leadership style revealed that, the average score rate for performance orientation, institutional collectivism group family collectivism and sense of disempowerment was 3.820, 3.897, 3.697 and 3.683 respectively out of 4 possible rates. Again, the findings suggest that performance orientation, institutional collectivism, group family collectivism and sense of disempowerment had significant effect on quality assurance as far as transactional leadership is concerned. Table 4.12 shows the details of the finding.

Table 4.12: Descriptive Statistics for Transactional Leadership Style

Transactional leadership style	Mean	Std .Deviation	Analysis N
Performance orientation	3.820	1.314	175
Institutional collectivism	3.897	0.916	175
Group family collectivism	3.697	0.981	175
Sense of disempowerment	3.683	0.967	175

4.5.4 Transformational Leadership Style

The fourth objective of the study was to assess the influence of transformational leadership style on Quality assurance in institution of higher learning in Kenya. Findings on the variable were analyzed, cross tabulated and presented in tables. This leadership style was operationalized by reference to the following indicators; need consideration, motivation, inspirational leader and humane orientation. The section summarizes descriptive statistics of transformational leadership style and results presented as follows:

Need consideration

This was the first item under transformational leadership style and covers the first three statements in table 4.13. Under this indicator, the respondents were first asked to rate the extent at which the leader is consider stakeholders needs. 28.0% strongly agree, 45.7% agree 17.7% were neutral, 5.7% disagree and 2.9% strongly disagree. Finding corroborated with Odumeru and Ogbonna (2013) that observes that leaders using this style pay attention to the concern and developmental needs of individual followers; they change followers' awareness of issues by helping them to look at old problems in a new way; and they are able to arouse, excite and inspire followers to put out extra effort to achieve group goals. The study concluded that leaders consider stakeholders needs.

Secondly, to know the extent to which the leader consider relationship with people, 25.1% strongly agree, 49.7% agree 14.9% were neutral, 8.0% disagree and 2.3% strongly disagree. Findings agreed with those of other scholars. Orazi *et*

al. (2014) noted that transformational leadership draws heavily on relationship-oriented behaviours and is highly effective in times of turbulent changes. The study concluded that leaders consider relationship with people, hence hope of quality assurance.

Findings in table 4.13 below indicated that 27.4% of the respondents strongly agree that the leader is tolerant of others, 49.7% agree 14.3% were neutral, 6.3 % disagree and 2.3% strongly disagree. Findings agreed with those of other scholars. Soka and Bright (2012) observes that, this style bring change through moving into an unknown future, reshuffling the cards, developing new habits and methods, creating systems, working with different people, and playing by different rules. Leaders using this approach develop and encourage new and broader energies among followers. The study concluded that tolerant is properly aligned to quality assurance. Motivation

This was the second item for transformational leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader motivate people working under them. 29.7% strongly agree, 44.6% agree 17.1% were neutral, 5.1% disagree and 3.4% strongly disagree. Findings corroborated with Pham (2016) who observes that, this style of leadership aims at inspiring and motivating followers to align their goals and beliefs to those of the organization and perform more than what is expected from their contracts. The study concluded that motivation is properly aligned to quality assurance.

In regard to know the extent to which the leader focuses on changing stakeholders 'values, 18.3% strongly agree, 33.1% agree 34.9% were neutral, 11.4% disagree and 2.3% strongly disagree. Lee and Liu (2012) agreeing with this finding stated that leaders using this approach emphasize the value of the organizations' membership whether they are voluntary or compulsory. It occurs when one or more persons engage with others in such a way then leaders and followers raise one another to higher levels of motivation and morality. Pham, 2016 and Odumeru and Ogbonna (2013) noted that transformational leadership is concerned with emotions, values, ethics, standards and long-term goals; its focus

is on changing human values with an aim of changing the organizational practices. The study concluded that stakeholder's values are properly aligned to quality assurance.

Findings in table 4.13 below indicated that 23.4% of the respondents strongly agree that the leader pays attention to the concern of individual stakeholders. 43.4 % agree 23.4% were neutral, 7.4 % disagree and 2.3% strongly disagree. Findings agree with those of other scholars. Orazi *et al.*, (2014) noted that transformational leaders promote an open climate for discussion at the same time there is trust both at the individual and the team level, resulting in higher job satisfaction in addition, Lai, (2011) affirms that transformational leaders exhibit charisma and shared vision with their followers, stimulating others to produce exceptional work. The study concluded that leaders pay attention to the concern of individual stakeholders.

Inspirational Leader

This was the third item for transformational leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader inspire his or her juniors. 25.7% strongly agree, 48.6% agree 15.4% were neutral, 6.9% disagree and 3.4% strongly disagree. Magoha (2017) agrees with these findings stating that a transformational leader should be a role model for the workers, in order to inspire them and raise their interest in the organization and be able to challenge them takes greater ownership of their work. McCleskey (2014) also affirms that, this type of a leader is one who raises the followers' level of consciousness about the importance and value of desired outcomes and the methods of reaching those outcomes. The study concluded that leaders agree it is in order to inspire juniors.

In regard to know whether the leader has mutual relationship with their employees. 29.1% strongly agree, 44.6% agree 16.6% were neutral, 8.0% disagree and 1.7% strongly disagree. Orazi *et al.*, (2014) agreeing with these findings noted that this style facilitates communication, allowing employees to speak out to their peers and to their leaders without fear of retaliation. It promotes

an open climate for discussion at the same time there is trust both at the individual and the team level, resulting in higher job satisfaction. The study concluded that there was mutual relationship among leaders and their employees in institutions of higher learning in Kenya.

Humane Orientation

Under this indicator, the respondents were first asked to rate the extent at which the leader is friendly, peace loving, and open handed. 34.3% strongly agree, 38.9% agree 19.4% were neutral, 6.3% disagree and 1.1% strongly disagree. Findings agreed with those by other scholars. Obiwuru *et al.* (2011) identified transformational leadership as a process where, "one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality". In this case, the follower feels trust, admiration, loyalty and respect towards the leader, and is motivated to do more than what was originally expected to do. Lee and Liu (2012) affirms that transformational leaders consider each employee individually and give personal attention. The study concluded that leaders are friendly, peace loving, and open handed in institutions of higher learning.

In regard to know the extent to which the leader is empathetic, 22.3% strongly agree 45.7% agree 24.6% were neutral, 6.9% disagree and 0.6% strongly disagree. According to Obiwuru *et al.* (2011) findings, a transformational leader is concerned with developing followers by coaching and mentoring. The leader pays close attention to the inter-individual differences among the followers and act as mentor to the follower. He or she teaches and helps others develop their strengths, and listens attentively to others" concerns. Followers are treated individually in order to raise their levels of maturity and to enhance effective ways of addressing their goals and challenges. McCleskey (2014) affirms that a transformational leader act as a coach or mentor in order to assist followers with reaching their full potential. Leader provides learning opportunities and a supportive climate. Finding concluded that empathy is properly aligned to quality assurance.

Findings of this study corresponded with those of Magoha (2017) who noted that transformational leadership style is as a management style where the leader is charged with identifying needed change, and creating a clear vision to guide the change not only through inspiration, but also execution of the change in tandem with the organizational needs. Such leaders motivate and raise the morale of the team members by using several methods, that connect the leader, team members and workers to take greater sense of self identity and self in the organization and the collective identity of the organization.

In general, the respondents were in agreement as far as the items listed under transformational leadership are concerned with overall rating of 3.85 out of 5 and standard deviation of 0.956. The details of the finding are shown in table 4.13.

Table 4.13: Descriptive Statistics for Transformational Leadership Style

Statement	S.D	D	N	A	S. A	Mean	Std.v
Consider stakeholders needs	2.9	5.7%	17.7%	45.7%	28.0%	3.90	0.969
Relationship with people	2.3	8.0%	14.9%	49.7%	25.1%	3.87	0.957
Tolerant of others	2.3	6.3%	14.3%	49.7%	27.4%	3.94	0.936
Motivator	3.4	5.1%	17.1%	44.6%	29.7%	3.92	0.991
Change of stakeholders values	2.3	11.4%	34.9%	33.1%	18.3%	3.54	0.993
Individual attention	2.3	7.4%	23.4%	43.4%	23.4%	3.78	0.964
Inspire juniors	3.4	6.9%	15.4%	48.6%	25.7%	3.86	0.990
Mutual relationships	1.7	8.0%	16.6%	44.6%	29.1%	3.91	0.964
Peace open handed	1.1	6.3%	19.4%	38.9%	34.3%	3.99	0.947
Empathetic	0.6	6.9%	24.6%	45.7%	22.3%	3.82	0.876
Sensitive	1.1	6.9%	26.9%	39.4%	25.7%	3.82	0.935
Total						3.85	0.956

It is also worth mentioning that, summery statistics of the items under transformational leadership style had and an average score of need consideration, motivation inspirational leader and humane orientation was 3.903, 3.747, 3.895 and 3.820 respectively out of 4 possible rates. Again, the findings suggest that need consideration, motivation, inspirational leader and humane orientation had significant effect on quality assurance as far as transformational leadership is concerned. Table 4.14 shows the details of the finding.

Table 4.14: Descriptive Statistics for Transformational Leadership style

Transformational leadership style	Mean	Std. Deviation	Analysis N
Need consideration	3.903	0.954	175
Motivation	3.747	0.983	175
Inspirational leader	3.895	0.944	175
Humane orientation	3.820	0.935	175

4.5.5 Spiritual Leadership Style

This section discusses the fifth independent variable, spiritual leadership style which was operationalized under the specific constructs; gender egalitarianism, quality of the person, uncertainty avoidance, long term orientation and short-term orientation. The results are presented as follows:

Gender egalitarianism

This was the first item under spiritual leadership style and covers the first three statements in table 4.15. Under this indicator, the respondents were first asked to rate the extent at which the leader ensures fairness on gender in relation to their position of work. 24.6% strongly agree, 49.7% agree 20.0% were neutral, 3.4% disagree and 2.3% strongly disagree. Findings agreed with those of other scholars. Hernandez, *et al.* (2011) noted that integrity, honesty, and humility are considered essential personal qualities of spiritual leaders that allow them to build trust and credibility and to achieve a consistency between who one is and what one does. These qualities are then translated into behaviors, such as showing respect to others, treating others fairly, expressing concern and altruistic love, and appreciating others' contributions. The study concluded that leaders agree with fairness on gender.

Secondly, to know the extent to which the leader shows his or her personal caring to individual privately. 21.7% strongly agree, 37.1% agree 30.3% were neutral, 8.6% disagree and 2.3% strongly disagree. Findings corroborated with those by other scholars. Orazi *et al,* (2014) noted that spiritual leadership reinforces the

importance of satisfying the individual need for connectedness and contribution. Leaders who satisfy these needs are able to motivate their employees to go beyond their self- interests, and encourage higher levels of organizational commitment and productivity. Fry (2003) notes that the purpose of a spiritual leader is to create vision and value congruence across the strategic, empowered team and individual levels and, ultimately, to foster higher levels of organizational commitment and productivity. It draws heavily on relationship-oriented behaviors. The study concluded that the leaders agree with personal caring of individual.

On whether the leader is more assertive and dominant, 1.7% strongly agree, 20.0% agree 36.6% were neutral, 25.1% disagree and 13.1% strongly disagree. Therefore, most respondents at 25.1% disagree with leaders being assertive and dominant. These findings disagreed with past studies by CMI (2015) that shows that spiritual leaders must live their values, showing that they practice what they preach, in order for their followers to see them as authentic. An important aspect of this leadership style is self-knowledge, although there is also a strong emphasis on knowing others and knowing their organizational culture.This enables them to strike the right balance between being an authentic, true version of his or her self and fitting in to their company or organization. The study concluded that leaders disagree with assertiveness and dominant, implication of hope of quality assurance.

Quality of the person

This was the second item for spiritual leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader considers quality of a stakeholders. in relation to their position of work. 24.0% strongly agree, 41.1% agree 26.9% were neutral, 6.3% disagree and 1.7% strongly disagree. Finding corroborated with Gibson, (2011) who observes that the practice of spiritual leadership could develop in people a sense of calling and membership leading to greater congruence in terms of their shared vision and values, as well as improved individual, team and organizational empowerment.

In view of this leadership style, the aspect of quality of a person matters a lot when it comes to leading people, at the same time there is an element of that willingness to achieve the   goals of the organization as well as performing better for the benefit of others. The study concluded that quality of a stakeholder is properly aligned to quality assurance.

In regard to knowing the extent to which the leader behaves wisely, and honestly. 26.3% strongly agree, 49.1% agree 16.0% were neutral, 6.3% disagree and 2.3% strongly disagree. These findings corroborated with those by other scholars. CMI (2015) posits that spiritual leaders focuses on being genuine, honest and trustworthy in their leadership style. Orazi et al, (2014) agreeing with these findings posits that spiritual leadership style is linked with organizational openness, self-efficacy, and organizational commitment. It contributes to workplace spirituality, which is often positively linked with employee attitudes such as commitment and job satisfaction as well as work performance among employees. It leads to   psychological empowerment, team productivity, ethical standards and unit performance, as well as job satisfaction. According to these scholars, spirituality is an essential component of an institution's authenticity which determines the spirit of caring, genuine, honest and trustworthy that determines quality assurance. This confirms that behaving wisely and honestly is properly aligned to quality assurance.

Findings in table 4.15 below indicate that 20.6% of the respondents strongly agree that the leader adapt moral influence, 48.6% agree 26.3% were neutral, 4.0 % disagree and 0.6% strongly disagree. Findings agreed with those by other scholars. Orazi et al, (2014) suggest that spiritual leadership style is associated with ethical standards and unit performance, and job satisfaction within an organization. According to Hernandez, *et al.* (2011), the two core mechanisms put forth in this style of leadership are traits and behaviors and as argued, it incorporates both the trait approach and the behavioral approach of leadership. The study concluded that the leaders agree with adaptation of moral influence.

In regard to whether the leader has moral influence, 25.1% strongly agree, 50.9% agree 16.0% were neutral, 7.4% disagree and 0.6% strongly disagree. Findings corroborated with those by other scholars. Hernandez, *et al.* (2011) noted that the aspect of quality of a person matters a lot when it comes to leading people, at the same time there is an element of that willingness to achieve the goals of the organization as well as performing better for the benefit of others. According to Orazi et al, (2014), the main drivers of spiritual leadership are the personal values and attitudes of the leader. The study concluded the leaders have moral influence in the institutions of higher learning.

The fifth and last item under quality of the person was whether the leader expect honor. 20.1% of the respondents strongly agree that the leader embrace harmony, 37.4% agree 28.7% were neutral, 12.1 % disagree and 1.7% strongly disagree. Orazi *et al.*, (2014) observes that spiritual leadership is defined as leadership that is rooted in the values, attitudes, and behaviours of the leader in intrinsically motivating both themselves and their subordinates such that they experience meaning, have a sense of making a difference, and feel valued and understood.

However, Sitati *et al.* (2012) in their finding argued that as a leader, one must have an honest understanding of who you are, what you know, and what you can do. It is the followers, not the leader or someone else who determines if the leader is successful. If they do not trust or lack confidence in their leader, then they will be uninspired. To be successful you have to convince your followers, not yourself or your superiors, that you are worthy of being followed. According to Frisdiantara and Sahertian, (2013), this kind of leadership have the element of serving others in the organization and in wider society as a manifestation of obedience and gratefulness to the higher power. The study concluded that most leaders of institutions of institutions of higher learning expect honor.

Uncertainty avoidance

This was the third item for spiritual leadership style. Under this indicator, the respondents were first asked to rate the extent at which the leader like management by control. in relation to their position of work. 14.3% strongly

agree, 41.1% agree; 25.1% were neutral, 15.4% disagree and 4.0% strongly disagree. Findings for this study disagreed with the findings by Fry (2003). Finding by Fry in a study on toward a theory of spiritual leadership revealed that spiritual leaders help others make choices about the care of their body, mind, heart, and spirit. They must develop inspiring vision and mission statements that foster development of a spirit of cooperation, trust, mutual caring, and a commitment to team and organizational effectiveness. And, they must be competent in four areas to gain follower acceptance: credibility, teaching, trust, and inspiration as well as to be knowledgeable about the group's workings. The study concluded that most leaders agree with management by control implying less quality assurance was expected.

In regard to know whether the leader expects mutual respect from his or her employees, 21.7% strongly agree, 52.6% agree 22.9% were neutral, 2.9% disagree and 0.0% strongly disagree. These findings corresponded with those of other scholars. Fry (2003) stated that spiritual leadership comes with altruistic love that is characterized with sense of wholeness, harmony, and well-being produced through care, concern, and appreciation for both self and others. Underlying this are the values patience, kindness, lack of envy, forgiveness, humility, selflessness, self- control, trust, loyalty, and truthfulness. There are great emotional and psychological benefits from separating love, or care and concern for others, from need, which is the essence of giving and receiving unconditionally. The study concluded most leaders expect mutual respect from their employees, hence it is expected that they would attain quality assurance.

Findings in table 4.15 below indicate that 19.4% of the respondents strongly agree that the leader allow adjustment, 46.9% agree 26.3% were neutral, 5.7 % disagree and 1.7% strongly disagree. This agreed with other scholars' findings. Fry (2003) noted that spiritual leadership proposes that hope/faith in the organization's vision keeps followers looking forward to the future and provides the desire and positive expectation that fuels effort through intrinsic motivation. The study concluded that most leaders agree with adjustment and this impact positively on quality assurance.

In regard to strong influence, 23.4% strongly agree, 49.7% agree 21.1% were neutral, 5.7% disagree and 0.0% strongly disagree. Findings corroborated with those by other scholars. Frisdiantara and Sahertian, (2013) noted that spiritual leaders are proactive leaders who can change the way others "see" and "act". They take over situations and influence other people's attitude and action with the objective of achieving a common goal which would in the end bring benefit for the group as a whole. Spiritual leaders have the capacity to "build trust and compassion". This implies that without the intervention from spiritual leaders, trust and compassion would wither and die, even within a sea of goodwill, so to speak. The study concluded leaders have agreed on strong influence in relation to quality assurance. The fifth item under uncertainty avoidance was whether the leader respects behavior of others.

20.6% of the respondents strongly agree that the leader embrace harmony, 46.9% agree 26.3% were neutral, 5.7 % disagree and 0.6% strongly disagree. Findings agree with those by other scholars. Fry (2003) observed that spiritual leadership style is a holistic approach that considers the full capacities, potential, needs, and interests of both the leader and followers as well as the goals of the organization. According to Frisdiantara and Sahertian (2013), spiritual leadership style plays a role in shaping some of the relations required to create a holistic and creative solution for new organizational problems and even for world problems. The study concluded leaders respect behavior of others.

The sixth item for uncertainty avoidance was whether the leader decentralizes operations in their institution. 23.6% strongly agree, 48.9% agree 18.4% were neutral, 6.9% disagree and 2.3% strongly disagree. Findings agreed with those by other scholars. Gibson (2011) found out that the practice of spiritual leadership could develop in people a sense of calling and membership leading to greater congruence in terms of their shared vision and values, as well as improved individual, team and organizational empowerment. According to Frisdiantara and Sahertian, (2013), a spiritual leader does not focus on one person on the forefront position as a leader but instead is based on community perspective where everyone experiences leadership in shared and collective manner. It is a

leadership style that involve leaders and also followers to achieve "spiritual well-being and focused on the capacity of all leaders to have "spirit", instead of stating that there are only a few individuals who are more suitable to be spiritual leaders than others. The study concluded that leaders decentralize operations in their institutions.

Long term orientation and short-term orientation

Under this indicator, the respondents were first asked to rate the extent at which the leader put more emphasis on moral obligation than pursuing a role. 21.1% strongly agree, 48.6% agree 24.0% were neutral, 5.1% disagree and 1.2% strongly disagree. Findings corroborated with those by other scholars. Fry (2003) noted that ethics is central to spiritual leadership style because of the nature of the leadership process and the need to engage followers to accomplish mutual goals. The leader is attuned to basic spiritual values and, in serving them serves others including colleagues, the organization, and society. Service in this sense is thus not a special case of leadership, but rather a special kind of service. The best leadership is therefore not provided by those who seek leadership roles but, instead by those with a compelling vision and a desire to serve others first.

Orazi et al. (2014) argues that this style of leadership is rooted in the values, attitudes, and behaviours of the leader. It is linked with employee attitudes such as commitment and job satisfaction as well as work performance among employees. The style leads to ethical standards and unit performance, and job satisfaction within an organization. The study concluded that most of the leaders put more emphasis on moral obligation than pursuing a role.

In regard to know the extent to which the leader retains relationship with employees, 27.4% strongly agree, 50.3% agree 17.1% were neutral, 4.0% disagree and 1.1% strongly disagree. Frisdiantara and Sahertian, (2013) retains that spiritual leaders are leaders characterized by virtuous approach which intrinsically inculcate love, hope, faith integrity, meaning, goal and interconnectedness in the workplace. The study concluded that the leaders retains relationship with employees, hence hope of quality assurance.

Findings in table 4.15 below indicate that 28.6% of the respondents strongly agree that the leader is obeyed, respected and identified by the employees. 54.9%agree

12.6% were neutral, 4.0 % disagree and 0.0% strongly disagree. Findings agreed with those by other scholars. According to Orazi *et al.* (2014), this style is rooted in the values, attitudes, and behaviours of the leader in intrinsically motivating both themselves and their subordinates such that they experience meaning, have a sense of making a difference, and feel valued and understood. In doing so, leaders must be attuned to followers needs for spiritual survival through calling and membership through vision and the basic values of humility, charity, and veracity in service to followers and other relevant stakeholders. The study concluded that the leaders are obeyed, respected and identified by the employees, hence hope of quality assurance.

From the above findings, we concluded that; the respondents were in agreement as far as the items listed under spiritual leadership style are concerned with overall rating of 3.83 out of 4 and standard deviation of 1.035. Table 4.16 shows the details of the finding. These findings corroborated with those by other scholars. Gibson (2011) study on spiritual leadership found out that an empowered spiritual; scholar- practitioner might be an ideal blended form of leadership, because spirituality is having an anchor caring, just, equitable and democratic. Fry (2003) found that spiritual leadership style is a holistic approach that considers the full capacities, potential, needs, and interests of both the leader and followers as well as the goals of the organization. Spiritual leaders help others make choices about the care of their body, mind, heart, and spirit. Leaders of this kind must develop inspiring vision and mission statements that foster development of a spirit of cooperation, trust, mutual caring, and a commitment to team and organizational effectiveness. And, they must be competent in four areas to gain follower acceptance: credibility, teaching, trust, and inspiration as well as to be knowledgeable about the group's workings.

Table 4.15: Descriptive Statistics for Spiritual leadership style

Statement	S. D	D	N	A	S. A	Mean	Std. Dev
Fairness on Gender	2.3%	3.4%	20.0%	49.7%	24.6%	3.91	0.886
Individual Privacy	2.3%	8.6%	30.3%	37.1%	21.7%	3.67	0.984
Assertive Dominant	13.1%	25.1%	36.6%	20.0%	1.7%	3.53	1.108
Consider Quality	1.7%	6.3%	26.9%	41.1%	24.0%	3.79	0.936
wise honestly	2.3%	6.3%	16.0%	49.1%	26.3%	3.91	0.936
Adapt Moral nfluence	0.6%	4.0%	26.3%	48.6%	20.6%	4.07	3.141
Has Moral Influence	0.6%	7.4%	16.0%	50.9%	25.1%	3.93	0.871
Put Moral bligation	1.7%	12.1%	28.7%	37.4%	20.1%	3.62	0.994
Expect Honor	1.7%	9.1%	2.3%	37.7%	29.1%	3.83	1.006

For spiritual leadership style it was noted that, an average score rate of 3.703, 3.855, 3.782 and 3.967 out of 4 for gender egalitarianism, quality of a person, uncertainty avoidance and long-term orientation and short-term orientation was recorded with standard deviation of 0.993, 1.316, 0.879 and 0.826 respectively. Again, the findings suggest the gender egalitarianism, quality of a person, uncertainty avoidance and long-term orientation and short-term orientation had significant effect on quality assurance as far as spiritual leadership is concerned. Summery statistics in Table 4.16 shows the details of the finding.

Table 4.16: Descriptive Statistics for spiritual leadership style

Spiritual leadership style	Mean	Std.Deviatiion	AnalysisN
Gender egalitarianism	3.703	0.993	175
Quality of a person	3.855	1.316	175
Uncertainty avoidance	3.782	0.879	175
Long term orientation and short-term orientation	3.967	0.826	175

4.5.6 Descriptive Statistics for Quality assurance

This section is concerned with descriptive analysis of the dependence variable (Quality Assurance). This was operationalized by reference to the following indicators; Accreditation, audit, academic review, external examination, inspection and assessment. Findings are as follows:

Accreditation

This was the first item under quality assurance and covers the first five statements in table 4.17. Under this indicator, the respondents were first asked to rate the extent at which the institution meet criteria as determined by the higher educational Ordinance. 49.7% strongly agree, 41.1% agree 6.9% were neutral, 1.7% disagree and 0.6% strongly disagree. Findings corroborated with Hendel and Lewis, (2005) views that suggest that governments should ensure that each institution declare its nature and purpose and, in concert with an effective accreditation system, ensure that institutions are meeting their purposes and goals. According to Hendel and Lewis, both new and reformed institutions in both sectors can best serve the public interest by focusing on a well-defined set of goals for students. This means that the government has a role to provide information about educational alternatives to help consumers make informed decisions, and to hold providers accountable for their performance relative to educational outcomes.

However, Amaral (2009) in his study argue that accreditation leads to frauds and abuse in federal students and it also leads to default rates as only students enrolled in accredited institutions are entitled to federal student support, at the same time the regional accrediting agencies are the gatekeepers to federal funds by ensuring that students have a good opportunity ensuring that students have a good opportunity to complete their studies. According to Amaral report, accreditation should be based on evidence of student achievement and institutional performance, the final reports should be made public and comparisons of institutions or groups of institutions should be made available. The study concludes that most institutions meet criteria as determined by the

higher educational ordinance and therefore, they stood a chance of attaining quality assurance, hence educational development.

Secondly to know the extent to which the institution carries out internal evaluation of its curriculum, qualification of staffs, enrolment statistics per program and infrastructure, 54.3% strongly agree, 37.1% agree 6.9% were neutral, 1.1% disagree and 0.6% strongly disagree. The findings agreed with the views of other scholars. Ayiro and Sang (2012) study on quality assurance argued that, because quality assurance is conducted within a collegial atmosphere without any pressure from an external body, the self-assessment fosters social cohesion and teamwork among staff and also enhances staff accountability of the results of the process. Moreover, self- assessment also helps institutions to identify their own strengths and weaknesses, while generating awareness of key performance indicators. The process of self- assessment also helps institutions to build capacity from within. The study concluded that institutions carries out internal evaluation of its curriculum, qualification of staffs, enrolment statistics per program and infrastructure.

Effective monitoring of education was also rated under accreditation as follows: 41.7% strongly agree, 40.6% agree 13.7% were neutral, 2.9% disagree and 1.1% strongly disagree. Sitati *et al.* (2012), agreeing with this finding suggests that leaders are the ones who are formally charged with taking decisions, directing others and creating a framework of rules, systems and expectations within which the organization operates. The study concluded that leaders agree with effective monitoring of education.

Findings in table 4.17 below indicate that 45.1% of the respondents strongly agree that their institutions raise awareness in the education and research activities of academic staff. 42.3% agree 8.6% were neutral, 3.4 % disagree and 0.6% strongly disagree. Ayiro   and Sang (2012) study agree with these findings and made observation that countries wishing to move towards the knowledge economy are challenged to undertake reforms to raise the quality of education and training through changes in content and pedagogy. For developing countries, higher

education can play a key "catch-up" role in accelerating the rate of growth towards a county's productivity potential. The plan includes; monitoring and assessment of the quality of post-primary education and training, and the development and implementation of operational plans to technical, tertiary and research institutions. Pham, 2016 studying on quality assurance found out that higher education services is being challenged to be more responsive to the labour market demand to support economic and social demand of the country. The study concluded that institutions raise awareness in the education and research activities of academic staff.

The fifth and last item under accreditation was whether the institution help identify future issues. 37.7% of the respondents strongly agree that the leader embrace harmony, 35.4% agree 24.0% were neutral, 2.9 % disagree and 0.0% strongly disagree. Finding agreed with those by Owino *et al.* (2011) who stated that visionary and creative leadership is critical to the transformation of higher education. The recommendation is that administrative and management structures of the public universities should be analyzed and streamlined to create efficient, effective, responsive and lean structures to avoid wastage of resources, duplicated responsibilities and overlapping mandates where members of different levels are members at next level and to institute checks and balances. Power to make decisions should be devolved to operational units (faculties, institutes and departments). These operational units should be strengthened to enable them to discharge their functions effectively. The study concluded that leaders agreed with identification of future issues in the institutions of higher learning.

Audit

This was the second item for quality assurance. Under this indicator, the respondents were first asked to rate the extent at which the institutions' standard meets threshold.37.7% strongly agree, 45.1% agree 12.6% were neutral, 4.6% disagree and 0.0% strongly disagree. The findings disagreed with the views of Haris (2013) who observes that one of the major challenges that hinder quality assurance is the competition between universities for students; this has leads to

students seeing themselves increasingly as customers and demanding not only higher quality of teaching but also that the educational programmes provided by universities are adapted to their needs rather than being determined by the wishes and interests of the teachers. In particular students increasingly have an eye on the job market and the skills and competencies which will position them strongly for employment.

Ayiro and Sang (2012) observed that the emergence of private tertiary institutions and the need to regulate their activities appears to have been the main trigger for the establishment of formal quality assurance agencies in most countries. Perhaps because of this historical fact, the main purpose of QA agencies in Africa has been regulation of the development of the sector rather than to enhance accountability and quality improvement. Several countries have now changed their laws to make accreditation of public institutions mandatory. The study concludes that most leaders agree that their institutions standard meets threshold. Under this indicator, the respondents were first asked to rate the extent at which the institution provide mechanism for checking whether prescribed curriculum is taught properly. 41.7% strongly agree, 42.9% agree 10.3% were neutral, 4.6% disagree and 0.6% strongly disagree. This corroborated with Modise (2010) who noted that quality assurance includes checking that quality control mechanisms, processes, techniques and activities are in place, are being used and are effective. It requires actions generate within the institution or programme and may involve an external body or bodies. According to Ayiro and Sang (2012), there is convergence in methodology across countries. At the national level, three different types of quality assurance practices can be observed: institutional audits, institutional accreditation, and program accreditation. This approach entails an institutional (or program) self- assessment, followed by a peer review and transmission of findings to the institution, the government and even to stakeholders.

However, Ayiro and Sang (2012) view was that the shortage of qualified personnel is one of the major constraints to developing widespread and effective quality assurance practices in the sector. Some outputs of higher education are more easily

measured than others. The study concluded that most leaders provide mechanism for checking whether prescribed curriculum is taught properly.

In regard to know the extent to which the institution encourages improvement, 38.9% strongly agree, 44.0% agree 14.9% were neutral, 2.3% disagree and 0.0% strongly disagree. Findings corroborate well with those of other scholars. Modise (2010) noted in their study that for an institution to experience quality assurance, everybody in the institution is supposed to have a responsibility to maintain and enhance the quality of product or service, everyone in the institution understands, takes and uses ownership of the system which are in place to maintain and enhance quality; and another component is that the institution should be able to satisfy itself by having effective structures and mechanisms in place so that continual quality improvement can be guaranteed. The study concluded that leaders agreed that their institutions encourage improvement.

Findings in table 4.17 below indicate that 41.1% of the respondents strongly agree that the institution understand and support society idea, 42.9% agree 12.6% were neutral, 2.9 % disagree and 0.6% strongly disagree. Findings corroborated well with those of the other scholars. Soka and Bright (2012) observe that the inclusion of majority of members of the society in decision making is an expected phenomenon in a democratic society. Kawaguchi and Tanaka (2012) in their study noted that stakeholders are key in determining an institutions quality assurance; this is especially on decision-making process. This lie, board of directors, administrative council, education and research council, and auditor, the faculties, graduate schools, administration bureaus, and other organizations. The study concluded that the institution understands and support society idea.

In regard to know the extent to which the institutions of higher learning provide information on academic standards to the public, 35.4% strongly agree, 38.9% agree, 17.7% were neutral, 5.1% disagree and 2.9% strongly disagree. Findings agreed with those of other scholars. Haris (2013) stated that, quality assurance in higher education systems comprises of internal and external quality assurance systems. Higher education institution can perform and manage its quality

assurance with both internally driven mechanism and externally mechanism organized by the national accreditation agency of higher Education.

Findings in table 4.17 below indicate that 38.3% of the respondents strongly agree that their institutions encourage curriculum design improvements from outsiders, 47.4% agree 9.1% were neutral, 5.1 % disagree and 0.0% strongly disagree. The findings disagreed with the views of Amaral (2009) who suggest that higher education systems need not to be complex, instead, they are supposed to become more flexible and adjustable to change, to avoid incompatibility with centralized systems of detailed oversight and control. They should try to avoid bureaucratic approach in their leadership and search for more flexibility, less heavy and faster guidance mechanisms that would allow for increased capacity for institutional adaptation to change and shorter administrative time. The study concluded that institutions encourage curriculum design improvements from outsiders, hence hope of quality assurance.

In regard to adequate quality assurance, 40.0% strongly agree, 41.7% agree 12.6% were neutral, 4.6% disagree and 1.1% strongly disagree. These findings disagree with those of other scholars. Hendel and Lewis (2005) argues that use of strategies, governance and language borrowed from the for-profit world may cause faculty and other key players to reject change.   Institutional leaders need to realize that market- driven forces and the drive for revenue and profits may obstruct goals such as quality and equity. At the same time this approach may lead to change in the face of academic organization to a business set up leading to dysfunctional sector.

Bollaert (2014) stated that quality is the added value betzeen input and output, to the highest and longest satisfaction of all stakeholders. It should be kept in mind that quality assurance (management) and all its systems and models are only tools to create or reach the highest possible quality. At the same time the underlying concept of education is not as a service with value for money, but as a transformational process starting from the competences of the incoming student (input) to those of the successfully outgoing student (output).

Modise (2010) study on key aspects of Quality assurance in the teaching found out that quality management approaches are established to improve quality leadership, respond to goals and minimize quality. Thus, it becomes essentially important in the quality management models to continuously improve culture change as the need for new trends arises in an organization. Quality improvement is one of the key elements of quality management that indicates that striving for excellence and achieving best practice is a continuous improvement process. It is a structured approach that involves all staff, using performance indicators to identify and act on selected areas in order to address/improve all processes in order to meet and sometimes even exceed customer expectations.

More specifically, all situations are different as stated by Sitati *et al.* (2012) on their study on quality assurance. What you do in one situation as a leader will not always work in another. You must use your judgment to decide the best course of action and the leadership style needed for each situation. For example, you may need to confront an employee for inappropriate behavior, but if the confrontation is too late or too early, too harsh or too weak, then the results may prove ineffective. The situation normally has a greater effect on a leader's action than his or her traits. This is because while traits may have an impressive stability over a period of time, they have little consistency across situations. The study concluded that the institution agrees on adequate quality assurance.

Academic review

This was the third item for quality assurance. Under this indicator, the respondents were first asked to rate the extent at which the institution of higher learning determine body of knowledge which must be learnt by students. 44.6% strongly agree, 41.1% agree 11.4% were neutral, 2.3% disagree and 0.6% strongly disagree. Amaral (2009) agrees with the findings and suggest that quality assurance is supposed to be consistent with the emerging focus in higher education policies on student learning outcomes, the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program. Ayiro and Sang (2012) asserts that the challenge for

Africa in creating knowledge economies is to improve the quality of tertiary education and at the same time increase the number of people trained at high quality levels in appropriate fields. The study concluded that the institution of higher learning determines body of knowledge which must be learnt by students.

In regard to know whether the institution provide platform for showcasing best research and intellectual work both at home and in the diaspora, 44.0% strongly agree, 37.1% agree 11.4% were neutral, 4.6% disagree and 2.3% strongly disagree. Findings agreed with those of other scholars. (2010) argued that the successes of quality movement in education begin with its relationship to key players affecting the educational system. The quality movement concentrates its efforts and energies on school governance, curriculum design, instructional practices, and students' outcomes.

Nicholson (2011) found out that the most widely used approaches to quality assurance in higher education are: external Quality Monitoring, assessment-and-Outcomes Movement, which calls for the development of performance evidence and attention to value-added questions, Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; and accountability and performance indicator reports, which focus on inputs and outputs, such as enrollment trends, student performance on admissions examinations, retention and graduation rates, pass rates on licensure and other professional examinations, job placement rates, and student and alumni satisfaction. The study concluded that institutions provide platform for showcasing best research and intellectual work both at home and in the diaspora.

Findings in table 4.17 below indicate that 26.9% of the respondents strongly agree that their institutions have test that are set by central body, 34.3% agree 27.4% were neutral, 7.4 % disagree and 4.0% strongly disagree. The study disagreed with findings by Kawaguchi and Tanaka (2012). Findings by Kawaguchi and Tanaka revealed that quality assurance's definition and approach differ from among countries and hence it becomes imperative to understand the geographical context; the indicators and frameworks; the successes and challenges associated

with implementing quality higher education in each country. This view was also supported by Hendel and Lewis (2005) in their study which stated that quality assurance should be viewed in the context of a country' public policies to provide educational opportunities for citizens and Haris (2012) argued that each nation and higher education system should aim to put in place quality assurance systems and procedures that meet the needs and the culture of the local society. The study concluded that leaders agree with test that is set by central body.

External examination

This was the fourth item for quality assurance. Under this indicator, the respondents were first asked to rate the extent at which the institution have mechanism for monitoring curriculum, 41.7% strongly agree, 42.9% agree 10.3% were neutral,4.6% disagree and 0.6% strongly disagree. Findings agreed with the views of other scholars. Ayiro and Sang (2012) observes that within institutions of higher learning, use of external examiners, self-evaluation and academic audits are the most common forms of quality assurance processes.

However, the study disagrees with findings by Otieno- Omutoko (2009). Findings by Otieno- Omutoko revealed that higher education is in crisis today and the current situation is not sustainable throughout the world. The situation is aggravated by low quality which is as a result of rapid enrolment, growth under limited resources, and inefficiency in terms of inappropriate use of public resources in higher education, high dropout rates, program duplication and inequity. A study carried by Stromquist (2006) found out that the crisis is most acute in the developing world. Some of the crises include: inability to contain pressures for enrollment expansion, adverse operating conditions like overcrowding, lack of resources, deteriorating physical facilities, deterioration of the quality of teaching and research and lack of resources. The study concludes that institution have mechanism for monitoring curriculum.

In regard to know whether the institution encourages improvements, 38.9% strongly agree, 44.0% agree 14.9% were neutral, 2.3% disagree and 0.0% strongly disagree. Findings agree with those of other scholars. Modise (2010) notes that

quality assurance is concerned with continuous improvement, which includes methods for leading and organizing with a view to achieving quality, strategic planning, customer care, human-resource development, and structural problem solving. Quality assurance refers to a collaborative and holistic implementation of ideas. The study concludes institution encourage improvements.

Findings in table 4.17 below indicate that 41.1% of the respondents strongly agree that their institutions understand and support society idea, 42.9% agree 12.6% were neutral, 2.9 % disagree and 0.6% strongly disagree. Finding corroborated with other scholars' suggestions. Ayiro and Sang (2012) observes that at the institutional level, increasing demand for accountability by governments, other funders and the public, coupled with the desire to be comparable with the best in-country and internationally is pushing institutions of higher learning to pay more attention to their quality assurance systems.

However, these findings disagree with past studies by Hayward (2006) noted that the development and utilization of effective mechanisms for quality assurance and improvement are critical to successful higher education everywhere. Every nation and its university graduates are competing in an environment shaped by its own local and national needs as well as international expectations and standards. As a result, the success and competitiveness of graduates in tertiary institutions will be affected by those standards and expectations. Educators, policy makers, and faculty members would be well advised to assess their own tertiary systems in that context and strive to set appropriate standards of the nation. The study concluded that institutions understand and support society idea.

Inspection

This was the fifth item for quality assurance. Under this indicator, the respondents were first asked to rate the extent at which the institution allow experts to monitor teaching and aspect of University, 43.3% strongly agree, 42.3% agree 10.9% were neutral, 4.6% disagree and 0.0% strongly disagree. Findings agreed with those of other scholars. Kagumba and Gongera (2013) noted that public

universities should remove the status quo to be supportive to any formulation of new ideas in order to respond to an ever-changing environment in higher education. According to Garwe, (20006); Hendel& Lewi (2005), the traditional academic controls, cross-border higher, enrolment figures are positively related to quality assurance and this calls for leaders of universities to constantly improve quality and promote transparency in order to safeguard public interest and confidence in their awards. The study concluded that institution allow experts to monitor teaching and aspect of University.

Assessment

This was the sixth item under quality assurance. Under this indicator, the respondents were first asked to rate the extent at which the institution help gain an overall assessment. 48.0% strongly agree, 40.6% agree 9.1% were neutral, 2.3% disagree and 0.0% strongly disagree.

Findings corroborated with Ayiro and Sang (2012) who observes that institutions readily accept self-assessment because it empowers them and their staff to take charge of the quality of their performance without the pressure usually associated with an external review. Self-assessment also helps institutions to identify their own strengths and weaknesses, while generating awareness of key performance indicators. The study concluded that institutions agree with overall assessment. Secondly to know the extent to which the institution encourages overall management, 45.1% strongly agree, 43.4% agree 9.1% were neutral, 2.3% disagree and 0.0% strongly disagree. Findings corroborated with other scholars' suggestions. Kagumba and Gongera (2013) noted that combining management groups may seem a tall order, but if done correctly, it can result in an efficient and effective management system. Findings of Kagumba and Gongera indicated that leaders are dedicated to the goals of the institution. They aid each other to achieve improved productivity. A study carried in Indonesia by Haris (2013) narrated how internal quality assurance is carried; the process goes through a function from study program, program/faculty to university level. Each level must have representative of each learning service

element such as lecturers, students and academic supporting staff. According to (Irawanto, 2009), the aspect of power distance may influence quality assurance negatively; when it comes to power distance where power lies with the boss then teamwork might not be achieved and this is an essential element of quality assurance as you have to involve all the stakeholders. The study concluded that institutions encourage overall management.

Findings in table 4.17 below indicate that 49.1% of the respondents strongly agree that the institution provide measures for performance, 40.0% agree 8.6% were neutral, 1.7 % disagree and 0.6% strongly disagree. The findings agreed with the views of other scholars. Nicholson (2011) study posits that quality assurance refers to the policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced and in higher education, it seeks to maintain quality through a combination of accreditation, assessment, and audit. It is intended to ensure accountability. It is about Total Quality Management (TQM), which focuses on continuous improvement and customer satisfaction; performance indicator which focus on inputs and outputs.

However, the study disagrees with findings by Hayward, (2006). Findings by Hayward india study on quality assurance revealed that a range of goals, multiplicity of stakeholders, and the complexity of academic institutions pose major challenges for quality assurance as there are often differences of opinion about what are relevant or about appropriate standards from the perspectives of faculty members, university leaders, employers, government, parents, and students, the community, and professional associations. The study concluded that most leader at (49.1%) strongly agree that their institutions provide measures for performance. In general, the respondents were in agreement as far as the items listed under quality assurance. The rest of the findings are shown in table 4.24.

Table 4.17: Descriptive Statistics

-Statement	S. D	D	N	A	S. A	Mean	Std. Dev
Meet criteria by higher educational ordinance	0.6%	1.7%	6.9%	41.1%	49.7%	4.38	0.79
Internal evaluation of curriculum/infrastructure	0.6%	1.1%	6.9%	37.1%	54.3%	4.43	0.73
Effective monitoring of education	1.1%	2.9%	13.7%	40.6%	41.7%	4.19	0.80
Education research awareness	0.6%	3.4%	8.6%	42.3%	45.1%	4.28	0.87
Identify future issues	0.0%	2.9%	24.0%	35.4%	37.7%	4.08	0.84
Standard meets Threshold	0.0%	4.6%	12.6%	45.1%	37.7%	4.16	0.85
Provision on information to public	2.9%	5.1%	17.7%	38.9%	35.4%	3.99	1.00
Externa curriculum improvement	0.0%	5.1%	9.1%	47.4%	38.3%	4.19	0.85
Assurance quality	1.1%	4.6%	12.6%	41.7%	40.0%	4.15	0.81
Determine body of Knowledge	0.6%	2.3%	11.4%	41.1%	44.6%	4.27	0.76
Platform for research IN and OUT	2.3%	4.6%	11.4%	37.1%	44.0%	4.16	0.93
Central body test	4.0%	7.4%	27.4%	34.3%	26.9%	3.73	1.04
Mechanics for monitoring curriculum	0.6%	4.6%	10.3%	42.9%	41.7%	4.21	0.86
Encourage improvements	0.0%	2.3%	14.9%	44.0%	38.9%	4.19	0.71
Understand and support society Idea	0.6%	2.9%	12.6%	42.9%	41.1%	4.21	0.84
Allow experts to monitor teaching and aspect of Uni.	0.0%	4.6%	10.9%	42.3%	42.3%	4.22	0.88
Overall assessment	0.0%	2.3%	9.1%	40.6%	48.0%	4.34	0.71
Encourage overall management	0.0%	2.3%	9.1%	43.4%	45.1%	4.31	0.74
Providemeasures or performance	0.6%	1.7%	8.6%	40.0%	49.1%	44.35	0.78
Total						4.20	0.82

For the dependent variable quality assurance, it was noted that, the sub items accreditation, audit, academic review, external examination, inspection and assessment had an average score rate of 4.272, 4.123, 4.053, 4.203, 4.305 out of 5. Standard deviation recorded was 0.797, 0.878, 0.941, 0.810, and 0.763 respectively. Again, the finding indicates that; accreditation, audit, academic review, external examination, inspection and assessment contribute significantly on quality assurance. Summery statistics in Table 4.18 shows the details of the finding:

Table 4.18: Descriptive Statistics for Quality Assurance

Quality assurance	Mean	Std. Deviation	Analysis N
Accreditation	4.272	0.797	175
Audit	4.123	0.878	175
Academic review	4.053	0.941	175
External examination	4.203	0.810	175
Inspection	4.305	0.763	175

4.6 Diagnostic tests or tests of Assumptions

This section presents the diagnostic tests as was stated in chapter three. The tests that were carried in general included normality, outliers, multicollinearity, heteroskedasticity and linearity. The findings are as follows:

4.6.1 Normality Test

Skewness and kurtosis statistic were adopted to check the normality in the study as recommended by Myoung (2008). The skewness value for a normal distribution was zero, usually implying symmetric distribution. On the other hand, Kurtosis was a measure of the peakness of a distribution. West *et al.* (1996) proposed a reference of substantial departure from normality as an absolute skewness value greater than 2 and an absolute kurtosis value greater than 7. However, for this study the recommendation of Myoung (2008) who asserted that as a rule of thumb a variable is reasonably close to normal if its skewness and kurtosis have values between -1.0 and + 1.0. The results presented in table 4.19 shows that Autocratic

leadership style had a skewness coefficient of 0.323 and its kurtosis coefficient being -0.197. Strategic leadership style had a skewness coefficient of 0.049 and kurtosis coefficient value of -0.523. Transactional leadership style had a skewness coefficient value of 0.132and its kurtosis coefficient value of -0.360. Transformational leadership style had a skewness coefficient value of -0.299and its kurtosis coefficient value of --0.255. Spiritual leadership style had a skewness coefficient value of 0.172 and its kurtosis coefficient value of 0.188. Quality Assurance had a skewness coefficient value of -0.380 and its kurtosis coefficient value of 0.247. Based on these findings it was concluded that Autocratic leadership, Strategic leadership style, Transactional leadership style, Transformational leadership style, style, Spiritual leadership style and dependent variable Quality assurance were normally distributed since their skewness and kurtosis values lies within the ± 1 range as recommended by Myoung (2008). Table 4.19 shows the summery of the finding.

Table 4.19: Normality Test

Variable	Skewness	Ex. Kurtosis	Std. Dev.	C.V.
Autocratic Leadership Style	0.323	-0.197	0.462	0.125
Strategic Leadership Style	0.049	-0.523	0.458	0.115
Transactional Leadership Style	0.132	-0.360	0.521	0.138
Transformational Leadership Style	-0.299	-0.255	0.564	0.143
Spiritual Leadership Style	0.172	-0.188	0.513	0.134
Quality Assurance	-0.380	0.247	0.864	0.101

Based on the assumption in multiple linear regression that the residuals are distributed normally it is important before drawing final conclusions, to review the distributions of major variables of interest (Ming'ala, 2002). Histograms are a good way of getting an instant picture of the distribution of data (Field, 2009). Therefore, a histogram was also used in the study to test the normality of the dependent variable as shown in Figure 4.3 since t- test, regression and ANOVA are based on the assumption that the data were sampled from a Gaussian distribution (Indiana, 2011).
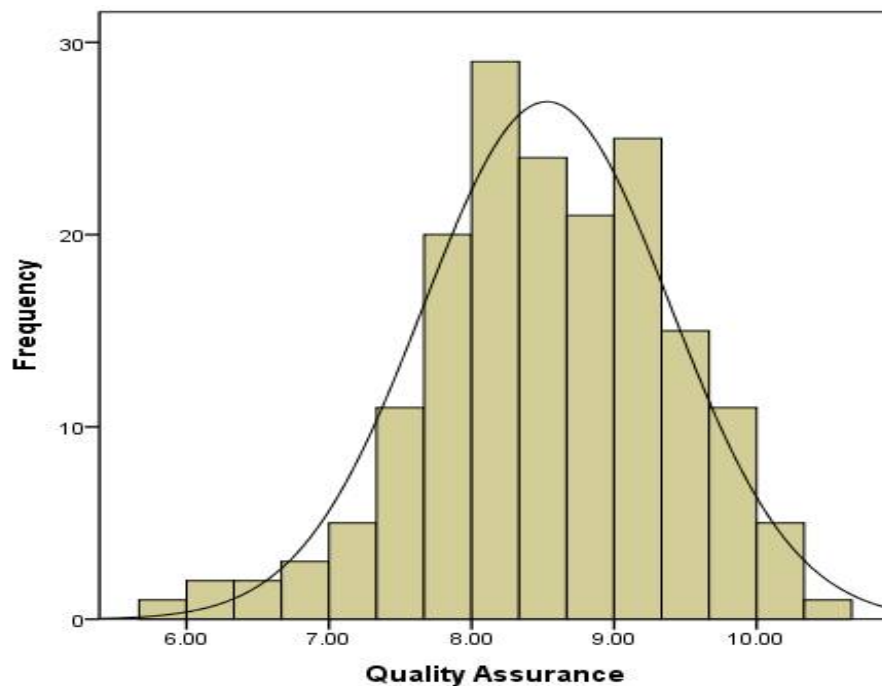
Figure 4.3: Normality of the dependent variable

Kolmogorov- Smirnov and Shapiro Wilk test for Normality

Other than skewness and kurtosis test for normality, Kolmogorov- Smirnov and Shapiro Wilk test were applied in testing the normality of all the variables. They compared the scores in the samples and check whether they had the same mean or standard deviation. The finding for Kolmogorov- Smirnov shows that, the p-values were greater than 0.05 indicating that the distributions were normally distributed. It was the same case with Shapiro-Wilk. The details of the findings

are shown in Table 4.20

Table 4.20: Kolmogorov-Smirnov and Shapiro-Wilk

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Autocratic Leadership Style	.069	175	.072	.984	175	.063
Strategic Leadership Style	.081	175	.087	.981	175	.089
Transactional Leadership Style	.065	175	.065	.989	175	.196
Transformational Leadership Style	.077	175	.054	.983	175	.128
Spiritual Leadership Style	.071	175	.031	.988	175	.146
Quality Assurance	.039	175	.200*	.988	175	.138

*. This is a lower bound of the true significance.

Normality using Q-Q plot

The normal Q-Q plot for the dependent variable, adoption of HRIS, shown in Figure4.4, indicated that the observed value was falling along a straight line. This therefore meant the variable was normally distributed which was consistent with the earlier findings based on skewness and Kurtosis test, Kolmogorov- smirnov and Shapiro wilk test.
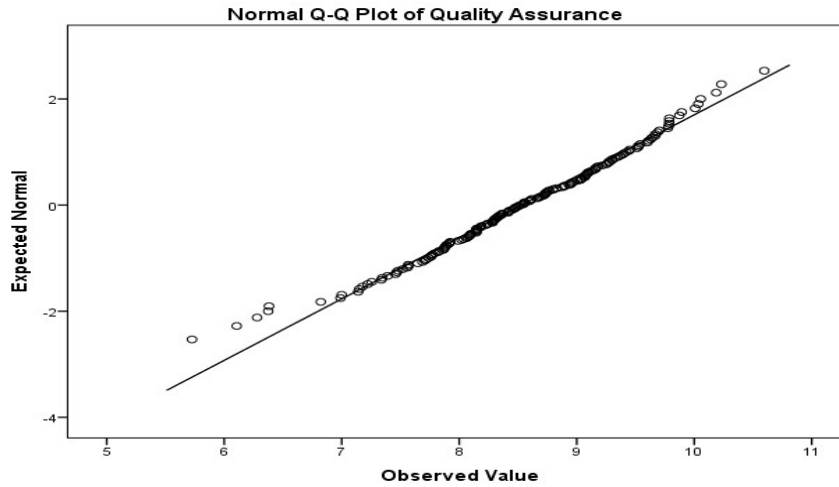
Figure 4.4: Q-Q plot

4.6.2 Outliers Test

An outlier may be described as any observation far from the rest of other observation. The presence of outlier in any given data may make the data not to assume Gaussian condition that is normality condition. It was therefore important to test the presence of outliers in any given data and even remove them for normality condition to be satisfied (Anderson *et al,* 2014). In this study the outliers presented were shown in Table 4.21.

Table 4.21: Outliers Detected

Variables	Position of observed outliers	Total number of outliers
Autocratic Leadership Style	117	1
Strategic Leadership Style	31, 19,	7
	28,82,85,89 110	
Transactional Leadership Style	158	1
Transformational Leadership Style	36, 57, 28 175,	7
	10,19,33	
Spiritual Leadership Style	175, 19, 28, 70	4
Quality Assurance	28, 89,110,114	4

4.6.3 Multicollinearity Test

Because of the independent variables of this study, the researcher had to detect multicollinearity that would occur when independent variables overlap with respect to the information they provided in explaining the variation in the dependent variable (Groebner *et, al.*2008). Multicollinearity in the study was tested using Variance Inflation Factor (VIF). A VIF of more than 10 (VIF ≥ 10) would have indicated a problem of multicollinearity. According to Montgomery (2001) the cut off threshold of 10 and above indicates the existence of multicollinearity while tolerance statistic values below 0.1 indicate a serious problem while those below 0.2 indicate a potential problem. The results in table 4.22 indicated that the VIF value for Autocratic Leadership Style was established to be 2.100 while its tolerance statistic was reported to be 0.476, Strategic leadership style was established to be 2.260 while its tolerance statistic was reported to be 0.443, the VIF value for Transactional leadership style was established to be 2.738 while its tolerance statistic was reported to be .365, Transformational leadership style was established to be 2.260 while its tolerance statistic was reported to be .443, and lastly the VIF value for spiritual leadership style was established to be 2.738 while its tolerance statistic was reported to be .365 Based on these the assumption of no multicollinearity between predictor variables was thus not rejected as the reported VIF and tolerance statistics were within the accepted range.

Table 4.22: Multicollinearity Test

Model	Collinearity Statistics	
Constant)	Torelance	vif
Autocratic leadership style	.476	2.100
Strategic leadership style	.443	2.260
Transactional leadership style	.365	2.738
	.443	2.260
Spiritual leadership style	.365	2.738

4.6.4 Heteroscedasticity and Homoscedasticity test

Heteroscedasticity in a study normally occurs when the variance of the errors varies across observation (Long & Ervin, 2000). Breusch-Pagan was used to test the null hypothesis, it states that the error variances are all equal versus the alternative and that the error variances are a multiplicative function of one or more variables. Breusch-Pagan tests the null hypothesis that heteroscedasticity is not present which imply that Homoscedasticity is present. If P-value is less than 0.05, reject the null hypothesis. A large chi-square value greater than 9.22 would indicate the presence of heteroscedasticity (Sazali, Hashida, Jegak & Raduan, 2010). In this study, the chi- square value resulting from each regression where every independent variable is considered individually were: - 5.756674, 9.484949, 5.930246 ,2.195979,7.656453 indicating that heteroscedasticity was not a problem. The null hypothesis tested was that variance is Constant versus the alternative that variation was not constant. The Variables were: Autocratic leadership style, Strategic leadership style, Transactional leadership style and Transactional leadership style and Spiritual leadership style table 4.23 shows the rest of the finding

Table 4.23: Breusch-Pagan for Heteroscedasticity

Ho	Variables	Chi2(1)	Prob > Chi2
Constant Variance	Autocratic leadership style	5.756674	0.016426
Constant Variance	Strategic leadership style	8.484949	0. 002072
Constant Variance	Transactional leadership style	5.930246	0.014883
Constant Variance	Transformational leadership style	2.195979	0.138371
Constant Variance	Spiritual leadership style	7.656453	0.005657

In overall, the chi-square value resulting from overall regression indicates that heteroskedasticity was absent hence variance was said to be constant.as shown in table 4.24

Table 4.24: Breusch-Pagan for Heteroscedasticity

H$_0$	VARIABLE	Chi2(1)	Prob > Chi2
Constant variable	Autocratic Strategic leadership style	5.800447	0.016426
	Transactional leadership style		
	Transformational leadership style leadership style		

4.6.5 Linearity Test for the Independent Variables

Linearity test check whether there is a relationship between the independent variable and dependent variable and to detect this assumption, this research had to check on residual plots (on the vertical axis) against the independent variable (on the horizontal axis) (Nau, 2014). Following are the findings as per to each independent variable, that is Autocratic leadership style, Strategic leadership style, Transactional leadership style, Transformational leadership style and Spiritual leadership style.

Linearity Test for Autocratic Leadership style

To find out whether there was linear relationship between Autocratic leadership style and Quality Assurance, Pearson moment's correlation coefficients was used as suggested by Cohen, West and Aiken, (2003). The result of the finding is presented on Table 4.25. The result indicates that the variables Quality Assurance and Autocratic leadership style has a positive relationship indicated by a correlation coefficient value of .409[**].This suggested that there was a linear positive relationship between Autocratic leadership style and Quality Assurance which means that an increase in Autocratic leadership style would lead to a linear increase in Quality Assurance in institution of higher learning in Kenya.

Table 4.25: Linearity test for Autocratic leadership style

	Variable	Quality Assurance	Autocratic leadership style
Quality assurance	Pearson collation	1	409
	Sig. (2-tailed)	-	.000
	N	175	
Autocratic leadership style	Pearson collation	409***	.174
	Sig. (2-tailed)	.000	1
	N	174	.174

**. Correlation is significant at the 0.01 level (2-tailed)

Other than product moment correlation coefficient, linearity was also tested using scatter plot between Quality Assurance and Autocratic leadership style and the result in figure 4.5 clearly indicated that there was linear relationship between Quality Assurance and Autocratic leadership style.

Figure 4.5: Scatter plot between Quality Assurance and Autocratic leadership style

Linearity Test for Strategic Leadership Style

To establish whether there was a linear relationship, the study adopted the Pearson moment's correlation coefficients and the result presented in table 4.26. The results indicated that the variables Quality assurance and Strategic leadership style had a

strong positive relationship as indicated by a correlation coefficient of 0.536. This showed that an increase in strategic leadership would lead to a linear increase in Quality assurance in Institution of Higher Learning in Kenya.

Table 4.26: Linearity Test for Strategic Leadership Style

	Variable	Quality Assurance	Strategic leadership style
Quality assurance	Pearson collation	1	536
	Sig. (2-tailed)	-	.000
	N	175	
Strategic leadership style	Pearson collation	536***	.103
	Sig. (2-tailed)	.000	1
	N	.102	.102

**. Correlation is significant at the 0.01 level (2-tailed)

Scatter plot between Quality assurance and Strategic leadership style as shown in figure 4.6 clearly shows that there was linear relationship between Quality assurance and Strategic leadership style.

Figure 4.6: Scatter plot between Quality Assurance and Strategic Leadership Style

Linearity Test for Transactional Leadership Style

To establish whether there was linear relationship, the study adopted the Pearson moment's correlation coefficients and the result presented in table 4.27 below. The results indicated that the variables Quality Assurance and Transactional leadership style had a strong positive relationship as indicated by a correlation coefficient of 0.596.

Table 4.27: Linearity Test for Transactional Leadership Style

	Variable	Quality Assurance	Transactional Leadership Style
Quality assurance	Pearson collation	1	596
	Sig. (2-tailed)	-	.000
	N	103	103
Transactional Leadership Style	Pearson collation	596***	.1
	Sig. (2-tailed)	.000	1
	N	103	.103

**. Correlation is significant at the 0.01 level (2-tailed).

Scatter plot between quality Assurance and Transactional leadership style shown in figure 4.7. Shows clearly that there was linear relationship between quality assurance and Transactional leadership style.

Figure 4.7: Scatter plot between Quality Assurance and Transactional Leadership Style

Linearity Test for Transformational Leadership Style

To establish whether there was linear relationship, the study adopted the Pearson moment's correlation coefficients which are presented in table 4.28. The results indicated that the variables Quality Assurance and Transformational leadership style had a positive relationship as indicated by a correlation coefficient of 0.510. This implies that there was a linear positive relationship.   Thus, an increase in Transformational leadership style would result in a linear increase in Quality assurance.

Table 4.28: Linearity test for Transformational leadership style

	Variable	Quality Assurance	Transformational leadership style
Quality assurance	Pearson collation	.1	.510**
	Sig. (2-tailed)	-	.000
	N	.102	
Transformational leadership style	Pearson collation	.510***	.102
	Sig. (2-tailed)	.000	1
	N	.102	.102

**. Correlation is significant at the 0.01 level (2-tailed)

Scatter plot between quality assurance and Transformational leadership style as shown in figure 4.8. Shows clearly that there was linear relationship between quality assurance and Transformational leadership style.
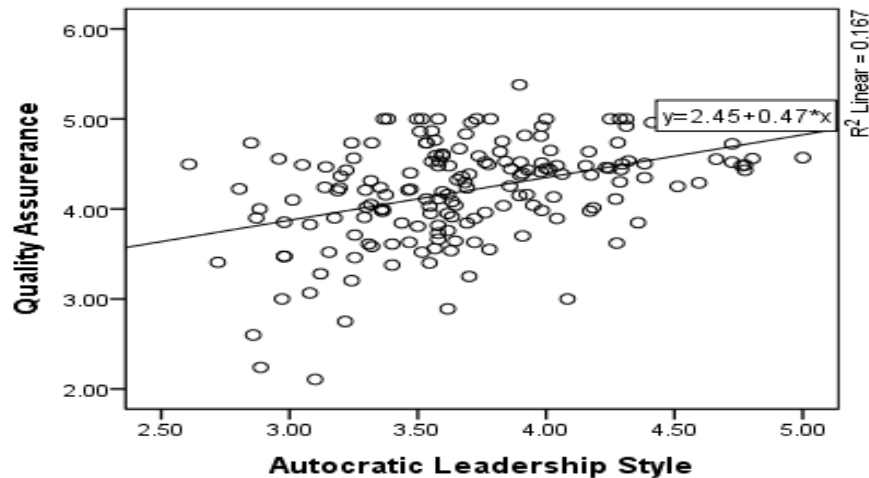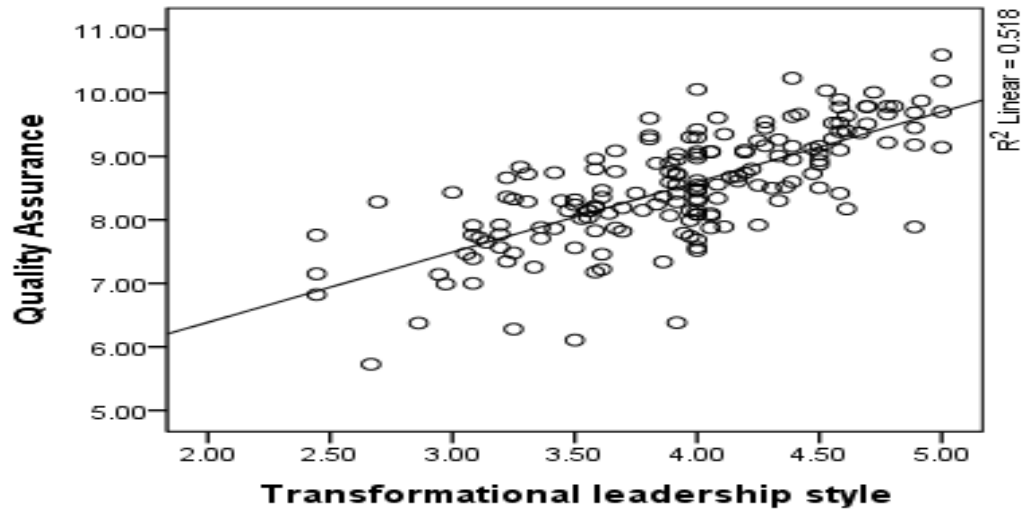

Figure 4.8: Scatter plot between Quality Assurance and Transformational Leadership Style

Linearity Test for Spiritual Leadership Style

To establish whether there was linear relationship, the study adopted the Pearson moment's correlation coefficients which are presented in table 4.29. The results indicated that the variables Quality Assurance and Spiritual leadership style had a strong positive relationship as indicated by a correlation coefficient of 0.799. This implies that there was a linear positive relationship. Thus, an increase in Spiritual leadership style would result in a linear increase in Quality Assurance.

Table 4.29: Linearity Test for Spiritual Leadership Style

	Variable	Quality Assurance	Transformational leadership style
Quality assurance	Pearson collation	.1	.799**
	Sig. (2-tailed)	-	.000
	N	.102	
Transformational leadership style	Pearson collation	.799***	.175
	Sig. (2-tailed)	.000	1
	N	.175	.175

**. Correlation is significant at the 0.01 level (2-tailed).

Scatter plot between Quality Assurance and Spiritual leadership style as shown in figure 4.9 shows clearly that there was linear relationship between Quality Assurance and Spiritual.
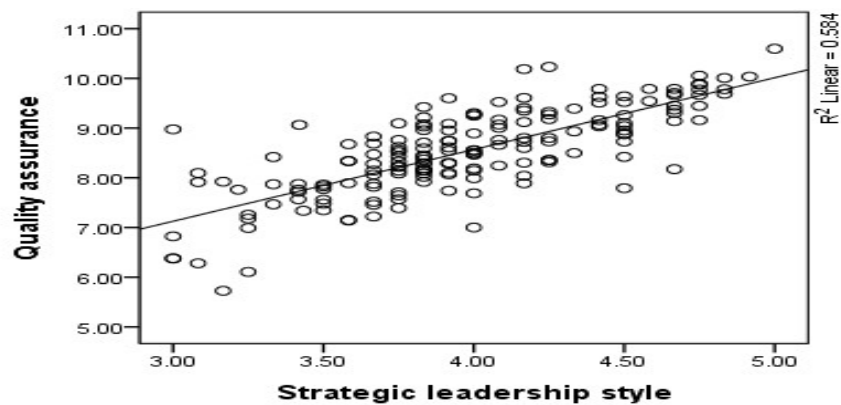

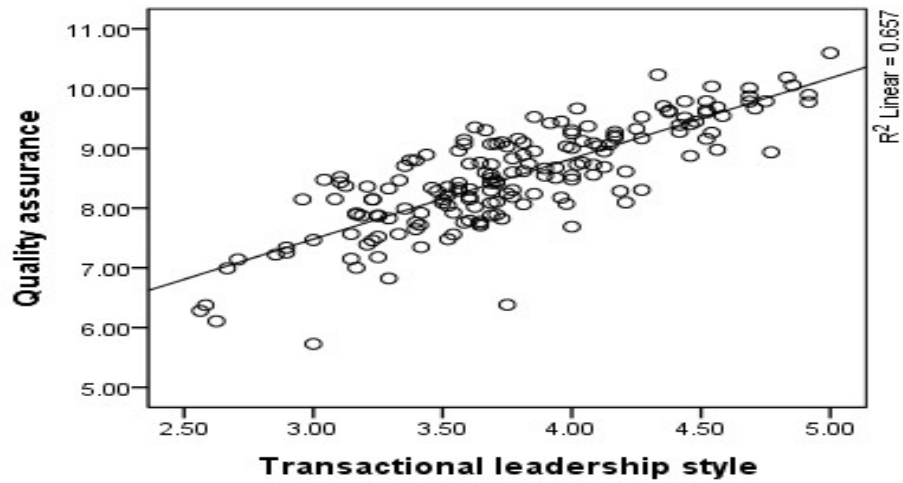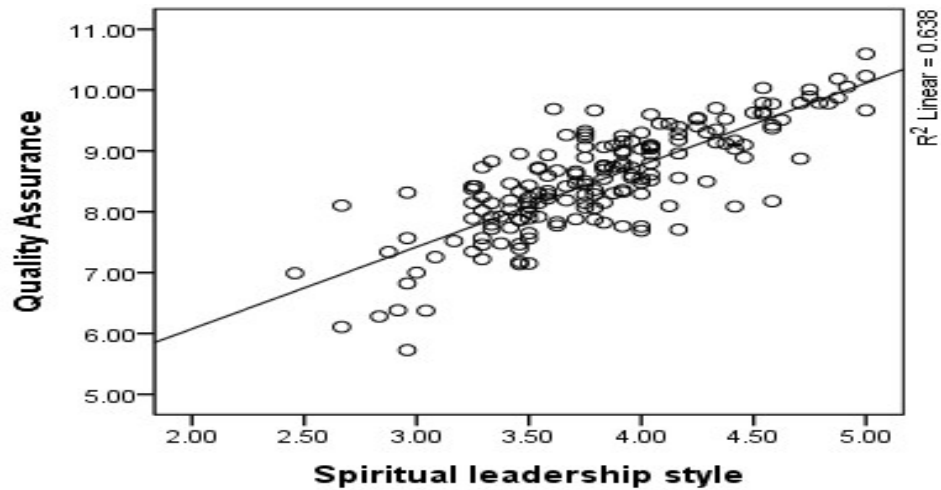**Figure 4.9: Scatter plot between Quality Assurance and Spiritual Leadership style**

4.7 Inferential Statistic

Inferential statistics deal with inferences about the population based on the results obtained from the sample. The more representative the sample is, the more generalizable the results will be to the population. Hypothesis testing techniques are used to generalize from the sample to the population. This is often referred to as inferential statistics (Mugenda & Mugenda, 2003). Below are some of the inferences made: -

-4.7.1 Combined Correlation Analysis for Independent Variables

This was tested to check whether x_1, x_2, x_3, x_4 and x_5 relates with one another and one way of doing this is by testing multicollinearity. The combined correlation of the five independent variables namely autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style was computed to determine the strength and direction of the associations between variables. Pearson product moment correlation coefficient (r's) was used. The correlation coefficients were summarized in Table 4.30. The findings revealed that there was significant relationship between the independent variables since all the p-values were less than 0.01 that is p- values $0.000 < 0.01$. Even though there was a significant relationship between the independent variables, there was no problem of multi-collinearity among the variables since all the r values were less than 0.8 as suggested by Tabachnick and Fidel (2001).

Table 4.30: Combined Correlation Analysis for Independent variables

		x1	x2	x3	x4	x5
x1	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	175				
x2	Pearson Correlation	.570**	1			
	Sig. (2-tailed)	.000				
	N	175	175			
x3	Pearson Correlation	.647**	.658**	1		
	Sig. (2-tailed)	.000	.000			
	N	175	175	175		
x4	Pearson Correlation	.538**	.663**	.680**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	175	175	175	175	
x5	Pearson Correlation	.578**	.641**	.725**	.623**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	175	175	175	175	175

**. Correlation is significant at the 0.01 level (2-tailed). X1=Autocratic leadership style X2= Strategic leadership style X3= Transactional leadership style, X4=Transformational leadership style X5=Spiritual leadership style.

4.7.2 Multivariate Regression Analysis

Multiple regression attempts to determine whether a group of variables together predict a given dependent variable (Mugenda & Mugenda, 2008). In this case, multiple regression was performed since the study had more than one independent variable. This study was interested in finding out whether and how autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style influence quality assurance in the institutions of higher learning. The five Independent variables were considered together (one equation) as predictors of quality assurance. A multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable.

Therefore, the overall model for the study was;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

Where:

Y = Quality Assurance

X_1 = Autocratic leadership style

X_2 = Strategic leadership style

X_3 = Transformational leadership style

X_4 = Transactional leadership style

X_5 = Spiritual leadership style

The Table 4.31 shows the analysis of the fitness of the model used in the study. The results indicated that the overall model was satisfactory as it was supported by coefficient of determination also known as the R-square of 0.811. This means that all the independent variables explain 81.1% of the variations in the dependent variable.

Table 4.31: Overall Model Fitness

Model	R	R Square	Adjuste d R Square	Std. Error of the Estimat e	Durbin - Watson
1	.901 a	.811	.806	.38106	2.043

a. Predictors: (Constant), Autocratic leadership style, Strategic leadership style,

Transactional leadership style, Transformational leadership style and spiritual leadership style.

4.7.3 Analysis of Variance (ANOVA)

This was tested to know whether the model above was good or not good enough, in other words, it was to tell whether X_1, X_2, X_3, X_4 and X_5 collectively affect Y (Quality assurance). To explain whether the factors affect Quality assurance collectively, the Table 4.32 provided the results on the analysis of Variance (ANOVA). The results indicated that the overall model was statistically significant. This meant that all the independent variable (autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style) are good predictors of Quality Assurance. This was supported by an F calculated of 145.348 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level. These results suggested that the independent variables are good predictors of Quality assurance. From the result below, the F calculated was = to 145.348 which is > than F critical of 22.17 and P which was = to 0.000[b] less than 0.05. This implies that there was goodness of fit of the model.

Table 4.32: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.527	5	21.105	145.348	.000[b]
	Residual	24.540	169	.145		
	Total	130.067	174			

a. Dependent Variable: Quality assurance

b. Predictors: (Constant), Strategic leadership style, Transformational leadership style, Autocratic leadership style, Transactional leadership style and Spiritual leadership style.

4.7.4 β - Coefficients

This was done to know the individual effect (rate of change) of each independent variable on Quality assurance. Regression of coefficients results in Table 4.33 shows that there was a positive and significant relationship between Quality assurance (dependent variable) and Autocratic leadership style, Strategic leadership style, Transactional leadership style, Transformational leadership style, Spiritual leadership style (explanatory variables). From the finding, the overall model obtained was expressed as:

$$Y= 1.864 - 0.155X1 + 0.530X2 + .579X3 + 0.209X4 + 0.555X5$$

These were supported by beta coefficients of - 0.155, 0.530, .579, .209 and 0.555 respectively. These results show that a change in strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style will definitely lead to a positive change in Quality Assurance in institution of higher learning in Kenya. But for autocratic leadership style, a unit change leads to negative change in quality assurance.

Table 4.33: Overall Regression Coefficients

Model	Unstandard ized Coeff		Std Coeff	t	Sig.	Collinearity Statistics	
	B	Std. Er	Beta			Tolerance	VIF
(Constant)	1.864	.277		6.722	.000		
Autocratic leadership style	-.155	.086	-.083	1.807	.033	.532	1.881
Strategic leadership style	.530	.095	.281	5.568	.000	.440	2.275
Transactional leadership	.579	.095	.349	6.075	.000	.339	2.953
Style Transformational	.209	.077	.136	2.708	.007	.443	2.257
leadership style Spiritual leadership style	.555	.088	.329	6.315	.000	.410	2.437
a. Dependent Variable: Y (Quality assurance)							

From the above results the optimal model was retained as follows:

$$Y = \beta o + \beta_1 X_1 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots Equation\ 1$$

$$Y = \beta o + \beta_2 X_2 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots Equation\ 2$$

$$Y = \beta o + \beta_3 X_3 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots Equation\ 3$$

$$Y = \beta o + \beta_4 X_4 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots Equation\ 4$$

$$Y = \beta o + \beta_5 X_5 + \mathcal{E} \dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots Equation\ 5$$

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots\dots\dots Equation\ 6$$

Where

Y = Quality Assurance

X_1 = Autocratic leadership style

X_2 = Strategic leadership style

X_3 = Transformational leadership style

X_4 = Transformational leadership style

X_5 = Spiritual leadership style.

Explanation:

B_0 = Constant

B_1 = regression coefficient of X_1

B_2 = regression coefficient of X_2

B_3 = regression coefficient of X_3

B_4= regression coefficient of X_4

B_5= regression coefficient of X_5

ε = error term, the disturbance between 0 and 1

In addition to that, the hypotheses: -

H₀₁: Autocratic leadership style does not have an effect on quality assurance in higher institution of learning in Kenya that is (**H₀:** $\beta_1 = 0$ vs **H₁:** $\beta_1 \neq 0$) **H₀₂:** Strategic leadership style does not have an effect on quality assurance in higher institution of learning in in Kenya (**H₀:** $\beta_2 = 0$ vs **H₁:** $\beta_2 \neq 0$)

H₀₃: Transactional leadership style does not have an effect on quality assurance in higher institution of learning in in Kenya (**H₀:** $\beta_3 = 0$ vs **H₁:** $\beta_3 \neq 0$)

H₀₄: Transformational Leadership style does not have an effect on quality assurance in higher institution of learning in in Kenya (**H₀:** $\beta_4 = 0$ vs **:H₁:** $\beta_4 \neq 0$)

H₀₅: Spiritual Leadership capability does not have an effect on quality assurance in higher institution of learning in in Kenya (**H₀:** $\beta_5 = 0$ vs **H₁:** $\beta_5 \neq 0$)

From the research finding above, the results indicated that all the hypotheses were rejected. This was done by the use of t test. The table 4.34 below show the summery of the hypotheses rejected.

Table 4.34: Overall Regression Coefficients

Hypotheses	t- value	Sig value	Decision
$H_0: \beta_1 = 0$ $H_1: \beta_1 \neq 0$	1.807	.033	Reject H_0
$H_0: \beta_2 = 0$ $H_1: \beta_2 \neq 0$	5.568	.000	Reject H_0
$H_0: \beta_3 = 0$	6.075	.000	Reject H_0
$H_0: \beta_4 = 0$	2.708	.007	Reject H_0
$H_0: \beta = 0$	6.315	.000	Reject H_0
$5H_1: \beta \neq 05$			

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study sought to investigate influence of leadership styles on quality assurance in institutions of higher learning with focus to the universities of Kenya. Specifically, the study looked at autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style. This chapter summarized the collected data and the statistical treatment of analysis: discussion with reference to the specific objectives and assesses the meaning of results by evaluating and interpreting them. The conclusions related directly to the specific objectives. The recommendations refer to the suggestions for further study. Each recommendation traces directly to each conclusion.

5.2 Summary of Findings

Empirical literature showed that quality assurance in the institutions of higher learning is a multifaceted area influenced by various factors. In most institutions within Kenya and beyond, quality assurance has been found to be less than expected by stakeholders. The study examined a total population of 7,375 leaders in the institutions of higher learning in Kenya. A stratified sampling approach was used to select 249 leaders. The basis of stratified sampling was to obtain a representative sample fo r each stratum. By the use of this technique, the researcher was able to get a more reliable and detailed information. The study was conducted by use of administered questionnaires in parallel to qualitative data collected. Out of the 249 leaders 175 responded giving a response rate of 70.28%. Babbie (2002), reported that a response rate of above 50% is adequate for analysis. A response rate of 70.28% in this study was considered adequate. The instrument was pilot tested and analyzed for reliability and validity using Cronbach's Alpha formula. Confirmatory factor analysis to reduce the factors was also used. This confirmed the conceptual framework of this study. SPSS version 21 was used as

the statistical tool for analysis all through the study. Diagnostic test or assumption test was administered prior to analysis to detect any abnormality in the data. Qualitative data was content analyzed as the data was organized into themes and categories. The data was operationalized quantitatively for further analysis. Quantitative data was analyzed and described using descriptive and inferential statistics. Scatter plots were visually examined to check whether linear regression relationships existed after which linear regression was done to establish the magnitude and direction of the relationship, a combined correlation was also done to reveal the significant relationship between the independent variables. Multiple regression was used to test the combined effect of all the independent variables to the dependent variable, this was followed by β-Coefficients to reveal the extent at which each an independent variable contributes negatively or positively to dependent variable (Quality assurance). The study had the following findings:

5.2.1 Autocratic Leadership Style

Examining the influence of Autocratic leadership style on Quality assurance in institutions of higher learning in Kenya. The findings of this study suggested that Quality Assurance and Autocratic leadership style had a significant relationship. An increase in Autocratic leadership style would lead to a linear increase in Quality assurance in institution of higher learning in Kenya.

5.2.2 Strategic Leadership Style

Assessing the influence of Strategic leadership style on Quality assurance in institutions of higher learning in Kenya. The results indicated that the variables Quality assurance and Strategic leadership style had a significant relationship. The study established that there is a positive influence on quality assurance on the institutions of higher learning attributed to change in strategic leadership style.

5.2.3 Transactional Leadership Style

Determining the influence of Transactional leadership style on Quality assurance in institutions of higher learning in Kenya. The study found out that there was a positive correlation between Transactional leadership style and Quality assurance. The results indicated that the variables Quality Assurance and Transactional leadership style had a significant relationship. The study established that there is a positive influence on quality assurance on the institutions of higher learning attributed to change in transactional leadership style.

5.2.4 Transformational Leadership Style

Establishing the influence of Transformational leadership style on Quality assurance in institutions of higher learning in Kenya. The research findings showed a positive correlation between Quality assurance and Transformational leadership style. The findings confirmed that the variable Quality assurance and Transformational leadership style had a significant relationship. Thus, an increase in transformational leadership style would result in a linear increase in Quality assurance.

5.2.5 Spiritual Leadership Style

Determining the influence of Spiritual leadership style on Quality assurance in institutions of higher learning in Kenya. The research established a strong positive correlation between quality assurance and spiritual leadership style. The results indicated that the variable Quality Assurance and Spiritual leadership style had a strong positive relationship. This implies that there is a linear positive relationship. Thus, an increase in Spiritual leadership style would result in a linear increase in Quality Assurance.

5.2.6 What is the Overall Influence of all the Independent Variables to Quality Assurance of the Institutions of Higher Learning in Kenya?

The research findings revealed that there was significant relationship between the

independent variables since multiple regressions found out that the overall model was satisfactory. This means that all the independent variables explain the variations in the dependent variable. The study established that there was a strong positive influence on quality assurance in the institutions of higher learning attributed to units of change for all the independent variables. Test of overall significance of the five variables jointly autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style using ANOVA, found the model to be significant. These results suggested that the independent variables are good predictors of Quality assurance.

5.3 Conclusion

Finally, the research findings revealed that there was significant relationship between the independent leadership variables since all the p-values were less than 0.01. In the study, a multiple regression found out that the overall Leadership-Quality assurance model was satisfactory as it is supported by coefficient of determination (also known as the R-square) of 0.811. This means that all the independent Leadership variables contribute to 81.1% of the variations in the dependent Quality assurance variable. The study established that there is a strong positive influence on quality assurance in the institutions of higher learning attributed to units of change for all the independent Leadership variables especially spiritual leadership style.

Test of overall significance of the five variables jointly autocratic leadership style, strategic leadership style, transactional leadership style, transformational leadership style and spiritual leadership style using ANOVA, at 0.05 significance found the model to be significant. This was supported by an F statistic of 145.348 and the reported p value (0.000) which was less than the conventional probability of 0.05 significance level. These results suggested that the independent variables are good predictors of Quality assurance.

5.4 Recommendation

Based on the conclusions, the following recommendations are made. Despite the usual presumption that autocracy promotes enforcement of policies and procedures, the scatter plot in our result suggested that the response was not coherent such that Autocratic leadership style does not significantly promote teamwork and communication.

It is preferable that channel of communication in the institutions of higher learning should be all rounded and clear to all stakeholders to facilitate quality assurance in the institutions. The underlying concept in the institutions of higher learning in Kenya is that education is a transformational process focusing on the competencies. As such when it comes to performance, teamwork has to be embraced and this is in relation to Quality assurance that needs the involvement of all stakeholders.

In relation to quality assurance, an ideal is a blended form of leadership that promotes intelligence, transparency and safeguards public interests, hence creating confidence-based networking that befits the goals and aspirations of an institution of higher learning. In general, the five leadership styles that informed this study should form a blend at corporate team management level and at individual personality level. This means that:

Leadership interviews in the institutions of higher learning ought to check each of these styles in a personality for eligibility as well as in the composition of management team in a corporate setting. Below is figure 5.1 showing comparative influences of leadership styles in institutions of higher learning in Kenya.
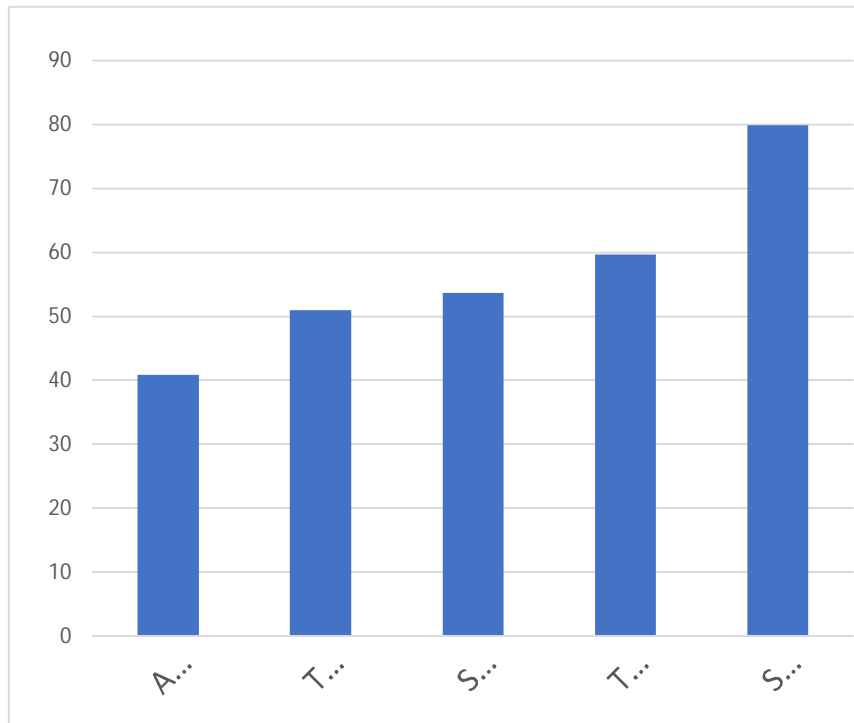
Figure 5.1: Comparative influences of leadership styles in institutions of higher learning in Kenya.

The above histograph gives the variation of the composition of a preferable blend for an ideal leadership style for an institution of higher learning. From this information, when it comes to carrying out an interview (for example choosing a VC or DVC…), then one with less autocratic and more spiritual leadership style should be selected. Spiritual leadership style in this case is not merely being religious, but being one who reassures aspirations for a better future. The DVCs should subsequently constitute a corporate blend as a team in which each member stands out as a leader who is: Autocratic- policy implementer Strategic- A good planner Transactional- business oriented; Transformational- hands on the ground (meaning a researcher);Spiritual- an inspirational (hope where there is no hope).

This study reveals three major points; one, a leadership matrix, by coming up with a profile for five(5) leadership styles, two, spirituality stands out in terms of its inspirational formation context of organization; a Chief Executive Officer(CEO) who can inspire their people despite business context need quality of spiritual leadership, third and last point, autocratic leadership style is good in policy implementation while all strategic, transactional as well as transformational are almost equal in rank and therefore must be equally important as integral rather than exclusive quality of a CEO; this means a good CEO need to be equal in measure to move things forward. To a larger extent, has to be somebody who inspire others.

5.5 Areas for Further Research

This study focused on the sector of institutions of higher learning. Further research is required for other public sectors (like primary and secondary schools in Kenya). Common policing standards need to be investigated and understood. A similar research may also be conducted using a moderating variable. Research should be conducted to establish other factors that influence quality assurance in the institutions of higher learning in addition to those highlighted in the first chapter, on the influences of quality assurance in the institutions of higher learning in Kenya. Such a research need also be conducted in other countries and especially the least developed countries to realize their unique challenges so that development can be realized in the sector of higher education.

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APPENDICES

Appendix I: The Questionnaire

This questionnaire has statements regarding leadership styles and their influence on quality assurance in institutions of higher learning in Kenya. Kindly take few minutes to complete the questionnaire as guided. Your responses will be handled confidentially and ethically.

Thank you for accepting to participate in this study.

Instructions

Please do not write your name or title anywhere in the questionnaire. Respond to each item by putting a tick on the appropriate response. Note that there is no right or wrong answer.

SECTION A: General/ Demographic Information

(Tick appropriately)

SECTION A: General/ Demographic Information

(Tick appropriately)

1. Gender:

Male ☐   Female ☐

2. Age (in years):

20 and<: ☐   21-30: ☐   31-40 ☐   41-50: ☐   50 and> ☐

3. Highest Level of Education:

Secondary: ☐   College: ☐   Undergraduate: ☐   Post graduate: ☐

Graduate: ☐

4. Years of service:

Less than 1 year: ☐   1-5: ☐   6-10: ☐   16-20: ☐   21-25: ☐   26 and

above: ☐

5. Current Position:

Student representative: ☐   Lecture: ☐   HOD: ☐   Dean: ☐

SECTION B: GENERAL QUESTIONS ON LEADERSHIP STYLES

6. In your institution, which style of leadership is being practiced? (*refer to*

    annex) and Tick appropriately

1.	Autocratic leadership style	☐
2.	Strategic leadership style	☐
3.	Transactional leadership style	☐
4.	Transformational leadership style	☐
5.	Spiritual leadership style	☐

7. Pick on one Leader that uses the style chosen above

    Student representative: ☐ Lecturer: ☐ HOD: ☐ Dean: ☐ DVC: ☐

8. Do you like the leadership style (above) being practice in your institution?

    If yes give reason, and if no also state the reason

    i. Yes   ☐

    ii. Reason --

       ……………………………………………………………………...

    i. NO   ☐

    ii. Reason--

       ----

9. Which type of leadership style would you prefer

   i)   Autocratic: ☐   Strategic: ☐ Transactional: ☐

           Transformational:☐ Spiritual: ☐   Other   :☐

   ii)   Give reason to your answer above

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

10. Is the preferred leadership style practiced?

   Yes: ☐   No: ☐ Don't know: ☐

11.In your opinion how does leadership style affect quality

assurance……………………………………………………………………….

…………………………………………………………………………………

SECTION C: AUTOCRATIC LEADERSHIP STYLE

12. Rate the following items as far as autocratic leadership is concern in relation to your position of work [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	Description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
						1
		5			2	

1	The leader is very keen on maintaining relationships with stakeholders.				
	The leader allows subordinates To participate in managerial decision				
	The leader enjoys privileges and their status symbols are very important				
2	 The leader embraces				
	The leader expects acceptance of their directives				
	The leader is always reserved to his own opinions as compared to sharing.				
	The leader deal with individual issue separately.				
	The leader emphasizes on harmony and social order values.				
3	The leader is seen By his employees not as a manager but also as a protector, a mentor, and a father				
	The leader behaves friendly and Relevant of his				
	The leader behaves wisely and Honestly.				

Item	description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	The leaders are responsible for His/her employee's extended family.					
4	The leader asserts control on others.					
	The leader builds up his or her authority.					
	The leader gives direction to their employees which they are expected to comply.					
	The leader is dominant and aggressive.					

SECTION D: STRATEGIC LEADERSHIP STYLE

13. Rate the following items as far as strategic leadership style is concern and how it affects quality of education in your institution [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	description	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The leader is very strict on the chain of command and channel of communication.					
	The institutional Structure is well designed to fit quality standard.					

	The leaders in various Positions are always in control of their work stations.					
2	The leader heavily Depends on policy and communicates well.					
	The leader considers all Stakeholders when communicating.					
3	Leaders understand Their job and execute very well.					
	The leader articulates and shares the vision of the organization to all stakeholders.					
4	Superior has a sense of belonging in the work place.					
	Superior leaders have Loyalty to work.					
	The leader has strong and clear expectations from all followers.					

SECTION E: TRANSACTIONAL LEADERSHIP STYLE

14. In your own opinion rate the following items as far as Transactional leadership style is concern and how it affects quality of education in your institution [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	description	Strongly Agree	Agree 4	Neutral 3	Disagree 2	Strongly Disagree
1	The leader provides precise task, and rules for performing these tasks					
	Leader g i v e s r e w a r d b a s e d on performance.					
	The leader place greater emphasis on persistence in pursuit of goals rather than immediate returns					
	The leader is task oriented.					
2	Leader prefers social Relationship					
	The leader prefers harmony and social order values					
	The leader has self confidence					
3	The leader reward team work.					
	Leader meet societal obligation.					

		Strongly	Agree	Neutral	Disagree	Strongly
	The leader performs specified duties in return for followers' obedience and loyalty.					
4	The leader gives instructions					
	The leader is result oriented.					
	The leaders focus on the role of supervision.					

SECTION F: TRANSFORMATIONAL LEADERSHIP STYLE

15. Rate the following items as far as Transformational leadership style is concern and how it affects quality of education in your institution [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	description	Strongly	Agree	Neutral	Disagree	Strongly
1	The leader considers Stakeholders needs.					
	The leader considers relationship with their people.					
	The leader is tolerant of others.					
2	The leader motivates People working under them.					

		The leader focuses on Changing stakeholder's				
		The leader pays attention to the concern of individual stakeholders.				
	3	The leader inspires his or her juniors.				
		The leader has mutual relationship with their employees.				
	4	The leader is friendly, peace loving, and open handed.				
		The leader is concerned about the effect of their action on the feelings of others.				
		The leader shows concern of others, tolerant of errors, generous, and sensitive towards others				

SECTION G: SPIRITUAL LEADERSHIP STYLE

16. In your own opinion rate the following items as far as spiritual leadership style is concern and how it affects quality of education in your institution [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	description	Strongly Agree		Neutral	Disagree	Strongly Disagree
1	The leader ensures there					
	The leader shows his or Her personal caring to individual privately.					
	The leader is more assertive, dominant and aggressive.					
2	Leader considers Quality of a stakeholder.					
	The leader behaves Wisely, and honestly.					
	The leader is friendly, Closely related and tolerant of his or her employee's moral influence.					
	The leader has moral					
	The leader expects Gratitude, obedience respect and identification					

3	The leader likes Management by control.					
	The leader expects Mutual respect from his or her employees.					
	The leader allows Adjustment for new stakeholders.					
	The leader has strong Influence frequently					
	The leader respect Behavior of others					
	The leader decentralizes Operations.					
4	The leader put more emphasis on moral obligation than pursuing a role					
	The leader retains relationship with employees.					
	The leader is obeyed, respected and identified by the employees.					

SECTION H: QUALITY ASSURANCE

17. In your own opinion, rate your institution on how the following items affect Quality Assurance and quality of education. [1= Strongly Disagree, 2= disagree, 3=Neutral, 4= Agree and 5= strongly agree].

Item	Description	Strongly	gree	Neutral	Disagree	Strongly
1	Meets criteria as determined by The higher educational					
	Carries out internal evaluation of its curriculum, qualification of staffs, enrolment statistics per program and					
	Encourages effective Monitoring of educational performance than to					
	Raises awareness in the Education and research activities of academic staff.					
	Helps identify future issues.					
2	Chosenstandards satisfy					
	Provision of information on Academic standards to the public.					

	Encourage curriculum design improvements from outsiders					
3	Determine body of knowledge which must be learnt by students					
	Provision of plat form for showcasing best research and intellectual work both at home and in the diaspora					
	Have test that are set by central body					
4	Provision of mechanism for checking up on whether prescribed curriculum is taught properly					
	Encourage improvement					
	Help gain widespread understanding and support from society					
5	Provide room for experts to monitor quality of teaching as well as general aspects of the university					

6	Help gain an overall assessment					
	Encourage improvements in the institution's overall					
	Provide measures that reflect expectations of performance of the stakeholders.					

18. Does the university have measures that take care of quality assurance? Yes, or

No, doesn't know.

19. If yes, state the reasons

Thank you very much for taking your time to participate in this survey.

Thank you for completing and returning the completed survey.

SECTION I: Annex

DEFINATION OF LEADERSHIP STYLES AND QUALITY ASSURANCE

Autocratic leadership style: Autocratic or authoritarian leadership style is where decision-making powers are centralized in the leader, as with dictators. Leaders do not entertain any suggestions or initiatives from subordinates. It is a leadership style that is characterized by authoritarian personality as it uses behaviors that are extremely conformist, rigid, obedient to authority, and extremely prejudiced against others.

Strategic leadership style:

This is a style that is concerned with the entire scope of activities and strategic choices of the individuals at the pinnacle of the organization. It involves   CEOs, heads of business units, boards of directors and dominant coalitions. They are executives who have overall responsibility for an organization.

Transactional Leadership style:

This style is more of a "give and take" working relationship – rapport between leader and follower is established through exchange, such as a rewards system for meeting particular objectives

Transformational Leadership:

This style is based on building relationships and motivating staff members through a shared vision and mission. Leaders using this approach have charisma to communicate vision, confidence to act in a way that inspires others, staff respect and loyalty from letting the team know they are important, and are masters at helping people do things they weren't sure they could do by giving encouragement and praise.

Spiritual leadership style:

This style of leadership is linked with organizational openness, self-efficacy, and organizational commitment. Its presence also contributes to workplace spirituality, which is often positively linked with employee attitudes such as commitment and job satisfaction as well as work performance among employees.

Quality assurance:

This is a planned and systematic review process of an institution or program to determine whether or not acceptable standards of education, scholarship,

and infrastructure are being met, maintained and enhanced.

Appendix II: Confirmatory factor Analysis for Autocratic Leadership Style

	Autocratic leadership style	Factor
1	The leader is very keen Maintain relationship	.603
2	The leader allows subordinates to Participation in managerial decision-making process	.560
3	The leader enjoys Privileges and their status symbols are very important	.427
4	The leader Embrace ideas from stakeholders	.702
5	The leader expects Acceptance of their directives immediately	.561
6	The leader is always Reserved to his own opinions as compared to sharing.	.579
7	The leader deal with Individual issue separately	.975
8	The leader emphasizes 'on Harmony and social order values	.973
9	The leader Employee perception	.620
10	Friendly Behavior	.660
11	Wisdom and Honesty	.546
12	Responsible	.522
13	Control	.618
14	Authoritative	.458
15	Direction	.448
16	Dominant Aggressive	.618
		.603

Extraction Method: Principal Component Analysis.

Appendix III: Confirmatory factor Analysis for Strategic Leadership Style

Strategic leadership style	Factor Loadings
Command Communication	.469
Designed Structure	.408
Control Work Stat	.791
Receptive	.622
Dependency on Policy	.503
All rounded Communication	.666
Job execution	.601
Vision Articulation	.685
Shape Future	.676
Sense of Belonging	.552
Loyalty to Work	.654

Extraction Method: Principal Component Analysis.

Appendix IV: Confirmatory factor Analysis for Transactional Leadership Style

	Transactional leadership style	Factor Loadings
1	Precise Tasks Rules	.492
2	Reward on Performance	.586
3	Emphasis on Goals	.448
4	Task Oriented	.797
5	Social relationships	.526
6	Harmony and Social Order	.639
7	Self Confidence	.700
8	Reward Team Work	.656
9	Societal Obligations	.441
10	Duties for Obedience Loyalty	.610
11	Instructions not Delegation	.638
12	Result Oriented	.628
13	Role of Supervision	.623

Extraction Method: Principal Component Analysis.

Appendix V: Confirmatory factor Analysis for Transformational Leadership

Style

	Transformational leadership style	Factor Loadings
1	Consider Stakeholders Needs	.518
2	Relationship with People	.602
3	Tolerant of others	.530
4	Motivator	.662
5	Change of Stakeholders Values	.417
6	Individual Attention	.600
7	Inspire Juniors	.586
8	Mutual Relationships	.613
9	Peace Open Handed	.698
10	Empathetic	.604
11	Sensitive	.528

Extraction Method: Principal Component Analysis.

Appendix VI: Confirmatory factor Analysis for Spiritual Leader Style

	Spiritual leadership style	Factor Loadings
1.	Fairness on Gender	.495
2.	Individual Privacy	.432
3.	Assertive Dominant	.626
4.	Consider Quality	.431
5.	wise honestly	.466
6.	Adapt Moral Influence	.618
7.	Has Moral Influence	.608
8.	Put Moral Obligation	.688
9.	Expect Honor	.511
10.	Management by Control	.599
11.	Mutual Respect	.536
12.	Allow Adjustment	.643
13.	Strong Influence	.531
14.	Respect Behavior	.621
15.	Decentralizes Operations	.566
16.	Puts Moral Obligation	.489
17.	Retains Relationships	.672
18.	Leader Honored	.587

Extraction Method: Principal Component analysis.

Appendix VII: Confirmatory factor Analysis for Quality assurance

	Quality Assurance	Factor Loadings
1.	Meet Criteria By higher educational Ordinance	.293
2.	Internal Evaluation of CQs PIN	.487
3.	Effective Monitoring of Education	.586
4.	Educational Research Awareness	.648
5.	Identify Future Issues	.489
6.	Standard Meets Threshold	.642
7.	Provision on Information to Public	.634
8.	External Curriculum Improvement	.559
9.	Assurance Quality	.642
10	Determine Body of Knowledge	.621
11	Platform for Research IN and OUT	.596
12	Central Body Test	.433
13	Mechanism for Monitoring Curriculum	.646
14	Encourage Improvements	.705
15	Understand Support Society Idea	.661
16	Allow experts to monitor quality teaching in university	.647
17	Overall Assessment	.760
18	Encourage Overall Management	.699
19	provide Measures for Performance	.731

Extraction Method: Principal Component Analysis.

Appendix VIII: Letter Of Introduction

Dear respondent,

RE: INTRODUCTION AND REQUEST TO PARTICIPATE IN THE STUDY.

I am a graduate student of Jomo Kenyatta University of Agriculture and Technology (JKUAT) pursuing a PhD Degree in Human Resource Management (HRM). I am expected to carry out a research, as a fulfillment of one of the requirements of attaining the Degree. The title of my research is "**Influence of Leadership styles on Quality Assurance in Institutions of Higher Learning in Kenya".**

I am humbly requesting you to participate in this research by answering the questionnaire as provided below. Your assistance through responding as honestly as possible and to the best of your knowledge in this questionnaire will go a long way in making this study a success. Your responses will be treated with confidentiality and will only be used for this Academic Research. Your names will only be mentioned through your consent; otherwise no names will be used.

Thank you in advance for your assistance and co-operation. Yours Sincerely,

Millicent Atieno Mboya/ Student Researcher

Email: millicentmboya@gmail.com

Mobile No. 0710512294

Appendix IX: Board of Post Graduate Studies (BPS) Authority to do research.

JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

P.O. BOX 62000
NAIROBI – 00200
KENYA
Email: director@bps.jkuat.ac.ke

TEL: 254-067-52711/52064
FAX: 254 067 52164/52090

REF: JKU/2/11/HD412-C004-0663/2015

21ST MARCH, 2017

MBOYA MILLICENT ATIENO
C/O NCBD
JKUAT

Dear, Ms. Atieno,

RE: APPROVAL OF Ph.D. RESEARCH PROPOSAL AND OF SUPERVISORS

Kindly note that your Ph.D. research proposal entitled: "INFLUENCE OF LEADERSHIP STYLES ON QUALITY ASSURANCE IN SELECTED INSTITUTIONS OF HIGHER LEARNING IN KENYA" has been approved. The following are your approved supervisors:-

1. Dr. Susan Were
2. Prof. Romanus Odhiambo Otieno

PROF. MATHEW KINYANJUI
DIRECTOR, BOARD OF POSTGRADUATE STUDIES

Copy to: Dean, SEPM
/cm

JKUAT is ISO 9001:2008 certified
Setting Trends in Higher Education, Research and Innovation

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Appendix X: Research Permit

THIS IS TO CERTIFY THAT:
MS. MILLICENT ATIENO MBOYA
of JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY, has
been permitted to conduct research in
Nairobi County

on the topic: *INFLUENCE OF*
LEADERSHIP STYLES ON QUALITY
ASSURANCE IN SELECTED INSTITUTIONS
OF HIGHER LEARNING IN KENYA

for the period ending:
7th December,2017

Permit No : NACOSTI/P/16/7820/15070
Date Of Issue : 14th December,2016
Fee Recieved :Ksh 2000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

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Appendix XI: Research Authorization

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email:dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. NACOSTI/P/16/7820/15070

Date: 8th December, 2016

Millicent Atieno Mboya
Jomo Kenyatta University of Agriculture
And Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of leadership styles on quality assurance in selected institutions of higher learning in Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **7th December, 2017.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioner
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

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Appendix XII: Letters from Vice chancellors of selected universities

UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)
Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

P.O. Box 30197-GPO.
00100,Nairobi-Kenya
Telephone: +254-20-2315416 (DI), 318262

Fax:0202317251
Email:dvcrpe@uonbi.ac.ke

UON/RPE/3/6/Vol.XIV/172
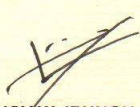
December 16, 2016

Millicent Atieno Mboya
Private Bag 0217
Limuru

AUTHORITY TO CONDUCT RESEARCH IN THE UNIVERSITY OF NAIROBI

Approval is hereby granted for you to collect data from the University of Nairobi for your research project entitled, "*Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya*", in partial fulfillment of the degree of Doctor of Philosophy in Human Resource Management at Jomo Kenyatta University of Agriculture and Technology.

Upon completion of your study, you are expected to share the findings of your study with the University of Nairobi by depositing a copy of your research findings/report with the Director, Library & Information Services.

LUCY W. IRUNGU
DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)
&
PROFESSOR OF ENTOMOLOGY

Copy to: Director, Library and Information Services

SWM/...

ISO 9001:2008 CERTIFIED

The Fountain of Knowledge Providing leadership in academics excellence

MULTIMEDIA UNIVERSITY OF KENYA

P .O. BOX 15653 - 00503, NAIROBI, KENYA.

(MMU is ISO 9001:2008 Certified)

OFFICE OF THE DEPUTY VICE CHANCELLOR (AA, R&I)

REF: MMU/DVC AA RI/RESEARCH/VOL.1

29th March, 2017

Ms. Millicent Atieno Mboya
P O Box Private Bag 0217
LIMURU

Dear Ms. Mboya

RE: **REQUEST TO UNDERTAKE RESEARCH AT MULTIMEDIA UNIVERSITY OF KENYA**

Reference is made to the above subject matter pursuant to your letter dated 28th February, 2017 vide which you sought permission to undertake research work from the University.

We are pleased to inform you that your request has been granted and permission approved for you to undertake your research within Multimedia University of Kenya, Main Campus.

You are required to report to the Registrar Administration before you commence your research. You will be required to observe the University Rules and Regulations.

We hope that our support will contribute to the success of your career development.

Yours faithfully,

Prof. Paul N. Mbatia PhD.
Deputy Vice-Chancellor (AA, R&I)

c.c.   Vice Chancellor
         Deputy Vice Chancellor – AF&P
         Reg. Administration
         Chief Security Officer

Magadi Road, off Bomas of Kenya
P.O. Box 15653-00503, Nairobi, Kenya
Tel: +254 20 207 1391

Leader in Innovative Technology

Email: vc@mmu.ac.ke
website: www.mmu.ac.ke
Fax: +254 20 2071247

JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY

P.O. Box 62000-00200, City Square. Nairobi, Tel: +254-67-5870001-4, Email: dvc@rpe.jkuat.ac.ke
OFFICE OF THE DEPUTY VICE CHANCELLOR
(Research, Production and Extension)

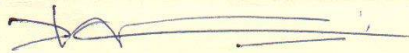**Ref:** JKU/2/4/033A

Date: 3rd March 2017

Millicent Atieno Mboya,
P.O.Box Private Bag 0217
Limuru.
Tel: 0710512294

SUBJECT: REQUEST TO CONDUCT RESEARCH STUDY AT JKUAT

This is a reply to your letter dated 28th February 2017 requesting for permission to conduct research at JKUAT on your research topic *"Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya"*.

The University has approved your request to conduct research up to 7th December 2017 as per the research authorization letter from NACOSTI.

PROF. ESTHER M. KAHANGI, PHD, EBS
DEPUTY VICE CHANCELLOR, *(RESEARCH, PRODUCTION AND EXTENSION DIVISION)*

EMK/dxmm

KENYATTA UNIVERSITY

OFFICE OF DEPUTY VICE-CHANCELLOR, RESEARCH, INNOVATION AND OUTREACH

Ref: KU/DVCR/RCR/VOL.3/23

P. O. Box 43844 – 00100
Nairobi. Kenya
Tel. 254-20-810901 Ext. 026
E-mail: dvc-rio@ku.ac.ke

Ms. M. A. Mboya,
Jomo Kenyatta University of Agric. & Tech.
P.O. Box 62000 - 00200
Nairobi

24th April, 2017

Dear Ms. Mboya,

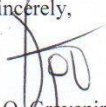RE: **REQUEST TO COLLECT RESEARCH DATA AT KENYATTA UNIVERSITY**

This is in reference to your undated letter requesting for authorization to collect research data at Kenyatta University on the topic: *Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya* towards a PhD in Human Resource Management of Jomo Kenyatta University of Agriculture and Technology.

I am happy to inform you that the Vice-Chancellor has approved your request to collect data. It has been noted that your data will be collected from two Deans, four chairmen of departments and some lecturers.

The University requires that, upon completion of your studies, you submit a hard copy of your final research project to the Deputy Vice-Chancellor, Research who shall forward it to the University Library. Kindly therefore complete Form RIO3 and return it to my office prior to the commencement of collection of data.

Yours Sincerely,

Prof. F. Q. Gravenir
Deputy Vice-Chancellor
Research, Innovation & Outreach
cc. Vice-Chancellor
     Deputy Vice-Chancellor, Academic

Millicent Atieno Mboya
Jomo Kenyatta University of Agriculture and Technology
P.O Box 62000 - 00200
Nairobi
millicentmboya@gmail.com

31st May 2017

Dear Ms. Mboya,

RE: PERMISSION TO CONDUCT RESEARCH AT USIU

Following your request to conduct a research study in USIU-Africa dated 24th April 2017; on the topic *"Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya"* the University's Research Office has authorized you to pursue your research.

However the university imposes the following conditions on the researcher:

1. No personal information will be asked of the participants.
2. Will share the preliminary report findings with us prior to completion.
3. Will provide a copy of the completed research to us.
4. Under no circumstances will the information obtained from USIU-Africa be re-used or disclosed for other purposes.

Your research period expires on 1st September, 2017.

Please contact Susan Muchai, the Research Program Administrator, at smuchai@usiu.ac.ke or +254-20-3606441 for more information.

Sincerely,

Francis W. Wambalaba, Ph.D., AICP
Associate Deputy Vice Chancellor Academics-Research
United States International University
P.O. Box 14634, Nairobi, Kenya, 00800
fwambalaba@usiu.ac.ke
PH. + 254 20 3606442

6th February, 2017

Millicent Atieno Mboya,
PhD Student,
Jomo Kenyatta University of Agriculture and Technology,
P.O Box 62000-00200,
NAIROBI.

Email: millicentmboya@gmail.com

Dear Millicent,

RE: AUTHORIZATION TO COLLECT DATA AT STRATHMORE UNIVERSITY

The Research Office at Strathmore University has granted you the authorization to collect data from Deans, Student Representative, Heads of Department and Full-time lecturers within the University. The authorization is effective from February 7th, 2017 to March 6th, 2017. The data collection is for your PhD Research study entitled *"Influence of leadership styles on quality assurance in selected institutions of higher learning in Kenya"*.

Please note that this is an administrative authorization and does not constitute an ethical approval of your research.

Please sign the declaration form binding you to the ethical use of the data you will access from Strathmore University (meant strictly for the purposes of your study).

Yours sincerely,

Prof. Izael Da Silva
Deputy Vice Chancellor - Research & Innovation

Ole Sangale Rd. Madaraka Estate. PO Box 59857-00200, Nairobi, Kenya. Tel +254 (0)703 034000
Email admissions@strathmore.edu www.strathmore.edu

THE TECHNICAL UNIVERSITY OF KENYA

HAILE SELASSIE AVENUE, P. O. BOX 52428, NAIROBI, 00200 TEL: +254 (020) 3343672, 2219929, 0732 388765

DIVISION OF ACADEMICS, RESEARCH AND STUDENTS
Office of the Director Research and Knowledge Exchange

Our Ref: TUK/DVC-ARS/ReKE/2017/005

19th September, 2017

Ms. Millicent Atieno Mboya
P. O. Box Private Bag 0217
LIMURU
Mobile Number: 0710 512 294

Dear Ms. Mboya,

RE: Authorization to Interview Lecturers' and Student Representatives for Ph.D. Thesis – "Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya".

I am pleased to inform you that your application received on 22rd May 2017, requesting for permission to administer questionnaires on the above research topic to academic staff and student representatives at The Technical University of Kenya has been approved.

The conditions for this approval require that you provide the following documents:

1. Assignment of The Technical University of Kenya advisor through the School of Graduate and Advanced Studies.
2. Deposit of a copy of the Institutional Review Board approval to the Office of Research and Knowledge Exchange.
3. A summary of the research findings to the office of the School of Graduate and Advanced Studies.
4. A copy of any publications resulting from this data collection to be submitted to the Office of Research and Knowledge Exchange.

If you agree to these terms and conditions, please sign a copy of this letter and return it to the undersigned within 2 (two) weeks of the date of this letter.

On behalf of The Technical University of Kenya, I wish you the very best in your research project.

Yours sincerely,

Prof. Fiona. N. Mbai
DIRECTOR, RESEARCH AND KNOWLEDGE EXCHANGE

Copy: Deputy Vice Chancellor, Academics, Research and Students

Education and training for the real world
ISO 9001:2008 Certified

Fo

Approved

[signature]

13/03/2017

[stamp:]
THE CATHOLIC UNIVERSITY
OF EASTERN AFRICA
P. O. Box 62157 - 00200, NAIROBI.

1 3 MAR 2017

DEPARTMENT OF RESEARCH,
INNOVATION & GRADUATE
TRAINING.

Millicent Atieno Mboya,

P.O. Box Private Bag 0217,

Limuru.

28/2/2017.

Mobile No. 0710512294

DVC Research

Catholic University of East Africa (CUEA)

P. O. Box ....

Nairobi Kenya

Dear Sir/Madam

RE: REQUEST FOR DATA COLLECTTION FOR PhD THESIS

Greetings in the name of Jesus Christ,

Kind reference is made to your office on the above subject to allow me collect data from your Institution. Am Millicent Atieno Mboya, student number HD412-C004-0663/2015 from Jomo Kenyatta University (JKUAT). My research topic is **Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya.**

This is because your University is part of my respondents. The participants of the study are: Deans, HOD's, Full time lectures and Student representatives.

I hereby look forward to a positive response. Thanks, in advance.

Yours Faithfully

[signature]

Millicent Atieno Mboya

Mobile No. 0710512294

Email: millicentmboya@gmail.com

AFRICA NAZARENE
UNIVERSITY

3rd April, 2017

Millicent Atieno Mboya
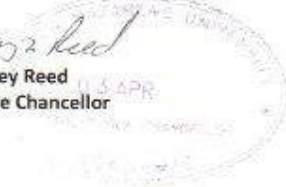P.O. Box Private Bag 0217
Limuru

Dear Ms. Mboya,

RE: RESEARCH AUTHORIZATION

Reference in made to your Application for authorization to carry out research on *"Influence of Leadership Styles on Quality Assurance in Selected Institutions of Higher Learning in Kenya".*

I wish to inform you that you have been granted permission to conduct research at Africa Nazarene University.

Sincerely,

Prof. Rodney Reed
Deputy Vice Chancellor

Appendix XIII: Sampling frame of IHL of Kenya

Public Universities in Kenya	Chartered Private Universities in Kenya	Private Universities in Kenya with Letter of Interim Authority (LIA)	Private Universities in Kenya – Constituent Colleges	Public Universities in Kenya – Constituent Colleges
1. Chuka University 2. Egerton University 3. Jaramogi Oginga Odinga University of Science and Technology (JOOUST) 4. Jomo Kenyatta University of Agriculture and Technology 5. Karatina University 6. Kenyatta	1. Africa International University 2. Africa Nazarene 3. Daystar University 4. Great Lakes University of Kisumu 5. Kabarak University 6. KCA University (KCAU) 7. Kenya Highlands Evangelical University 8. Kenya Methodist	1.Adventist University of Africa 2.Aga Khan University 3.GencoUniversity 4.Inoorero University 5. Kiriri Women's University of Science and Technology 6.Presbyterian University of East Africa 7.TheManagement University of Africa 9.Umma University	Hekima University College Marist International University College (MIUC) Tangaza University College Uzima University College Regina Pacis University College	1.Bondo University College 2.Cooperative University College of Kenya 3Embu University College 4Kibabii University College (KIBUCO) 5.Machakos University College 6.Murang'a University College (MRUC) 7.Rongo

Appendix XIV: Map for Nairobi Metropolitan Region