FULL RANGE LEADERSHIP STYLES ON ORGANIZATIONAL PERFORMANCE OF PRIVATE UNIVERSITIES IN KENYA

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Full Range Leadership Styles on Organizational Performance of Private Universities in Kenya

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DECLARATION

This thesis is my original work and it has never been presented for a degree in any other university.

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This thesis has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

I dedicate this thesis to the late Stanley Muchiri Kubai, late Patrick Kinoti and Petronilla Gatimba.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

CUE   Commission for University Education

CUEA   Catholic University of Eastern Africa

DVCs   Deputy Vice Chancellors

LPC   Least Preferred Co-Worker

MLQ   Multifactor Leadership Questionnaire

OE   Organizational Effectiveness

PVCs   Pro-Vice-Chancellors

SLT   Situational Leadership Theory

SPSS   Statistical Package for Social Sciences

USA   United States of America

UWS   University of Western Sydney

DEFINITION OF TERMS

Full Range Leadership   This is a framework of leadership that illustrates the composition of leadership dimensions in an organization. The model is comprised of the main leadership styles (transactional, transformational, participative and situational) and three leader outcomes (satisfaction with the leader, exerting extra effort for the leader, and leader effectiveness) (Gopal & Chowdhury, 2014).

Integrative Leadership   An emerging leadership approach that fosters collective action across many types of boundaries in order to achieve the common good (McAndrew, 2014).

Moderating Effect   the result of a third variable altering the nature of the association between an independent and a dependent variable (Li, 2018).

Organizational Performance   The actual output or results of an organization as measured against its intended outputs (Rojas 2010). In the present study, the include University ranking, Student enrolment, Number of campuses and Number of programs.

Participative Leadership   Power is power based upon employees' perception that a manager or some other member of an organization has a high level of knowledge or a specialized set of skills that other employees or members of the organization do not possess (McAndrew, 2014).

Perceived Supervision Support   The amount of care supervisors provides to their employees, how much they make employees feel valued, and the perceived concern they have in regards to their employees' well-being (David, 2010).

Situational Leadership   The fundamental underpinning of the situational leadership theory is that there is no single "best" style of leadership (Cubero, 2007).

Transactional Leadership Focuses on supervision, organization, and group performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments (Groves & LaRocca, 2011).

Transformational Leadership   A style of leadership where a leader works with subordinates to identify needed change (Diaz-Saenz, 2011).

ABSTRACT

Private universities are going through tough times due to the reduced number of students, financial crisis, poor academic programs and general management crisis. This has raised a critical question on the leadership style of the vice chancellors and other senior management team in these universities. The manner in which the vice chancellors dispense their authority has to a great extent affected the performance of lecturers which in turn has had effect on the performance of these universities. Therefore, this study sought to find out the effect of full-range leadership model on the performance of private universities in Kenya. The specific objectives were: to evaluate the relationship between transformational leadership and organizational performance; to examine the influence of transactional leadership on organizational performance; to establish the relationship between participative leadership and organizational performance; to analyse the influence of situational leadership on the organizational performance and lastly to determine the moderating effect of perceived supervision support on the relationship between full range leadership and organizational performance. The study primarily focused on the chartered private universities in Kenya. The target population comprised of the 17 chartered private universities in Kenya with the specific focus on Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Deans and Head of Departments as the units of observation. The study employed purposive sampling where the Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Deans and Head of Departments were surveyed. These totalled to 332 respondents. The study used primary data collected by use of structured questionnaires. Data obtained was cleaned, coded and entries made into Statistical package for social sciences (SPSS version 27). Testing for compliance with statistical assumptions of multivariate analysis provided a pillar for making statistical inferences. Qualitative data was analysed using content analysis. Descriptive and inferential analysis was conducted for quantitative data. Mean and standard deviations were used as measures of central tendencies and dispersion respectively. Results were presented in form of tables and charts. The study found that transformational leadership, transactional leadership, participative leadership and situational leadership had a significant and positive influence on performance of private universities in Kenya. The study further established that the perceived supervision support had insignificant moderating effect on the relationship between full-range leadership and performance of private universities in Kenya. The study concluded that as a result of transformational leadership, transactional leadership, participative leadership and situational leadership, performance of private universities in Kenya was enhanced. The study recommended that the private universities which face performance challenges should uphold full-range leadership to stir their performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The study sought to examine the influence of full range leadership styles on organizational performance in private in Kenya. To this end, this chapter builds the case by introducing the problem warranting the study. The chapter is structured into the background of the study where global and local perspectives pertinent to the study problem are explored, statement of the problem; study objectives; hypotheses, significance of the study and scope of the study.

The volatile economic environment and emerging economies necessitate the need to develop human resources as a source of competitive advantage (Akwei, & Nwachukwu, 2023). In order to develop and enhance workforce capabilities and to successfully compete in the 21st Century, organizations have to embark on future oriented human resources strategies. It could be argued that the individual competencies of the workforce in any organization under robust leadership would determine its overall success (Akdere & Egan, 2020). This success, among other things, may be attributed to the socio-behavioural characteristics and adjustments this leadership has, to make in their job-role and position-power to gain common ground in any organizational setting (Canavesi & Minelli, 2022).

The need for organizations to remain focused and competitive in the global business, necessitates the need for alignment of leadership with various changes which affect the core objectives and the mission of organization's existence (Bhaduri, 2019). These changes most often affect employee's ability to perform their roles and functions positively or negatively dependent on the leadership approach by the person stirring the organization (Udovita, 2020). The dynamic systems that control the heartbeat of organizations performance gravitates around the systems that the leadership of an organization has put in place to motivate and inform organizational performance

positively (Kubai et al., 2022). Therefore, this study addressed itself to the organization's ability to perform due to the integration of full range leadership styles which has either positive bearing or negative implications to the general performance of the employees.

Five main components have been identified in literature as defining full range leadership. The five principles begin with firstly with an individual's 'intention and purpose', an outgrowth of mindful self-reflection and self-awareness (Ruben et al., 2021). The second is the 'engaging' the best intentions and purposes of others (Giddens, 2018). They guide us to the third which is 'design' what we must do, to co-create our futures (Antonacopoulou & Georgiadou, 2021). The fourth is to both 'enact and 'inact' our ideas (Nietzsche, 2018). We do so through choices that result in a stream of five adaptive creations guided by self-evaluative feedback from our actions and the actions of others (Leithwood, 2021). Integrative leaders integrate all that we know to inform all that we do. Together, these principles encompass key elements defining various leadership styles including transformational leadership, transactional leadership, Participative leadership and situational leadership, all of which when used, form the full range leadership model (Deshwal & Ali, 2020).

1.1.1 Global Perspective of Full Range Leadership

As a population, Ohio's academic deans are similar to their peers in respect to their educational background and administrative responsibilities (Niewiesk & Garrity-Rokous, 2021). Because of their position, academic deans are an important group within the university system; they hold considerable power, they lead one of the most important units in the university, and they contribute in a significant manner to the overall success and growth of the organization (Coll et al., 2019). Therefore, the leadership and the position of academic deans are vital to the success of the university. The duties and responsibilities of academic deans are varied. Moreover, within the university hierarchy, deans have the ability to control information, accumulate and allocate resources, and assess the performance of their faculty and staff (Kohtamäki, 2019).

Floyd and Preston (2018) in exploring leadership styles in universities in the United Kingdom offer that the position of academic dean is unique because, unlike their corporate counterparts, academic deans act as both middle managers within the university and chief academic officers of their respective colleges. However, by virtue of their midlevel position, deans are in the centre of controversy and debate; they play the role as college leader, university representative, consensus builder, mediator, and facilitator (Floyd & Preston, 2018). Ellis (2022) maintains that in Canada just as in Australia and the Netherlands the dean's role is multifaceted; as leaders they must look in two directions, both as advocates of the college and for the university as a whole. Furthermore, academic deans are important stakeholders in the organization because they provide the leadership for the faculty as well as for other areas of the university.

Academic deans must act as managers as well as leaders. In Saudi Arabia, Abu Alsuood and Youde (2018) is of the opinion that academic deans, like all managers, must plan, organize, and control. Within these typical management duties, the dean must delegate and, with the assistance of those in his or her direct report, set goals and determine how the college will go about meeting them. Akkaya and Tabak (2020) indicated that, in general, one of the most significant challenges facing leaders today is their ability to adapt to a constantly changing global environment while at the same time maintaining the internal dynamics of the organization. In meeting these challenges, deans must have an array of leadership and interpersonal skills (Fought & Misawa, 2018).

According to Turner and Loksa (2018) in Slovakia, effective academic deans must be cultural representatives of their college, good communicators, skilled managers, forward-looking planners, advocates for the university, and have the ability to manage change. In the future, because of this changing environment, it appears that deans will confront a new level of leadership challenges that will be increasingly complex and intense (Rehbock, 2020; Nadeem & Garvey, 2020). The style and type of leadership employed by academic deans plays a major role in the successful completion of their duties and the overall success of their academic units (Gonaim, 2019).

1.1.2 Regional Perspective of Full Range Leadership

South African universities are managing their respective challenges and issues differently, based on, amongst others, organizational culture, leadership legacies and capabilities, management behaviour and operational capacity. According to Kezar (2023), uncertainty around the roles and/or functions of the top leadership, such as vice-chancellors, adds to an already complex institutional environment. System instability and lack of leadership continuity impacts on the next level of leadership in the academia, more specifically deans.

In Ghana, deanship in the contemporary university has evolved to the extent that most incumbents have to balance academic leadership with executive management practice (Seale, 2021). Patton (2021) mention that the dean's position now has more political and social nuances than the traditionally hierarchical or technical. Deans serve two masters, say Rosser, Johnsrud and Heck (2013) in Nigeria: executive management and the academic perspective. For Okoli and Orinya (2020), there are risks related to introducing 'executivism' for deans in universities, which is not relevant and responsive to the unique organisational requirements and complexities of the academia, particularly in a developing world context like Nigeria.

It emerges from the literature and the data generated in this study that the current pool of deans in South African higher education is limited, and more effective strategies are required for increasing their leadership and management capacity. Deans are often strong academic leaders but found wanting when placed in an 'executive management' role which is what this position has evolved into, in most contemporary higher education systems (Seale & Cross, 2018; McKenna, 2020).

1.1.3 Local Perspective of Full Range Leadership

Private Universities in Kenya are established under both the Universities Rules, 1989 which details the Establishment of Universities, the Standardization processes and

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

As of July 2017, there were 19 registered private universities in Kenya. These universities have increasingly closed the gap in the university education by meeting the subsequent demand which has overwhelmed the public universities. The private universities are profit making entities while fees in private universities are accordingly charged in conformity to market forces on the grounds of full cost recovery (Areri et al., 2020). This has forced private universities' management to come up with ways and strategies to maximize revenues including extensive marketing and practicing leadership and focus on human resources to enhance their effectiveness (Riachi, 2021).

1.1.4 Organizational Performance

Taouab and Issor (2019) describes oorganizational performance as the overall effectiveness, efficiency, and success of a business, institution, or any type of organized entity in achieving its goals and objectives. It encompasses various aspects that contribute to the entity's success, ranging from financial metrics to operational efficiency, customer satisfaction, employee engagement, innovation, and more (Schneider et al., 2018). Organizational performance can be assessed through a combination of quantitative and qualitative measures, taking into account both short-term and long-term outcomes. Financial performance, operational efficiency and customer satisfaction are the main metrics used to address performance. Kabuye et al. (2019) explain that financial performance focuses on the entity's financial health, profitability, revenue growth, and cost management. Key financial metrics may include revenue, profit margin, return on investment (ROI), and cash flow. On the other hand, operational efficiency evaluates how

well an organization manages its resources to produce goods or deliver services (Anwar & Abdullah, 2021). It involves optimizing processes, reducing waste, improving productivity, and achieving operational excellence. Additionally, customer satisfaction focuses on organization's ability to meet the needs and preferences of the customers. High levels of customer satisfaction indicate that the organization's products or services meet or exceed customer expectations (Schneider et al., 2018).

In the past, organizations primarily concentrated on financial performance metrics. However, due to the impact of globalization and heightened competition, businesses are now paying greater attention to nonfinancial performance indicators (Omran et al., 2021). Organizational performance has become associated with dimensions such as quality enhancement, organizational learning, market responsiveness, and human resource efficiency.

For universities, their performance is gauged by the tangible outcomes achieved in relation to their goals and objectives. Recently, several public universities have adopted a balanced scorecard approach. This involves monitoring and evaluating performance using a combination of financial and nonfinancial measures (Omran et al., 2021). Financial performance assessment revolves around outcomes that mirror the university's economic objectives. On the other hand, nonfinancial performance evaluation focuses on operational aspects, encompassing factors like market presence, efficiency, innovation, and the development of new offerings. Söderlind and Geschwind (2019) explain that universities utilize diverse criteria for measuring performance. These include student enrollment figures, rankings, research accomplishments, publications, grant acquisitions, graduation rates, and the reputation of their faculty members (Söderlind & Geschwind, 2019; Ortagus et al., 2020).

1.1.5 Organizational Performance of Private Universities in Kenya

Private Universities in Kenya are established under the Universities Rules, 1989 which details the Establishment of Universities, the Standardization processes, procedures and

accreditation, the Universities Act 1985 (CAP 210B) and the Universities Act 2012 (Commission for University Education, 2022). Private universities in the country operate under two main categories, those with a full charter or those operating under an interim letter of authority waiting full chartering (Commission for University Education, 2022). Private universities in Kenya offer both undergraduate and postgraduate programs with different programs including certificates, diplomas and degrees. The sector's regulator is the Commission for University Education (CUE), charged with the ensuring that the standards of a university are adhered to by private universities.

With 17 fully chartered private universities in Kenya, the higher education sector has registered growth, attributable to a host of factors, among them the growing demand for university education. Consequently, there has been a strain on public universities to handle the subsequent demand. The growth of Private University sector in Kenya has further been attributed to the fact that most of the private universities in the country are established and managed and/or affiliated with religious organizations with massive followings diminishing; as well as the diminishing opportunities available in public universities. Being profit making entities, fees in private universities are accordingly charged in conformity to market forces on the grounds of full cost recovery (Altbach et al., 2019).

Whilst the Kenyan education instruments have presented a favourable environment for the private universities to compete, leading to an increased growth in their number over the past 20 years, these institutions continue to face a myriad of setbacks. These include diminishing funding and human resource capacity due to increased enrolment as well as resulting to low extent for research (King'oo, 2020). In addition, these institutions are also facing stiff competition from public universities which tend to charge cheaper for their courses (King'oo, 2020). Not only have some like the Kenya Methodist University (KEMU) experienced diminishing enrolment, some such as Pioneer university have had to limit their course offerings while some such as Inorero University had to shut down (King'oo, 2020).

1.2 Statement of the Problem

Private Universities in Kenya have been considered as key drivers of quality higher education in the universities in that apart from creating competition for the public universities they also bridge the demand gap (Irene & Hussain, 2021). Despite their merit, the private universities have been facing challenges with declined revenues, insignificant programs which do not attract international students, inadequate research resources, high rate of staff turnover, declined number of students and increased cost of operations (Orucho, 2018). CPS Research International (2021) report revealed that over 60% of the private universities in Kenya were in debt crisis with more the 80% of the universities having closed at least one of their satellite campuses between 2016 and 2018. Ministry of Education (2021) report points out that over 40% of the private universities in Kenya have laid-off more than 60% of their workforce in a span of five years since 2014.

Nderitu and Bula (2022) observed that poor staff performance in the private institutions of higher learning in Kenya have been linked to poor leadership. There are major issues facing these institutions including massification of higher education without commensurate increase in staff by the management (Kipchumba, 2019). This has created disillusionment among the staff due to heavy workload (Mosomi, 2022). The situation is compounded by poor remuneration that is given to the academic staff compared to their colleagues in the public sector. The Kenya Methodist University did for instance in 2015 slash staff allowances by up to 30 per cent, citing financial difficulties (Okall, 2017).

The intensified competition for student enrolment among private universities internationally as well as in the Kenyan context, has pushed the institutions into becoming more customer focused and resorting to strategies that will enhance their positions within the market and improve market share (Kubai et al., 2022). In the wake of this competition, and in order not to compromise on the quality of education thereof, the universities are turning to leadership as the remedy (Kubai et al., 2022). This leadership has been tied to adoption of desirable competitive practices such as the recruitment of high calibre teaching staff, improving student facilities and overall infrastructure (Kubai et al., 2022).

With the increasing growth in the number of private universities in Kenya, it is imperative to establish the role played by leadership among these universities in checking performance thereof, in view of the stiff competition for student enrolments in programs that are sufficiently competitive in the international academic arena.

1.3 Objectives of the Study

1.3.1 General Objective

To assess the relationship between full range leadership styles and organizational performance in private universities in Kenya.

1.3.2 Specific Objectives of the Study

The study was guided by the following specific objectives;

i. To evaluate the relationship between transformational leadership and organizational performance in private universities in Kenya.
ii. To examine the influence of transactional leadership on organizational performance in private universities in Kenya.
iii. To establish the relationship between participative leadership and organizational performance in private universities in Kenya.
iv. To determine the influence of situational leadership on the organizational performance in private universities in Kenya.
v. To analyse the moderating effect of perceived supervision support on the relationship between full range leadership styles and organizational performance in private Universities in Kenya.

1.4 Research Hypotheses

Ha_1: Transformational leadership model has a significant effect on organizational performance in private universities in Kenya.

Ha$_2$: Transactional leadership model has a significant effect on organizational performance in private universities in Kenya.

Ha$_3$: Participative leadership model has a significant effect on organizational performance in private universities in Kenya

Ha$_4$: Situational leadership model has a significant effect on organizational performance in private universities in Kenya

Ha$_5$: Perceived supervision support has a significant moderating effect on the relationship between full range leadership styles and organizational performance in private Universities in Kenya

1.5 Significance of the Study

The findings of this study are significant to a number of organizations and stakeholders, namely private universities in Kenya and in the region, scholars, government bodies concerned with higher education and other policy makers in the country.

1.5.1 Private University Leadership

The findings of this study will be insightful to all the persons in leadership in organization to understand that their position makes a huge difference in the performance of the employees which finally reflect on the performance of the organizations they manage. Most important, when the board of directors will be recruiting the vice chancellors to take up leadership positions in universities, they will be guided by the findings of this study to be keen on the kind of a leader they opt to take on board.

1.5.2 Policy Makers

The research will also be of great importance to policy makers in private universities in providing guidance on the relevance of leadership as far as organizational performance is

concerned. Specifically, the government policy makers will use the research findings when drafting statutory polices.

1.5.3 Scholars and Academicians

The study findings will further be a key contribution to literature both internationally and locally. The study will thus be resourceful to future researchers as a reference material in fields related to the role full range leadership style on organizational performance among private universities.

1.6 Scope of the Study

The study sought to assess the relationship between full range leadership styles and organizational performance of private universities in Kenya. The content scope of the study was the four major full range leadership styles which are transformational leadership, transactional leadership, participative leadership, and situational leadership. Moreover, the study focused on the moderating effect of perceived supervision support and organizational performance. On geographical scope, the study only focussed on the private universities with full operations within the Kenyan jurisdiction. On the population scope, the study encompassed all the seventeen (17) chartered private universities in Kenya as at December 2020. The universities are located in different parts of the country. On the methodological scope, the study utilized a descriptive research design and sampled 332 respondents drawn from the management of the 17 private universities. On the time scope, the study focused on performance of the universities for a period of five years which was from 2016 to 2020.

1.7 Limitations of the Study

Similar to other studies, this study also faced several limitations. One of the major limitations encountered was obtaining information from the sampled respondents who felt that they were disclosing too much information than required. The employees of the private universities feared to disclose information to the competitors. This was however

countered by assuring the respondents of the confidentiality and this was proved by a letter from Jomo Kenyatta University of Agriculture and Technology (JKUAT) and a research permit from the National Commission for Science, Technology and Innovation (NACOSTI).

The study focused on chartered private universities in Kenya. The universities highly rely on their own sources of funding unlike public universities that are majorly funded by the government. Moreover, the leadership and decision making of the private universities are mainly centred private ownership while those of public universities are centred to the government. This means that the data collected from these Universities may not be replicated in the public universities, other higher learning institutions and other organizations. Some respondents took more time to fill the questionnaires while others misplaced the issued questionnaires hence extending the period of the study than intended. This was overcome by frequently contacting the respondents and making follow-ups for the response. The respondents were also assured of their anonymity, this helped in giving he respondents confidence to attend to the responses anticipated without fear.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter evaluates the theoretical, conceptual and empirical literature relating to the study problem. While the theoretical literature emphasizes on the theories and frameworks supporting the study, the conceptual framework illustrates the association between the independent and dependent variables and the empirical literature and an analyses of earlier scholarly input relative to the present study's research objectives.

2.2 Theoretical Foundation of the Study

Various theories underpin the understanding of influence of full range leadership model on Organizational performance in private universities in Kenya. Popular among these theories and of specific significance to the present study include the Fiedler's Contingency Model, Hersey and Blanchard situational leadership theory and the Organizational Effectiveness (OE) Theory.

2.2.1 Fiedler's Contingency Model

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

Leader-follower relations reflect the condition where the leaders have the support, loyalty, and trust of the work group. Fiedler (1964) suggested this was the most important

dimension that should be considered by organizational executives. Employees who find such a favourable relation are encouraged to perform high quality services to attain the leader's goals and organizational objectives. Task structure refers to the amount of structure that describes and guides the tasks accomplished through organizational work.

When managers work within highly structured tasks (for instance, with clear objectives, procedures, volumes, schedules, and instructions), they have more access to controlling the group, and effectively influencing organizational performance. The third most important dimension is position power, which implies that the leader has the formal power to exercise reward motivation or punishment. In this manner, the managers in certain management systems get compliance from employees. Otherwise, the managers cannot lead and control the employees effectively (Nyaribo & Kariuki, 2022).

To support the theory, Fiedler (1964) developed the least preferred co-worker (LPC) scale to determine what kind of situation was faced by leaders, and identify which management or leadership style was appropriate for the specified situation. Although this scale was acknowledged to have somewhat insufficient validity, Fiedler's contingency model has had strong support from succeeding research. This suggests that management effectiveness can be obtained through a transformative and participative leadership style that matches existing situations (Oc, 2018).

The relevance of the theory in the present study is that it contributes to the understanding of how leaders engage the teaching staff in both transactional and transformational leadership styles. More specifically from a full range perspective, it presents a view of the essence of making decisions that will work in the interest of the teaching staff as a critical pillar in the universities' performance. In other words, it fosters the consideration of staffs' interests.

2.2.2 Hersey and Blanchard Situational Leadership

According to Hersey and Blanchard (1969) a situational leadership model has gained a strong following among management development specialists. This model-called situational leadership theory-has been incorporated into leadership training programs in over 400 of the Fortune 500- companies; and over one million managers a year from a wide variety of organizations are being taught its basic elements. Although the theory has undergone limited evaluation to test its validity, it has received wide acceptance and has a strong intuitive appeal.

Hersey and Blanchard theory is a contingency theory that focuses on the followers. Successful leadership is achieved by selecting the right leadership style, which Hersey and Blanchard argue is contingent on the level of the followers' readiness. Before we proceed, we should clarify two points: Why focus on the followers? What is meant by the term readiness? The emphasis on the followers in leadership effectiveness reflects the reality that it is the followers who accept or reject the leader. Regardless of what the leader does, effectiveness depends on the actions of his or her followers. This is an important dimension that has been overlooked or underemphasized in most leadership theories. The term readiness, as defined by Hersey and Blanchard, refers to the extent to which people have the ability and willingness to accomplish a specific task (Raza & Sikandar, 2018).

Hersey and Blanchard theory is based on the ways people respond to working and being led in groups. Central to understanding situational leadership are the key concepts of task behaviour, the amount of guidance, and direction that is provided (Zia & Burni, 2019). As such, relationship behaviour denotes the amount of social and emotional support provided (Amghar, 2022). Follower readiness on the other hand is exhibited in followers performing a specific task or function or accomplishing a specific objective (Arisman & Prihatin, 2021). Lastly, follower development reflects on followers' maturity and ability to manage themselves in an organizational environment (Thompson & Glasø, 2018).

According to modern theories of situational leadership, there is no one best way or leadership style to influence people (Henkel & Bourdeau, 2018). In Army terms, their theory holds that the leadership style you select and use will depend on the environment and the readiness or ability of your unit or your individual soldiers. A key point is that the follower determines the leadership style; that is, your soldiers' behaviour should determine the leadership behaviour most appropriate for you to employ.

The theory's relevance to the study is that it underpins the understanding of the influence of situational leadership on the organizational performance in chartered private universities in Kenya. More specifically, the theory will guide the study in understanding how a university teaching staff engaged as a self- starter would be able to accomplish a task, a university leader would choose to get out of the way and allow the lecturer to work independently. On the other hand, if a lecturer seems timid and uncertain about how to proceed or accomplish the task, the leader would step in and use task behaviour; instructions, training, and guidance.

2.2.3 Keller's ARCS Motivational Model

The Keller's ARCS model (an acronym for attention, relevance, confidence and satisfaction) was first developed by Keller (1979). The model was originally designed to study how to effectively motivate learning but has since been developed to explain the need for motivation and how to best enhance motivation among the workforce (Luo et al., 2022). According to Keller (1979), motivation is an aspect of how one is willing to do what he or she is required to, as well as engage in an activity that they believe they will succeed and it will satisfy their personal needs.

Research suggest that participative behaviour of superiors has an important role in providing subordinates with the experience of intrinsic motivation, feelings of self-worth and a sense of self-determination (Hartnell et al., 2022). This type of leadership behaviour promotes a feeling of ''psychological ownership'' of subordinates (Jiang et al., 2019). It also increases subordinates' feelings of believing in themselves and control, and reduce

their sense of powerlessness (Hassan et al., 2019). Other scholars suggest that participative leadership behaviour may promote the feeling of empowerment among subordinates (Liu et al., 2020).

The feeling of empowerment or psychological empowerment has been understood as a form of intrinsic motivation to perform the job and is shown in four cognitive dimensions: meaning, impact, competence and self-determination (Javed et al., 2019). A studies show that participative leadership behaviour leads to increased work outcomes by inducing intrinsic motivation and psychological empowerment (Khan et al., 2020). As such, intrinsic motivation mediates the relationship between the participative behaviour of managers and the organizational commitment of employees (Joo et al., 2018). Furthermore, a study show that psychological empowerment may mediate the relationship between participative environment and work attitudes (Tripathi & Bharadwaja, 2020).

In the present study, the theory underpins the relationship between pparticipative leadership and organizational performance in chartered private universities in Kenya. The theory was adopted in the study to enlighten on how the university staff are involved in making administrative decisions and the implications of their involvement. This enabled the study to draw more understanding on the aspects of participative leadership and organizational performance owing onto the ability of participative leaders to intrinsically motivate the employees and enhance their commitment and productivity.

2.2.4 Integrative Leadership Model

Burs (1978) denotes integrative leadership as a holistic, reflective and responsive approach to leading oneself, leading others, and leading in the organization. As can be observed from this description, this model views the other leadership theories that have been proposed as being not different explanations of the same phenomena but different perspectives of it. In other words, none of these theories is in conflict with another. On the contrary, the other theories are mostly complementary (Mango, 2018). Therefore, we can

assume that instead of many theories there is a single theory of leadership with different approaches within the general body of knowledge of this field of study (Mango, 2018).
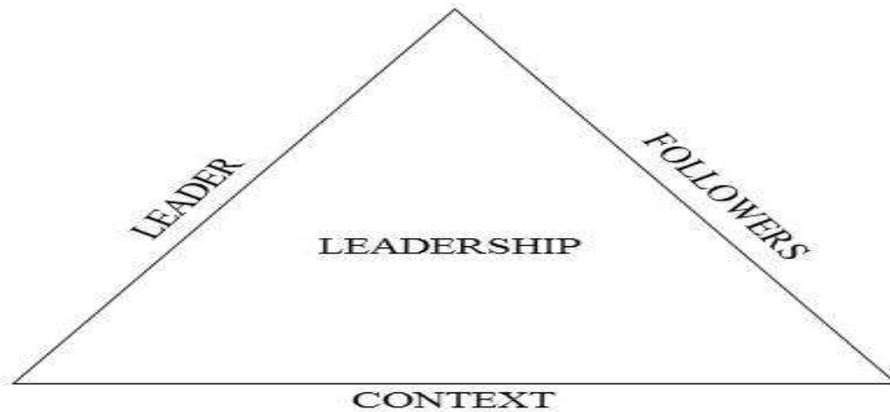
Figure 2.1: Relationship between Leader, Followers and Context

Source: Mango (2018)

Shaikh (2018) in reflection of the integrative leadership model, leadership is made of three components: leader, followers and context. An equilateral triangle, as shown in Figure 2.1, shows the similar importance and the close relationship between these three components (Mango, 2018). The different leadership theories that have been discussed above could be easily be integrated, using the triangle model proposed by Seidel et al. (2019), as shown in Figure 2.2.
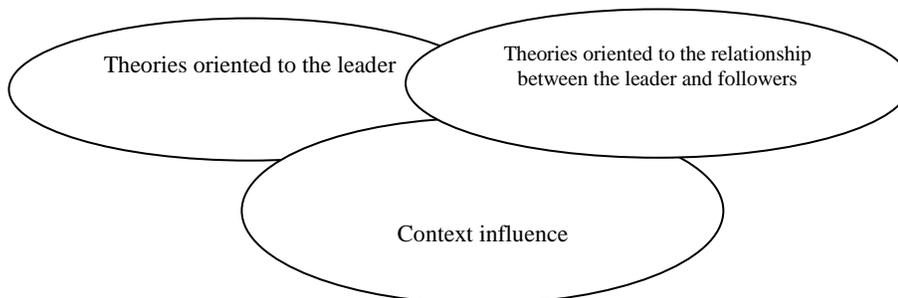
Figure 2.2: Integrative Leadership Theory

Building upon the scheme shown in Figure 2.2, an integrative leadership theory could then be developed. Noting that a theory is a set of principles that provide an explanation of some aspect of the natural or social world, based on observation, experimentation, and reasoning, this helps to understand the four basic principles of an integrative theory of leadership. Firstly, leadership is the process of achieving the desired goals of an organization or society involving a leader and the collaboration between the leader and the followers within a given context (Patzer et al., 2018). Secondly, leaders are primarily made, but they are also born with characteristics of intelligence, creativity and personality that are not sufficient but necessary for them to become leaders (Mango, 2018). Thirdly, the main task of the leader is to cause a change on the followers and in the society or organization that is involved (van Knippenberg et al., 2022). Lastly, the historical context, the culture, and the organizational climate are external factors that impact to a great extent the leadership process (Aydin, 2018). Integrative leadership, like creativity, is the property of a dynamic evolving self, system and world. It is a natural phenomenon driven by a dynamic tension within and between individuals, their systems, and their environment.

The relevance of the integrative leadership model in the study was that it was used to explain the joint effect of transformational, transactional, participative and situational leadership style on organizational performance among private universities in Kenya. This is because Integrative leaders engage the whole mind, system and environment turning the tensions that exist there to their creative advantage. They do so by synthesizing the strengths of opposing perspectives. They 'close the circle' of learning through a process of experimentation and shared adaptation (Nietzsche, 2018). In this creative process, integrative leaders forge new possibilities and results that are superior to what each could have secured on their own. These new possibilities and results serve to regenerate and preserve the organic balance of life, integrated social, economic and environmental systems for present and future generations (Nietzsche, 2018).

2.2.5 Full Range Leadership Model (FRLM)

Bass (1985) initiative and urgency to modify and go beyond the transactional leader's emphasis on follower goal and role clarification (self-interest) concerning compensating or sanctioning behaviour led to the rise of the FRL model. The model emphasizes that a paradigm shift was required to understand how leaders influence followers to transcend self-interest for the greater good of their units and organizations to achieve optimal levels of performance (Scott, 2021). By incorporating the transcendent quality of transformational leadership, the theory presents a focus to develop a full and comprehensive leadership model.

Essentially, the FRL model is situated within a spectrum or range of leadership styles along a continuum (Grandia et al., 2020). This is demonstrated when the transformational leadership style and behaviours enhance or augment the positive aspects of transactional leadership, such as related to contingent reward or management-by exception (Guhr et al., 2019). Moreover, transactional leaders are viewed as limited to a range of behaviours and actions (Guhr et al., 2019). Transactional leaders possess a higher proficiency with the fulfilling of task-oriented performances but are less prepared to deal with situations consisting of change and development within organizations (Okafor & Afolabi, 2021).

The rationale for applying the FRL constructs, which is based on a full spectrum of leadership style factors, is advantageous if the transactional leader can shift the balance by utilizing transformational behavioural characteristics (such as developing potential or advocating creative and problem-solving thinking), in the necessary situations (Brown et al., 2020; Garner et al., 2020). The intended theoretical framework of a fully developed and effectively working FRL model is for leaders to augment the transactional style with specific transformational leader behaviours depending upon the challenges and situational concerns (Brown et al., 2020; Garner et al., 2020).

The FRLM can further be illustrated in a figure as shown in Figure 2.1 herein. The abbreviations stand for; LF: Laissez Faire (denial of leadership responsibility); MBE-P:

Management by Exceptional (Passive leadership/Transactional); MBE-A: Management by Exceptional (Active leaderships/Transactional; CR: Contingent Reward (clear goals) and 5 I's: Individualized consideration, Intelligent Stimulation, Inspirational motivation, Idealized influence attributed and Idealized Influence behaviours (Transformational leadership)
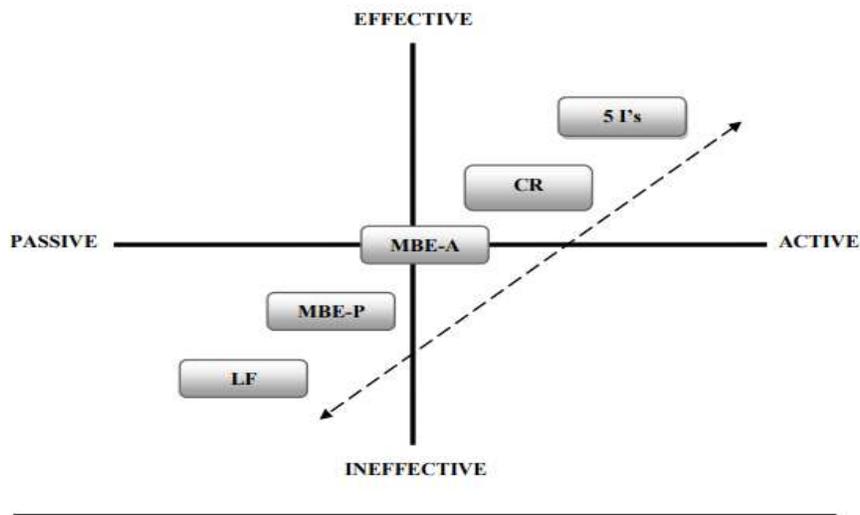
Figure 2.3: Full Range Leadership Model

Source: Lindberg (2022).

As illustrated, the Full Range Leadership model components are organized around two axes: level of activity and degree of effectiveness. The activity axis is concerned with how active or passive the leader is in his or her way of being towards employees and towards the aims of the organization. Essentially this axis has to do with the leaders' level of engagement and involvement in the leadership process. The effectiveness axis relates to the impact the specific leadership style has on employee, group, and organizational outcomes – in this study the outcome being investigated is organizational performance of private universities in Kenya.

The original two leader factors associated with transactional leadership (contingent reward and management-by-exception), would be modified by splitting management-by-

exception into an active and passive leader aspect (MBEA and MBEP), and therefore, totalling three leader factors. The final leader factor, laissez-faire, consisted of a passive/avoidant leadership behaviour (Guhr et al., 2019).

Consequently, the FRL model was modified from six to nine leadership factors (Gemeda & Lee, 2020). The revised version or the current version of the FRL model consists of three leadership typologies: transformational, transactional, and laissez-faire leader styles (Itzkovich et al., 2020). In addition, the nine leadership factors associated with transformational (five factors), transactional (three factors), and laissez-faire (one factor), establish the theoretical basis for this research study, and aid in better understanding the leader– follower relationship of the multilevel rank structure within policing organizations.

The significance of the adoption of the FRLM in this study was pegged on its emphasis of drawing leaders such as those involved in the management of private universities to influence their subordinates to transcend their personal interests for the common good of their institutions. As such, these concerted efforts from every employee of the universities in whatever capacity contributes to increased performance in the identified metrics.

2.2.6 Organizational Effectiveness (OE) Theory

Organizational effectiveness (OE) has been one of the most extensively researched issues since the early development of organizational theory. Organizational theory has spawned a rich body of literature that has had a major influence on management accounting studies (Kubai, et al., 2022). Since the 1950s, numerous studies within the organizational theory literature have focused on understanding the concept of effectiveness. As a newer field of research, management accounting has built on this knowledge to develop several performance measurement models. As a response to theoretical and practical pressures, the evolution of OE models reflects a construct perspective, while the evolution of performance measurement models mirrors a process perspective. Performance measurement models have moved from a cybernetic view whereby performance

measurement was based mainly on financial measures and considered as a component of the planning and control cycle to a holistic view based on multiple nonfinancial measures where performance measurement acts as an independent process included in a broader set of activities.

Organizational theory has also extensively pointed out on the need for an integrated and adequate support to the employees as a way of bringing the virtue of 'organization' and teamwork into practice (Carnevale, 2018)). Supervisor support creates "enabling relationships with others that make it easier for them to learn" (Zachary & Fain, 2022). In line with this thought, supervisor support is considered to facilitate employees' learning and development in an organization and this is the main concept of organizational effectiveness theory (Park et al., 2018). Cai et al. (2019) describes employee experiences of supervisor support as "the extent to which supervisors provide encouragement and support to employees within their work groups", and found a positive relationship between supervisor support and employee job satisfaction.

The study adopted the organizational effectiveness theory to explain the moderating effect of perceived supervision support on employee development and learning which in turn has a positive effect on organizational performance (Diamantidis & Chatzoglou, 2018). In the context of this study, it was postulated that the work context in a technology-driven environment is complex, and support needs to be given for the employee to interact with these complex technologies. Without support from supervisors, employees may feel stressed at work, and as a result may feel dissatisfied with their jobs thus affecting their contribution to the organizational performance.

2.3 Conceptual Framework

Singh (2023) describes the conceptual framework as the relationship between the independent variables and the dependent variables. It entails the expected relationship between the predictor variables and the predicted variable, and any other variable that could affect the relationship, in this case, the moderating variable. As a graphical

presentation, the conceptual framework enables the researcher to clearly portray the hypothesized relationships, and how each of the variables is conceptualized to give it a deeper meaning. The conceptual framework for this study is as shown in Figure 2.4. The framework shows the independent variables which include the transformational, transactional, participative and situational leadership styles, the moderating variable (perceived supervision support) and the dependent variable (organizational performance of private universities in Kenya). The sub-variables that the study probed under transformational leadership were intellectual stimulation, inspirational motivation, individualized consideration, and idealized influence. Those under transactional leadership were management by exception (active), management by exception (passive), and contingent rewarding. In investigating participative leadership, the specific sub-variables were staff involvement, leadership-staff communication, and empathy. On the part of situational leadership, the aspects probed were coaching, delegating, directing, and supporting. As the dependent variable, the sub-variables explored under organizational performance were university ranking, retention, number of programs, and number of campuses. Lastly on perceived supervision support, the study assessed management active concern, management support, and   management assurance.

Transformational Leadership
- Intellectual Stimulation
- Inspirational Motivation
- Individualized Consideration
- Idealized Influence

Transactional Leadership
- Management by exception (Active)
- Management by exception (Passive)
- Contingent rewarding

Participative Leadership
- Staff involvement
- Leadership-Staff communication
- Empathy

Situational Leadership
- Coaching
- Delegating
- Directing
- Supporting

Organizational Performance
- University ranking
- Retention
- Number of programs
- Number of Campuses

Perceived Supervision Support
- Management active concern
- Management support
- Management assurance

Independent variable   **Moderating variable**   **Dependent variable**

Figure 2.4: Conceptual Framework

2.3.1 Transformational Leadership

Transformational leadership has been the subject of systematic inquiry in non-school organizations for several decades. Supplying conceptual grounding for transformational leadership, Lee and Chon (2021) focused on the relationship between the leader and the "followers." When the relationship focuses on the continuing pursuit of higher purposes, change for the better occurs both in the purposes and resources of those involved and in

the relationship itself. Whereas the transformational leader plays a pivotal role in precipitating change, followers and leaders are bound together in the transformation process (Gupta & Mehta, 2019).

The importance of developing followers to their fullest potential extended the concept of transformational leadership (Siangchokyoo et al., 2020). Transformational leaders motivate followers by raising their consciousness about the importance of organizational goals and by inspiring them to transcend their own self-interest for the sake of the organization. In their relationships with followers, this theory posits, transformational leaders exhibit at least one of these leadership factors: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Hosna et al., 2021).

Andriani et al. (2018) have described and assessed the effectiveness of transformational leadership in schools. They have distinguished nine functions of transformational leadership clustering in three areas—those that are (a) mission centred (developing a widely shared vision for the school, building consensus about school goals and priorities), (b) performance-centred (holding high performance expectations, providing individualized support, supplying intellectual stimulation), and (c) culture-centred (modelling organizational values, strengthening productive school culture, building collaborative cultures, and creating structures for participation in school decisions).

The transformational leadership has been highlighted as a key factor in the work context that can facilitate and motivate followers to engage in creative courses of action (Tse et al., 2018). Research has in particular been focused on connecting transformational leadership with the emergence of follower creativity which is linked to organizational performance (Akdere & Egan, 2020; Khattak et al., 2020). Khan et al. (2020) Points out that typical leader behaviours identified as transformational are articulating an inspirational vision, exercising idealized influence, and providing individualized consideration and intellectual stimulation to followers.

In such a leadership environment, followers may feel free to think in new ways, go beyond standard practices, and proceed with creativity without fear of penalties (Darwish et al., 2020). Additionally, through serving as charismatic role models (idealized influence) and articulating an inspirational and compelling vision, leaders energize followers to perform beyond expectations and exert extra effort to generate creative solutions for problems emerging in their tasks (Agha, 2019).

In line with these theoretical deliberations, the findings of a handful of empirical studies show positive relationships between transformational leadership and follower creativity. In these studies, experimental designs were used with students in the United States (U.S.) (Lum, 2018), or surveys were used with workers in an organizational context in South Korea (Jun & Lee, 2023), Turkey (Öğretmenoğlu et al., 2022), and Taiwan (Wang, 2022). Based on this empirical evidence it is clear there is great relationship between transformational leadership model and the performance of employees.

According to Puni et al. (2018), charisma is the key component of transformational leadership, it generates profound emotional connection between the leader and follower and it creates profound emotional connection between leaders and followers and it creates excitement about the mission. Charisma is operationalized through vision where the charismatic leader earns the respect and trust of followers, which leads to the acceptance of challenging goals. The second transformational component is inspiration where lenders communicate their vision with optimism and enthusiasm (Ingsih et al., 2021).

Another major component of transformational leadership is individualized consideration where the leader gives personal attention to followers by treating them as individuals as opposed to collective judgement (Koveshnikov & Ehrnrooth, 2018). In exhibiting individualized consideration, the leader first identifies the individual needs and abilities of followers and then mentors and coaches them, and also use delegation. Finally, through intellectual stimulation, the leader helps followers to think on their own and analyse problems from their personal perspectives, encourages creativity, innovation, and challenges, conventional wisdom (Al-Husseini et al., 2021).

Burns characterized transformational leaders as leaders who possess emotional intelligence, exhibit positivity and ambition, foster teamwork, establish ambitious objectives, and promote the growth of their teams (McKnight, 2021). He further contended that this leadership approach encompasses behaviors aimed at fulfilling employees' higher-level needs, motivating them to actively contribute to achieving the organization's objectives. While various leadership styles are discussed in the literature, Transformational Leadership (TL) stands out as one of the most commonly employed styles within organizations and significantly influences their success. Transformational Leadership has emerged as a highly effective approach for enhancing the performance of both individuals and groups (Kammerhoff et al., 2019).

Moreover, Burns argued that transformational leaders inspire individuals to pursue and explore both novel and existing opportunities. These leaders empower their followers to exceed immediate self-interests and proactively strive to meet elevated expectations. The concept of Transformational Leadership clearly underscores its profound implications for followers. The transformation experienced by employees should also directly contribute to overall Organizational Performance. Transformational Leadership's effectiveness lies in its capacity to facilitate personal behavioral enhancements in individuals that subsequently contribute to the achievement of organizational objectives (Muafi et al., 2019).

2.3.2 Transactional Leadership

Transactional leadership is comprised of two fundamental dimensions, contingent rewards, and management by-exceptions, whole transformational leadership is comprised of four central components, charisma, inspiration, individualized, consideration and intellectual stimulation. Contingent rewards take place when the leader and follower have mutual understanding of the rewards or sanctions for performance or non-performance (Kubai et al., 2022). The emphasis is on completing tasks that have been agreed upon based on previous expectation. In management by exception, however, the leader takes action only when deviation from plans is evident (Kubai et al., 2022).

According to Bhatt (2018), transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance, transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Transformational leadership is not keen as futile but interested in paying attention to followers 'work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects needs to be carried out in specific fashion (Kubai et al., 2022).

According to Udueze (2021), within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Conversely, people with this leadership style also can 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 (Udueze, 2021). According to Nakanwagi (2018) transactional leaders use reward and punishment to gain compliance from their followers, they are extrinsic motivators that bring minimal compliance from followers. They accept goals, structure, and the culture of the existing organizations transactional leaders tend to be directive and action- oriented.

Leadership matters, while some believe that business outcomes are more governed by historical, structural, or environmental factors, research has demonstrated a relationship between managerial effectiveness and positive organizational performances (Nurlina, 2022). Successful organizational outcomes have been linked to the quality of management, both through Meta analytic studies and anecdotally. In *The Art of Cloud Leadership* book, L'Esteve (2023) a tells the story of Darwin Smith, a transactional leader, and his subsequent transformation of Kimberly-Clark. Under his twenty-year leadership as CEO, the company went from being a struggling company in its field, lagging 36% in market share behind its competitors, to becoming the leading paper-products brand in the world. Given that good leaders do have an impact on their followers and organizations, much research has gone into the field of leadership theory to better understand the characteristic behaviours of people who demonstrate success. Over the past twenty-five

years, a large body of research has emerged around transactional leadership theory (Ene, 2020).

Transactional leadership describes 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. Bernard Bass further expanded on Burn's theory in 1985 to describe specific behaviours that comprise each leadership style (Bass, 1985). Those measuring high in idealized influence would respond positively to statements such as "I instil pride in others for being associated with me" and "I emphasize the importance of having a collective sense of mission" (Alrasheadi, 2019).

Inspirational motivation, reflects the extent to which a leader is also capable of being a cheerleader, so to speak, on behalf of his or her followers. These leaders demonstrate enthusiasm and optimism, and emphasize commitment to a shared goal. Transactional leadership is defined by different elements. The first, contingent reward, describes the extent to which effective transaction and exchange is set-up between leader and followers (Aurangzeb et al., 2017).

The relationship between charisma and objective measures of performance has been less clear. A review of studies used the Multifactor Leadership Questionnaire (MLQ) to measure charismatic leadership, and their objective performance measures were used internally by the organizations to assess success. Study 1 (Antonakis et al., 2022) reported that charismatic leadership predicted the percentage of goals that were met within the unit, as measured one year later. Study 2 (Alrowwad et al., 2020) reported that a measure of transactional leadership, which also included several charisma items, was positively related to objective long-term performance.

2.3.3 Participative Leadership Style

Participative leadership in this study is predicted to directly influence Organizational performance behaviour which comprises contextual behaviours demonstrated by

employees in organizational context. Participative leadership as a human resource empowerment process effectively contributes to improving the Organizational performance behaviour in terms of three elements (Alzubi, 2018). These are organisational commitment, quality of customer service, and employee withdrawal behaviour - turnover and absenteeism (Alzubi, 2018). Through empowerment, managers are able to increase employees" involvement, motivation, and commitment, and ensuring that these employees work towards organisational objectives (Hayat Bhatti et al., 2019).

The implementation of such a system can be observed through management functions that are carried out by a manager in empowering subordinates to accomplish significant tasks, ranging from the works of planning up to the controlling process (Dyczkowska & Dyczkowski, 2018). It may involve full participation of employees in goal setting, decision- making, problem solving, and organizational changes. The first consequence of this managerial style directly leads the employees to experience self-autonomy at work and accomplish meaningful tasks. The experience of autonomy of work contributes to the increased organizational commitment, feeling of security at work, and encourages "innovation for the new and different" (Wang et al., 2022).

The experience of task significance provides employees with a challenge to be innovative, and satisfied with the job. These positive work attitudes, then lead to the attainment of high levels of employees' performance and productivity as the end or outcome variable (Akpoviroro et al., 2018). Kim et al. (2018) argued that the employees' behavioural outcome (performance) in terms of the rates of attendance and turnover is determined by the level of involvement and motivation by the leaders. This leads to enhanced productivity and commitment which in turn increase the organization's revenue growth rate, product value, and profit value earned.

Participative leadership involves the active collaboration of the management team with employees during the decision-making process. This approach grants employees the opportunity to contribute their insights to the matters at hand, ensuring that their perspectives and concerns are taken into account (Elsetouhi et al., 2023). When employees

hold differing viewpoints, adjustments are made to align with the raised issues and the overarching objectives of the organization. In this framework, leaders act as facilitators rather than merely giving out assignments and directives (Lo & Stark, 2021). They afford employees the autonomy to participate in the decision-making process.

Furthermore, employees readily embrace the resulting conclusions because they stem from their own contributions (Eddy & Khwaja, 2019). They comprehend the rationale behind these decisions and can smoothly integrate them into their daily work routines (Busse & Regenberg, 2019). Consequently, managing changes becomes less resistant since employees are involved in the changes themselves. Participatory leadership has a direct impact on employee performance in various ways. Firstly, it enhances employee involvement and dedication to the respective organizations. This approach empowers employees to freely express their views and ideas (Elsetouhi et al., 2023). By avoiding the fear of failure, they generate diverse concepts that drive overall organizational productivity. Because the decisions and goals formulated during the decision-making process originate from their input, they feel a strong sense of accountability for their fulfillment (Eddy & Khwaja, 2019). This sense of responsibility motivates them to surpass their set targets.

Moreover, participatory leadership discourages individual competition and fosters a culture of teamwork among employees. Throughout decision-making sessions, employees are led to perceive their efforts as contributing to a shared objective, rooted in the decisions they collaboratively shape. This outlook leads employees to consider each other as enablers of the company's success rather than rivals or competitors. The heightened collaboration contributes to reduced conflicts, thereby facilitating smoother operations and enhanced interactions among employees within their work environment (Busse & Regenberg, 2019).

2.3.4 Situational Leadership

According to Wuryani et al. (2021), situational leadership brings attention to the role of the follower. This leadership is about being flexible and using the needed leadership style to nurse a given development level of a follower to be successful in a given working environment. Situational leadership in general and Situational Leadership Theory (SLT) in particular evolved from a task-oriented versus people-oriented leadership continuum (Costa, 2019; Sidhu, 2019). The continuum represented the extent that the leader focuses on the required tasks or focuses on their relations with their followers.

Task-oriented leaders define the roles for followers, give definite instructions, create organizational patterns, and establish formal communication channels (Jamsheed & Majeed, 2018). In contrast, relation-oriented leaders practice concerns for others, attempt to reduce emotional conflicts, seek harmonious relations, and regulate equal participation (Sidhu, 2019). Various authors have classified Situational Leadership Theory as a behavioural theory (Karadag, 2020) or a contingency theory (Thompson & Glasø, 2018). Both conceptions contain some validity.

Situational Leadership Theory focuses on leaders' behaviours as either task or people focused. This supports its inclusion as a behavioural approach to leadership, similar to the leadership styles approach (autocratic, democratic, and laissez-faire), the Michigan production-oriented versus employee oriented approach, the Ohio State initiation versus consideration dichotomy, and the directive versus participative approach (Chebiego & Kariuki, 2018). It also portrays effective leadership as contingent on follower maturity. This fits with other contingency-based leadership theories including Fiedler's contingency theory, path-goal theory, leadership substitutes theory, and Vroom's normative contingency model (Sidhu, 2019).

Conceptualizations of Situational Leadership Theory admit that task-oriented and relationship-oriented behaviours are dependent, rather than mutually exclusive approaches. The effective leader engages in a mix of task and relation behaviours (Henkel

et al., 2019). The level of maturity (both job and psychological maturity) of followers determines the correct leadership style and relates to previous education and training interventions (Jaroensuk, 2021). Some scholars criticize Situational Leadership Theory specifically and situational leadership in general.

In situational leadership, the leader adopts and copes their leadership ideologies in order to support and uphold any emergent situation in the organization, it doesn't have to be built on certain set of skills, traits and characteristics, but rather the ability of the leader to evaluate the situation and adopt a leadership style that mostly suits the present incident. This type of leadership style suggests that a good leader is a person who is able to adjust their attitudes, behaviour, feelings and thoughts in accordance with the current and present situation. From another perspective, situational leadership may also be seen in connection to Situational Leadership Theory which supports leaders to carry out evaluations to their team members within the work place. Situational leadership is basically built on the fact that a good leadership has the ability to shift from one style to another as a response to changing situations. In other words, it is based on leader's ability to cope with different situations and circumstances

2.3.5 Perceived Supervision Support

Supervisor support denotes to perception about the supervisor being caring and recognizing (Kyei-Frimpong et al., 2023). Supervisor support is described as employees' views concerning their supervisor's value, care about their well-being (Qureshi et al., 2018). The supervisor is responsible for leading and motivates the employees to perform better in the organization create the environment that brings the positive attitude. The supervisor positive feedback force employees to job satisfaction (Peng et al., 2020). Supervisor support helps employees to increase the commitment and loyalty of employees through job satisfaction (Dhir et al., 2020). Supervisor support was defined as the extent to which employees believe their supervisors value their contributions, offer assistance, and care about their well- being (Shanok *et al.,* 2019).

As supervisors are agents of the organization, measuring supervisor support allows employers to take corrective action to ensure that employees view supervisors favourably and create stronger organizational connections (Qureshi et al., 2018). Talukder et al. (2018) have defined supervisor support as the perception of employees regarding the guidance, support, concern, and encouragement from their immediate supervisors. The level and extent of the support from supervisors can dominantly enhance influence individual performance.

Supervisors can responsively help employees in the workplace through expert instructions, feedback, and information which in turn results in positive employee behaviours and outcomes (Qureshi et al., 2018). According to Qureshi et al et al. (2018) that supervisor support helps to foster responsive work environment whereby, Fukui et al. (2019) have highlighted it as an important component for enhancing job satisfaction. Alkhateri et al. (2019) states that employees' job satisfaction is based on the supervision role.

2.3.6 Organizational Performance

The conceptual domain of organizational performance can be specified only by relating this construct to the broader construct of organizational effectiveness (Berberoglu, 2018). Organizational effectiveness is defined as "the degree to which organizations are attaining all the purposes they are supposed to" (Xu et al., 2022). Organizations obtain different effectiveness assessments based on diverse constituencies. Therefore, organizational performance encompasses the firm's ability to make profits, capture more market, enhance the satisfaction of the workforce, meet customer needs and offer variety of products to their customers.

Sangwa and Sangwan (2018) performance-measurement framework focuses on multiple indicators of organizational performance. These indicators are financial performance, operational performance and overall effectiveness. Financial performance includes overall profitability (indicated by ratios such as return on investment, return on sales, return on

assets, and return on equity), profit margin, earnings per share, stock price and sales growth. Operational performance refers to non-financial dimensions, and focuses on operational success factors that might lead to financial performance. Operational performance includes both product-market outcomes (including market share, efficiency, new product introduction and innovation, and product or service quality) and internal process outcomes (productivity, employee retention and satisfaction, and cycle time). Measurement of overall effectiveness reflects a wider conceptualization of performance and includes reputation, survival, perceived overall performance, achievement of goals, and perceived overall performance relative to competitors (Nuseir et al., 2021).

Rath et al. (2021) observe that improvement in individual, group, or organizational performance cannot occur unless there is some way of getting performance feedback. Feedback is having the outcomes of work communicated to the employee, work group, or company. For the organization or its work unit's performance measurement is the link between decisions and organizational goals. Before you can improve something, you have to be able to measure it, which implies that what you want to improve can somehow be quantified. Additionally, it has also been said that improvement in performance can result just from measuring it. Whether or not this is true, measurement is the first step in improvement. But while measuring is the process of quantification, its effect is to stimulate positive action. Managers should be aware that almost all measures have negative consequences if they are used incorrectly or in the wrong situation. Managers have to study the environmental conditions and analyse these potential negative consequences before adopting performance measures.

2.4 Empirical Review

The section reviews pertinent literature from past related studies. The findings therefore are presented and brought out as motivation for the present study.

2.4.1 Transformational Leadership and Organizational Performance

Maamari and Saheb (2018) has associated leadership style and organizational performance by highlighting that, the effectiveness of employee's in an organization is determined by the leadership in place. Tripathi and Jha (2019) have provided some recent treaties on the importance of leadership by arguing that the effectiveness of leaders is a major determinant of the success or failure of a group, organization or even an entire country. Indeed, it has been argued that one way in which organizations have sought to hope with the increasing volatility and Turbulence of the external environment is by training and developing leaders and equipping them with the skills to cope. According to Top et al. (2020) these claims are based on the assumption of a direct link between transformational leadership and Organizational performance which impacts positively on the organization's performance.

Transformational leadership according to Hina and Siddiqui (2023), shows that leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interests' parallel with the betterment of the organization. According to Ince (2023), numerous differences between these two terms exist like charisma being one among the qualities of a transformational leader rather than the sole element. Other aspects include the effect of situational favourableness or uncertainty on both approaches, transformational behaviour de-emphasizing charisma, the charismatic leader's possible self-centeredness and the probable negative effects of charismatic leadership (Afolabi, 2022). It is also believed that transformational leadership is more prevalent at upper levels of management than at lower levels (Saad Alessa, 2021).

Begum et al. (2022) suggest that, these transformational leadership behaviours are likely to act as "creativity enhancing forces." Specifically, intellectual stimulation may promote creativity by encouraging followers to question critical assumptions underlying the established framework of thoughts and routines and to look at old problems and situations in new ways (Steinmann et al., 2018). Likewise, when leaders provide individualized

consideration, they model empathy and support for individual concerns and openness to new suggestions and approaches (Becker et al., 2022).

2.4.2 Transactional Leadership and Organizational Performance

According to Ma and Jiang (2018) transactional leadership is based on the exchange process where the leader administers rewards and sanctions. One way or another, the leader and follower agree, explicitly or duplicity that desired follower behaviours will be rewarded. On the other hand, undesirable behaviours will draw out pediments, potential rewards include an increase in salary, promotions, and more benefits. Richards (2020) initially had pointed out that, transactional leadership model, is not satisfactory for most of the situations. Indeed, one could say that transactional leadership behaviours does not even qualify for the true leadership label. According to Kubai et al. (2022) transactional leadership approach is based on exchange, the leadership does not seek to motivate followers beyond the level that is required to avoid punishment or gains extrinsic reward.

According to Kalsoom et al. (2018), transactional leadership is based on the exchange process where the leader administers rewards and sanctions. One way or another, the leader and follower agree, explicitly or implicitly, that desired follower behaviours will be rewarded, while undesirable behaviours will draw our punishment. Potential rewards include an increase in salary, promotions, more benefits. Penalties may include pay cuts, demotions and terminations

Kubai et al. (2022) contends that, transactional leadership cannot be labelled as a true leadership model, based on the fact that, it is an exchange transaction between the leader and follower. Kubai et al. (2022) emphasizes that to maximize their effectiveness; leaders should exhibit both transformational and transactional behaviours and not one in isolation.

2.4.3 Participative leadership and Organizational performance

Kim and Beehr (2020) explain that the psychological state of employees as the consequence of empowerment by leaders was found to have a great impact on

performance behaviour, especially organizational commitment. This effect, according to Akpoviroro et al. (2018) is assumed to be more significant within the context of relationships between direct leaders and their subordinates. Other studies found that employees who worked under participative leadership behaviour were likely to demonstrate higher commitment to the job (Hayat Bhatti et al., 2019).

Employees who were led under participative behaviour were likely to work with people or clients in a way that demonstrated citizenship behaviour (Ike et al., 2017) and produced good quality services to the customers (Nyarieko, 2018). Further, the participative leadership system was found to be positive in decreasing the level of turnover and absenteeism in organisations (Alzubi, 2018), as well as lower employee withdrawal behaviour (Kim et al., 2018). Thus, there is evidence to indicate that participative leadership has direct effects on the organizational performance behaviour (Hayat Bhatti et al., 2019). The reasons are when the employees are involved from the beginning in planning organisational activities, that is, in goal setting, decision making, and in designing the procedures or the ways how the jobs are carried out), they are likely to have a readiness and have confidence to carry out those jobs. This in turn leads them to perform at a higher level of performance.

According to Jung, et al. (2020), the general behaviour elements are affected by a leadership process, by empowering the employees as organizational members through psychological aspects. The employees are internally motivated, for example, through personal rewards, understanding the meaning of their jobs, using personal skills and self-control in undertaking their jobs. These in turn influence the employees to work effectively and enthusiastically to attain their organizations" objectives.

Based on other studies and his own research, Wang et al. (2022) concluded that there was enough consistency in the findings to indicate that participative leadership, particularly in its relations with outcome variables, had wide applicability in organizational contexts. The other variables include situational factors, such as environmental, individual, and organisational factors that can influence the effectiveness of a management system or

style. However, the relationships among those variables are not easy to predict because they also depend on the types or characteristics of human enterprises that may apply to such a model.

2.4.4 Situational Leadership and Organizational performance

Reed (2019) set out to investigate how leadership styles and adaptability differ across various situations, conditions, structures, and tasks in the air traffic control arena. The author asked a variety of research questions about the relationship between leadership adaptability, task-orientation of the leader, leadership style, working situation, operational conditions, organizational structure, and level of leadership experience (Reed, 2019). The specific concepts presented included leadership and Situational Leadership Theory. The study established a relationship between effective leadership and workplace safety as well as a relationship between leadership effectiveness and stress and between stress and poor workplace performance. Steinmann et al. (2018) explain that despite the fact that a large body of research indicate that relation-oriented leadership is preferred over task-oriented leadership, task orientation is suitable in some situations since it is focussed in achieving goals. Assigning tasks and job roles, specifying procedures, and clarifying follower expectations result in increased job satisfaction (Steinmann et al., 2018).

Bhasin (2019) conducted a study to identify common leadership behaviours among managers in the mobile service industry and to organize those behaviours into suitable categories to discuss theoretical implications of situational aspects of effective leadership. The study uncovered common leadership behaviours as they related to quality, effectiveness, environment, and health perceptions (Bhasin, 2019). Eze (2023) endorses the relationship between leadership and organizational success. Then they sought to identify the behaviours common to successful leadership across four subject organizations. Bhasin (2019) concludes that successful leadership includes both universally applicable elements (task-oriented) and contingency elements (relation and change-oriented).

2.4.5 Perceived Supervision Support and Performance

Farooqi et al. (2019) conducted a study to examine the effect of perceived supervision support on employee performance and satisfaction among secondary schools' teachers in Punjab Pakistan. The scholars confirmed the relationship between supervisor support and employee's job satisfaction has a positive relationship which increases the performance of the employee and reduces the turnover in the organization. Besides that, Amoo and Adam (2022) conducted another study on public TVET college lecturers in South Africa to confirm results with same variables supervisor support and employees job satisfaction. Results of the study confirmed that supervisor support has a positive relationship with employee job satisfaction among the lecturers (Amoo & Adam, 2022). Similar results were also empirically reported by Kim et al. (2023).

Notably, empirical studies have also outlined views pertaining to the potential biasness and discrimination by supervisors which may result in different results pertaining to employee outcomes (Triana et al., 2019). Particularly, it has been also outlined that at times in certain professions, the supervisor support is not welcomed and thus may result in affecting individual`s personal capabilities (Qureshi et al., 2018). Vann (2017) identified that communication quality was an important element within perceived supervisor support that led to increased organizational innovation in Quick Service Industry firms. Ibrahim et al. (2018) identified that positive levels of supervisor communication is a crucial element of employee job satisfaction.

Milanović et al. (2021) also endorse that overt supervisor support is a motivator that influences employee job satisfaction and organizational performance more than perceived supervisor support. On the other hand, negative employee perceptions of supervisor support lead to lower levels of organizational performance. A significant association exists between the perception of abusive supervision, a reduction in organizational commitment, counterproductive work behaviours, and organizational performance (Guo et al., 2020).

Kyei-Frimpong et al. (2023) support that perceptions of supervisor support determine levels of organizational commitment. Nichols et al. indicated that positive supervisor communication formed positive relationships and increased organizational commitment. Guo et al. (2020) presented that abusive supervisor communication changed the employee's view of the organization, altered the employee's organizational relationship, and lowered levels of organizational commitment. Bani-Melhem et al. (2021) in a study of dysfunctional supervisor characteristics and behaviours, and concluded that abusive supervisor behaviours and characteristics jeopardize organizational success because of decreased employee job satisfaction and because employees disengage from their work roles. As such, declines in organizational performance are the result of negative employee perceptions of supervisor support suggesting that organizations should assess employee perceptions of supervisors to ensure organizational success.

A leadership strategy that includes supportive supervisors promotes organizational success. An effective leadership strategy should include supportive supervision that focuses on the psychological wellbeing of employees (Farid et al., 2021). Vann (2017) found that supportive supervisors who provide meaningful and motivating work improve organizational financial performance from lower voluntary employee turnover, higher employee energy, productivity, and engagement.

2.4.6 Organizational Performance

Relationship between leadership style and organizational performance has been discussed often. Most research results showed that the leadership style has a significant relation with the organizational performance, and different leadership styles may have a positive correlation or negative correlation with the organizational performance, depending on the variables used by researchers.

Torlak and Kuzey (2019) compared the leadership style with the leadership performance in schools and enterprises, and showed that the leadership style has a significantly positive correlation with the organizational performance in both schools and enterprises. Broadly

speaking, the leadership performance is identical with the organizational performance. The transformational leadership has a positive correlation with the organizational performance, higher than the exchange leadership (Zhang et al., 2018).

According to Al Khajeh (2018), the leadership style of administrative supervisors has a considerable effect on the organizational performance. The leadership style of a leader has a considerable influence on the work performance of employees. It further indicates that the leadership style also affects the organizational performance. The leadership style determines the organizational performance that subordinates need realize, and gives suggestions and feedback to execution., subordinates can know the requirements of their role and executives can know demands of subordinates at the same time. Thus under the leadership style of executives, subordinates can make organizational requested performance and get their rewards. Research results showed that the leadership style has a significantly positive correlation with the organizational performance. Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Mansaray, 2019). Udovita (2020) thought that when executives use their leadership style to concern, care and respect for employees, it would increase self-interests of employees in work as well as organizational promises, enable them to make better performance in work place and affect their job satisfaction.

2.5 Critique of Existing Literature Relevant to the Study

The above literature reviewed rather successfully attempt to link the different perspectives or dimensions of integrative leadership and organizational performance. The reviewed literature reveals ways through which various leadership models impact organizational performance. Findings are however conflicting and their explanations are however rather general, with most studies generally studying the various leadership models in broader forms. Maamari and Saheb (2018) have associated organizational performance by highlighting that, the effectiveness of employee's in an organization is determined by the leadership in place. Begum et al. (2022) suggest that, these transformational leadership behaviours are likely to act as creativity enhancing forces.

Richards (2020) pointed out that transactional leadership model is not satisfactory for most of the situations while Kubai et al. (2022) support that to maximize their effectiveness; leaders should exhibit both transformational and transactional behaviours and not one in isolation. The impact of participative leadership according to Akpoviroro et al. (2018) is assumed to be more significant within the context of relationships between direct leaders and their subordinates. Steinmann et al. (2018) concede that despite the fact that previous research indicated that relation-oriented leadership is preferred over task-oriented leadership, task orientation is suitable in some situations.

In view of the foregoing, it would be more efficient to further explore the leadership models into measurable forms including infrastructures and number of programs for transformational leadership; staff engagement, punishment, reward system and performance management for transactional leadership; experience and technical experience for participative leadership; and research and development and calibre of lecturers for situational leadership.

2.6 Summary of Literature Review

The literature reviewed highlights integrative leadership model as a vital strategy through which corporations can create work environments where staff can find and enjoy unique job experiences as well as achieve their full potential. It is also revealed that the successful application of the concept of the various leadership models proposed is transformed into positive staff attitudes towards employees' work including organizational commitment, job involvement, work motivation and job satisfaction.

Various leadership styles have been associated with organizational performance in the foregoing literature review. The effectiveness of leaders is a major determinant of the success or failure of a group, organization or even an entire country. Transformational leadership shows that leaders alter the beliefs and attitudes of followers and inspire the subordinates in their own interest's parallel with the betterment of the organization. It is also notable that transactional leadership model, is not satisfactory for most of the

situations. Employees who were led under participative behaviour were likely to work with people or clients in a way that demonstrated citizenship behaviour. Again successful leadership includes both universally applicable elements (task-oriented) and contingency elements (relation and change-oriented).

It is further offered by a myriad of researchers that by engaging in strong leadership styles, the corporation can convert staffs into company fanatics who will generate financial rewards. There is also a general agreement that integrative leadership model can be critical to achieving and sustaining competitive advantage, as well as being a key driver of change and enhanced performance. Researchers further agree that the effective leadership models can lead to improved staff retention, stronger individual performance, better teamwork, and more effective overall communications.

2.7 Research Gaps

The study by Maamari and Saheb (2018) explored how the performance of men and women in their respective roles can be affected by how the culture in an organization and the leadership approach taken by their leaders.   The study determined that the effectiveness of employee's in an organization is determined by the leadership in place. However, the study did not break down the various leadership models in place.

Tripathi and Jha (2019) empirical study on the aspects that play a role in the prosperity of construction companies in India found out that the effectiveness of leaders is a major determinant of the success or failure of a group, organization or even an entire country. Notably, the study contextualized findings to construction organizations in India. The present study focuses on private universities in Kenya.

Ma and Jiang (2018) probed the extent of employee creativity in entrepreneurial companies in the face of transformational leadership and transactional leadership. They determined that to maximize their effectiveness, leaders should exhibit both transformational and transactional behaviours and not one in isolation. In contrast, the

study contextualized findings to Chinese entrepreneurial firms while the present study focuses on private universities.

Kubai et al. (2022) investigated the relationship between Transactional Leadership and Organizational Performance while focusing on private universities in Kenya. The researchers concluded that transactional leadership cannot be labelled as a true leadership model, based on the fact that, it is an exchange transaction between the leader and follower. However, the study only focussed on transactional leadership model

Akpoviroro et al. (2018) examined how participative leadership style affect employees' productivity. They explain that participating leadership style and staff productivity have a favourable and significant relationship. However, in contrast to the present study, the research contextualized its findings to a single building material manufacturing company in Nigeria. The present study focuses on private universities.

Hayat Bhatti et al. (2019) assessed the importance of trust and ongoing commitment through participative leadership in resolving conflicts and making decisions on citizenship behaviour within the Pakistan hotel industry. The study appraised that affective trust considerably modulates the association between participatory leadership and organizational citizenship behaviour. However, the study only focused on applicability of participative leadership on organizational citizenship behaviour and did not link it to organizational performance.

Reed (2019) in exploring the relationship between employee turnover intent among higher education administrators in the face of situational leadership discovered an absence of a statistically significant association between employees' intentions to leave an organization and their supervisors' leadership flexibility, or capacity to deploy several leadership styles. Contrastingly, the study only focused on staff voluntary turnover intentions and left out organizational performance.

Bhasin (2019) while focusing on the mobile service industry, assessed the occurrence of situational leadership among managers. He determined that the most successful leadership style varies from scenario to situation and is unavoidable. The study only focused on situational leadership with no linkage to organizational performance. Farooqi et al. (2019) on the other hand while probing the connection between how teachers supported by their school feel and how well they perform in their job noted that these teachers' performance is significantly influenced by perceived organizational support. The study contextualized findings to secondary school teachers. The present study focuses on private universities.

Lastly, Amoo and Adam (2022) engaged lecturers from public TVET institutions in Gauteng, South Africa to assess the outcomes of their supervisors' support, the feedback they give about their performance, and how much work they have to do affect how engaged they are with their jobs. The study established that having a supportive supervisor, getting feedback about how well one is performing, and having the right amount of work to do are all really important for keeping lecturers interested and engaged in their jobs in TVET. However, the study contextualized findings to public TVET institutions. The present study focuses on private universities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology presents a description of how the study was approached. It presents the plan of the research, that is, the research design, how data was collected and from whom, and the data analysis technique that was adopted to analyse the data in order to generate the findings of the study.

3.2 Research Philosophy

This study was approached from a positivism philosophy point of view. According to Park et al. (2020), the positivism school of thought is grounded on the philosophy that only one reality exists. This reality can only be known imperfectly due to human limitations, and researchers can only discover this reality within the realm of probability. According to the school of thought, the researcher and the subjects were independent; didn't influence each other or outcome. Thus, the researcher will uphold objectivity by remaining neutral to prevent values and biasness from influencing outcome.

3.2.1 Research Design

Research design refers to the procedural framework within which the research is conducted (Sileyew, 2020). Research design is characterized by procedures and methods for arriving at results and findings and tools for proving or disproving such, knowledge (Patel and Patel, 2019). This study adopted a descriptive survey research design. This design entails explanation of a phenomenon, estimating a proportion of a population with similar characteristics and ascertaining the relationship that occurs amid the variables under study (Siedlecki, 2020). The design was deemed appropriate for the study due to its ability to incorporate several aspects in a study and give the researcher a wide room to

choose from thus enhancing better understanding of the research problem (Siedlecki, 2020).

3.3 Target Population

The study targeted the seventeen (17) chartered private universities in Kenya as enlisted by Commission of Universities Education (CUE) (Appendix III). The commission is established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education and is the Government agency mandated to regulate university education in Kenya. Specifically, the study targeted the top management staff at the 17 chartered private universities in Kenya as the units of analysis. These comprised of the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs). The distribution of the target population is as shown in Table 3.1.

Table 3.1: Distribution of the Target Population of the Teaching Staff

University	Population	Percentage (%)
1. Adventist University of Africa	15	4.5
2. Africa International University	14	4.2
3. Africa Nazarene University	22	6.6
4. Catholic University of Eastern Africa	25	7.5
5. Daystar University	18	5.4
6. Great Lakes University of Kisumu	14	4.2
7. Kabarak University	18	5.4
8. KCA University	23	6.9
9. Kenya Methodist University	15	4.5
10. Kenya Highlands Evangelical University	19	5.7
11. Mount Kenya University	34	10.2
12. Pan Africa Christian University	23	6.9
13. Scott Christian University	17	5.1
14. St. Paul's University	14	4.2
15. Strathmore University	23	6.9
16. United States International University	17	5.1
17. University of Eastern Africa, Baraton	21	6.3
Total	**332**	**100**

Source: Respective Universities' Human Resource Department (2021)

3.4 Sample Size and Sampling Technique

Suitable sampling frame is necessary for the selection of the sampling units. Bafarasat (2021) indicate that sampling frame is a list of elements from which the sample is actually drawn and is closely related to the population. The sampling frame in the study comprised of the chattered private universities in Kenya. The list was obtained from the Commission for University Education (CUE) which is mandated to oversee and monitor the universities in Kenya.

According to Stratton (2021), a sample size is a representative of the targeted population in a study. In this study, census was used to obtain the units of analysis where all the 17 private chartered universities in Kenya were surveyed. Owing the relatively small number of the universities and the urge to have reliably representative sample size, census was preferred. On the other hand, purposive sampling was used to obtain the units of observation who in this case were the top management staff at the 17 chartered private universities in Kenya. According to CUE, the day to day running and leadership of the university is dispensed by the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs). This is to imply that these are the main leaders hence they were sampled in the study. According to the respective universities' human resource departments and from a preliminary research, there are a total of 332 personnel in the positions of Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs) from all the 17 chartered universities. The sample size for the study therefore was 332.

3.5 Data Collection Instruments

The study used primary data which was largely quantitative and descriptive in nature. The questionnaire was designed to solicit the data on constructs pertinent to establishing the interrelationship between the independent and dependent study variables. Einola and Alvesson (2021) points out that questionnaires are appropriate for studies since they collect information that is not directly observable as they do not inquire about feelings,

motivations, attitudes, accomplishments as well as experiences of individuals. They further observed that questionnaires have the added advantage of being less costly and using less time as instruments of data collection. Secondary data on the other hand was collected from previous studies, university academic reports, journals, articles and publications.

The study employed a structured questionnaire with close-ended questions. This helped guide respondents' answers within the choices given to ensure they stay n focussed on the study objectives. Respondents were presented with descriptive statements in a 5-point Likert scale which they were required to rate by scoring the extent to which they perceived a particular statement is descriptive of the force in the corporations. The questionnaire comprised of 7 sections that were intended to capture the respondents' biodata and background information as well as information of the variables of the study. These included sections on organizational performance as well as transformational, transactional, participative, and situational forms of leadership as well as perceived supervision support.

3.6 Pilot Testing

To ascertain both the validity and reliability of the research instruments, the study conducted a pilot study. Since the population chosen for the pilot study was not included in the main study, the study randomly sampled 5 private universities with letters of interim authority and included them in the pilot study. From these universities, a total of 20 respondents were picked (4 from each) for the pilot study.

3.6.1 Validity of Research Instruments

Validity is the extent to which differences found with a measuring tool reflect true differences among respondents being tested (Mohajan, 2017). Validity determines whether the research truly measures that which it intended to measure or how truthful the research results are. Validity can be measured by the extent the data obtained, accurately

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reflects the theoretical or conceptual concepts; that is if the measurements gotten are consistent with the expectations. Validity testing in this study involved administering the questionnaire to 10 expert researchers and consulting with the university supervisors who gave their feedback on the extent to which the indicators correctly represented the concept of the study.

To enhance the content validity, expert opinion from Professionals in this field, researcher's thesis supervisors were sought. Their comments were incorporated to improve the instrument. The face validity was enhanced by the instruments review. According to Brazier (2018), face validity is concerned with the way the instrument appears to the participant. An instrument may appear insultingly simplistic, far too difficult, or too repetitive and these may demean the face validity. Such flaws affect the respondent's willingness to complete the questionnaire. In the case of construct validity, a five point Likert scale was used as well as Principle Component Analysis (PCA). Through the Likert's scale, the respondents gave their opinions or views that enabled the collection of objective data and with a wide range of views considered.

Principle Component Analysis (PCA) was used where the responses from the pilot study were analysed to give the coefficients for each question in every variable. The rule of the thumb is that the items with coefficients less than 0.4 are not valid hence ought to be deleted from the questionnaire (University of California Los Angeles, 2021). The findings as shown in Table 3.2 revealed that majority the average loadings for all the variables were between 0.702 and 0.781 which are more than 0.40 an indication that the instrument was valid.

Table 3.2: PCA for Construct Validity

Variable	Average Loadings	Minimum Loading
Transformational Leadership	0.743	0.628
Transactional Leadership	0.766	0.673
Participative Leadership	0.770	0.697
Situational Leadership	0.702	0.487
Perceived Supervision Support	0.781	0.712
Organizational Performance	0.749	0.703

3.6.2 Reliability of Research Instruments

Reliability refers to the accuracy and precision of a measurement procedure (Livingston et al., 2018). It measures the degree to which a research instrument gives consistent results. The authors state that reliability is concerned with estimates of the degree to which a measurement is free of random or unstable error (Livingston et al., 2018). Errors likely to affect reliability are interviewer/interviewee fatigue, bias from the interviewer and inaccuracy of the instrument in use, inaccuracy in scoring by the researcher and finally, unexplained errors whose source cannot be determined. In this regard, the study conducted a pilot study across five institutions to pre-test the questionnaire prior to the main data collection exercise with a view to check for errors and test the tools for reliability. Cronbach alpha, which is a measure of internal consistency, was used to test the internal reliability of the measurement instrument

The higher the score, the more reliable the generated scale is. Taber (2018) has indicated 0.7 to be an acceptable reliability thus it was considered adequate for this study. Based on the feedback from the pilot test, the questionnaire was modified and a final one developed.

As the findings in table 3.3 portray, Cronbach's alpha was used to determine the reliability of the questionnaire used in this study. It is evident that Cronbach's alpha for each of the independent variables was well above the lower limit of acceptability of 0.70. The findings indicated that transformational leadership had a coefficient of 0.941, transactional leadership had a coefficient of 0.902, participative leadership had a coefficient of 0.918

while situational leadership had a coefficient of 0.818. Employee performance factors had a coefficient of 0.937.

Table 3.3: Reliability Analysis Results

Variable	Number of Items	Cronbach's Alpha
Transformational Leadership	10	0.941
Transactional Leadership	9	0.902
Participative Leadership	10	0.918
Situational Leadership	12	0.818
Organizational Performance	10	0.937

3.7 Data Collection Procedures

At the data collection stage, in order to reach the 332 respondents from across the selected private universities in Kenya at the required timeframe, the study utilized a total of 10 research assistants to aid in the exercise. They were taken through the study objectives, how to go about collecting the data and from whom, what to expect in the field and how to handle the same as well as the ethical considerations to observe when in the field. The questionnaires were distributed on a drop and pick basis whereby the researcher administered the questionnaires to respective respondents who were allowed time to respond after which the duly filled questionnaires were collected.

3.8 Data Analysis and Presentation

3.8.1 Data Analysis

After data collection, the data obtained from the field was filled-in and returned questionnaires was edited for completeness, coded and entries made into Statistical package for social sciences (SPSS version 24). Screening was then performed for the following; levels of measurements, sample size, assumptions of normality, linearity, independence of errors and homoscedasticity. Further screening covered outlier detection and establishing presence of multi-collinearity. Testing for compliance with statistical

assumptions of multivariate analysis provided a pillar for making statistical inferences and results. This ensured that the data was accurate, consistent with other information, uniformly entered, complete and arranged to simplify coding and tabulation. With data entry, the data collected was captured and stored. Qualitative data was analysed by content analysis while quantitative both descriptive and inferential analysis was conducted for quantitative data.

3.8.2 Structural Equation Model (SEM)

To test for the specific measures of the study variables, Structural Equation Modelling (SEM) was used. According to Kline (2016), SEM is used to analyze the structural relationship between measured or observable variables and latent (unobservable) constructs. To confirm validity of underlying observable variables to the latent variables, confirmatory factor analysis (CFA) was conducted. CFA is a type of structural equation modeling that deals specifically with measurement models; that is, the relationships between observed measures or indicators and latent variables or factors, (Brown & Moore, 2012). This was preceded by an exploratory factor analysis to identify sub-constructs or factors that had significant influence on the latent variables. Those factors that did not meet the minimum threshold were dropped and those that achieved expected factor loadings were retained. After the specification of the outer measurement models, the inner structural model was developed and fitted.

For the purposes of this study, AMOS (a statistical analysis tool) was used as the primary tool to carry out the specification of the SEM model. AMOS (Analysis of Moment Structures) is a visual statistical software embedded within SPSS, and is specially used for Structural Equation Modelling, path analysis, and confirmatory factor analysis. It is also known as analysis of covariance or causal modelling software. After the model was validated using SEM, hypotheses testing was carried out using the linear multiple regression model.

3.8.3 Data Presentation and Analysis

Mean and standard deviations were used as measures of central tendency and dispersion respectively. The purpose of conducting descriptive statistics was to reduce, summarize data and analyse items and constructs. This provided insights into the characteristics of the samples. Descriptive statistics provided a basis for inferential statistics using correlation and multiple regressions.

3.9 Hypothesis Testing

Inferential analysis was done to determine the effect of the independent variables on the dependent, thus, testing the hypotheses of the study as elaborated in table 3.3. A multilevel linear, multiple regression, and correlation analysis was used to assess the strength of the relationships between the specified variables. Linear and multiple regression analysis was conducted, with the assumption that: variables are normally distributed to avoid distortion of associations and significance tests, which was achieved as outliers were not identified; a linear relationship between the independent and dependent variables for accuracy of estimation, which was achieved as the standardized coefficients were used in interpretation. Various statistics was extracted and interpreted with respect to the four models employing a multilevel linear multiple regression analysis.

In order to establish the combined influence of the independent variables on the dependent variable, a linear model was used. Therefore, the model for this study was consolidated as:

$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ …………………………Equation (i)

Whereby:

Y = Organizational Performance

α = y-intercept (Constant)

$\beta_1 - \beta_4$ = Beta coefficient of the independent variable

X_1 = Transformational Leadership

X_2 = Transactional Leadership

X_3 = Participative leadership

X_4 = Situational leadership

ε = error term

The moderating variable in this study was perceived supervision support. Estimating interaction effects using moderated multiple regression usually consists of creating an Ordinary Least Squares (OLS) model and a Moderated Multiple Regression (MMR) model equations involving scores for a continuous predictor variable Y, scores for a predictor variable X, and scores for a second predictor variable Z hypothesized to be a moderator. To determine the presence of moderating effect, the OLS model was then compared with the MMR model. Equation (ii) shows the Ordinary Least Squares (OLS) regression equation model predicting Y scores from the first-order effects of X and Z observed scores.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + Z + \varepsilon \dots\dots\dots\dots\dots\dots\dots \text{Equation (ii)}$$

Equation (iii), the Moderated Multiple Regression (MMR) model is formed by creating a new set of scores for the two predictors (i.e. X, Z), and including it as a third term in the equation, which yields the following model:

$$Y = \alpha + \beta_1 X_1 * Z + \beta_2 X_2 * Z + \beta_3 X_3 * Z + \beta_4 X_4 * Z + \varepsilon \dots\dots\dots\dots \text{Equation (iii)}$$

Where:

Y is the Organizational Performance

$X_1 - X_4$ are the independent variables

Z is the moderating Variable (Perceived supervision support)

Ɛ is an error term

α is a constant term

$\beta_1, \beta_2, \beta_3, \beta_4,$ are coefficients for the independent variables.

Table 3.4: Summary of Hypothesis Testing

	Null Hypothesis	Alternative Hypothesis	Statistical Test	Statistical Conclusion
Ha$_1$	Transformational leadership model has no significant effect on organizational performance in private universities in Kenya	Transformational leadership model has a significant effect on organizational performance in private universities in Kenya	Linear and multiple regression Correlation analysis	Reject null hypothesis and accept alternative hypothesis if P-Value < 0.05
Ha$_2$	Transactional leadership model has no significant effect on organizational performance in private universities in Kenya	Transactional leadership model has a significant effect on organizational performance in private universities in Kenya	Linear and multiple regression Correlation analysis	Reject null hypothesis and accept alternative hypothesis if P-Value < 0.05
Ha$_3$	Participative leadership model has no significant effect on organizational performance in private universities in Kenya	Participative leadership model has a significant effect on organizational performance in private universities in Kenya	Linear and multiple regression Correlation analysis	Reject null hypothesis and accept alternative hypothesis if P-Value < 0.05
Ha$_4$	Situational leadership model has no significant effect on organizational performance in private universities in Kenya	Situational leadership model has a significant effect on organizational performance in private universities in Kenya	Linear and multiple regression Correlation analysis	Reject null hypothesis and accept alternative hypothesis if P-Value < 0.05
Ha$_5$	Perceived supervision support has no significant moderating effect on the relationship between full range leadership styles and organizational performance in private Universities in Kenya	Perceived supervision support has a significant moderating effect on the relationship between full range leadership styles and organizational performance in private Universities in Kenya	Ordinary Least Squares (OLS) Moderated Multiple Regression	Reject null hypothesis and accept alternative hypothesis if P-Value < 0.05

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The main aim of this study was to assess the impact of full range leadership model on organizational performance among private universities in Kenya. This chapter presents the findings of the study as carried out using the methods and procedures outlined in chapter three. The chapter begins by presenting the response rate of the study, the pilot study results and analysis of the demographic data of the respondents. The findings on the objectives of the study were presented in two approaches which include the descriptive and the inferential statistics.

4.2 Response Rate

The study surveyed 332 respondents from 17 private universities in Kenya using a structured questionnaire. A total of 271 questionnaires were filled and returned for analysis. This implied a response rate of 81.6%. On the other hand, 61 questionnaires were not returned, returned while not fully filled or returned completely blank. This represented a non-response rate of 18.4%. According to Nix et al. (2019), a response rate of 50% is adequate, 60% good while 70% response rate is very good. This implies that the 81.6% response rate obtained in this study is adequate for analysis and making conclusions and recommendations of the study.

Table 4.1: Response Rate

Sample Size		Response Rate		Non-Response Rate	
Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
332	100%	271	81.6%	61	18.4%

4.2.1 Reliability Test

A reliability test was carried out on the main data to confirm whether the instrument met the reliability threshold as portrayed during the pilot study. The findings as shown in Table 4.2 revealed that transformational leadership had a Cronbach's coefficient of 0.910, transactional leadership had a coefficient of 0.920, participative leadership and situational leadership had 0.923 and 0.702 respectively while perceived supervision support and organizational performance had Cronbach's coefficients of 0.879 and 0.837 respectively. The results imply that the instrument met the threshold for reliability with all the items having Cronbach's alpha coefficients of more than 0.70. This confirmed the results obtained during reliability test under the pilot study.

Table 4.2: Reliability Test for the Actual Data

Variable	Cronbach's Alpha Coefficient	Number of Items	Comment
Transformational Leadership	0.910	10	The reliability threshold met
Transactional Leadership	0.920	10	The reliability threshold met
Participative Leadership	0.923	10	The reliability threshold met
Situational Leadership	0.702	19	The reliability threshold met
Perceived Supervision Support	0.879	10	The reliability threshold met
Organizational Performance	0.837	25	The reliability threshold met
Overall Reliability	**0.961**	**84**	The reliability threshold met

4.2.2 Validity of Research Instruments

Validity is the extent to which differences found with a measuring tool reflect true differences among respondents being tested (Mohajan, 2017). Validity determines whether the research truly measures that which it intended to measure or how truthful the research results are. Validity can be measured by the extent the data obtained, accurately reflects the theoretical or conceptual concepts; that is if the measurements gotten are

consistent with the expectations. Validity testing in this study involved administering the questionnaire to 10 expert researchers and consulting with the university supervisors who gave their feedback on the extent to which the indicators correctly represented the concept of the study.

To enhance the content validity, expert opinion from Professionals in this field, researcher's thesis supervisors were sought. Their comments were incorporated to improve the instrument. The face validity was enhanced by the instruments review. According to Brazier (2018), face validity is concerned with the way the instrument appears to the participant. An instrument may appear insultingly simplistic, far too difficult, or too repetitive and these may demean the face validity. Such flaws affect the respondent's willingness to complete the questionnaire. In the case of construct validity, a five point Likert scale was used as well as Principle Component Analysis (PCA). Through the Likert's scale, the respondents gave their opinions or views that enabled the collection of objective data and with a wide range of views considered.

Principle Component Analysis (PCA) was used where the responses from the pilot study were analysed to give the coefficients for each question in every variable. The rule of the thumb is that the items with coefficients less than 0.40 are not valid hence ought to be deleted from the questionnaire (University of California Los Angeles, 2021). The findings as shown in Table 3.2 revealed that majority the average loadings for all the variables were between 0.702 and 0.781 which are more than 0.40 an indication that the instrument was valid.

Table 4.3: PCA for Construct Validity

Variable	Average Loadings	Minimum Loading
Transformational Leadership	0.743	0.628
Transactional Leadership	0.766	0.673
Participative Leadership	0.770	0.697
Situational Leadership	0.702	0.487
Perceived Supervision Support	0.781	0.712
Organizational Performance	0.749	0.703

4.4 Descriptive Analysis of the Study Variables

The study was based on four independent variables which were; transformational leadership, transactional leadership, participative leadership and situational leadership. The dependent variable was organizational performance in private universities in Kenya. The respondents were asked specific questions based on the measures of these variables as shown in the conceptual framework. The analysis of their findings is herein presented systematically as per the objectives of the study.

4.4.1 Transformational Leadership

The first objective of the study was to assess the influence of transformational leadership on the performance of private universities in Kenya. The measures for the variable were intellectual stimulation, inspirational motivation, individualized consideration and idealized influence. Likert's scale questions were utilized whereby the respondents were asked to indicate their level of agreement or disagreement with specific statements on transformational leadership. The findings are as shown on Table 4.3.

Table 4.3 shows that team leaders did not effectively help their staff in self-development which could affect the commitment of the employees towards their job (Mean = 2.04; standard deviation = 1.83). The findings further revealed that most of the surveyed institutions recognized their staff once they achieved difficult or complex goals and that team leaders were concerned in growing team members by giving them challenges and tasks that are challenging than they are used to. The findings further portrayed that the management of the staff is accomplished by setting specific standards which both the team members and the team leaders agree on.

The findings further revealed that majority of the respondents agreed that they ensured their staff gets recognition and/or rewards when they achieved difficult or complex goals and this is evidenced by a mean of 3.91 and a standard deviation of 0.89 while majority neither agree nor disagree that as team leaders they left the staff to work in manner that

they wanted as shown by a mean of 3.47 and a standard deviation of 1.01. A slight majority agreed that the team leaders provided challenges to the team members to help them grow as shown by a mean of 3.69 and a standard deviation of 0.94.

The findings further portrayed that the respondents agreed that they management the staff b setting specific standards and both the team members and the team leaders agree on and this is evidenced by a mean of 4.01 and a standard deviation of 0.76 while on the statement that the team leaders rarely gave direction of guidance to the staff when they sense that they can achieve their goals, the respondents agreed with this as shown by a mean of 3.94 and a standard deviation of 0.84. The other statement was that the team leaders focused their attention on irregularities, mistakes, exceptions, and deviations from standards where majority of the respondents agreed with the statement as shown by a mean of 3.78 and a standard deviation of 0.93 while on the statement that the team leaders sought differing perspectives when solving problems, majority of the respondents disagreed and this is evidenced by a mean of 3.11. On the last statement that the team leaders discussed in specific terms who is responsible for achieving performance targets, majority of the respondents agreed with the statement as shown by a mean of 3.89 and a standard deviation of 0.97.

The findings concur with those by Para-González et al. (2018) who found that a transformational leader ought to focus on developing the staff and make them inspired not only through remunerations but through proper guidance and leadership. Saad Alessa (2021) further outline the need for a transformational leader to intellectually develop those that they influence and ensure that they capable of solving problems by themselves without necessarily involving the leader. The findings further draw support from Fiedler's contingency model that leaders are transformative through enhancing the effectiveness of their workers where they do not only focus on reaping the best out of the employees' skills but to also enhance their abilities and competences (Baig et al., 2021).

Table 4.3: Descriptive Results on Transformational Leadership

Statement	SD	D	N	A	SA	Mean	Std. Dev.
I help my staff with their self-development	46.3%	28.9%	11.8%	5.8%	7.3%	2.04	1.83
I help my staff to understand my visions through the use of tools, such as images, stories, and models	39.2%	14.0%	20.3%	9.9%	16.6%	2.61	1.72
I ensure my staff gets recognition and/or rewards when they achieve difficult or complex goals	10.0%	10.3%	15.5%	36.9%	27.3%	3.91	0.89
I let my staff work in the manner that they want	7.0%	8.9%	12.9%	38.4%	32.8%	3.47	1.01
I provide challenges for my team members to help them grow	3.7%	9.2%	13.3%	47.6%	26.2%	3.69	0.94
I manage my staff by setting standards that we agree on	5.2%	9.6%	16.2%	46.5%	22.5%	4.01	0.76
I rarely give direction or guidance to my staff if I sense they can achieve their goal	4.8%	8.5%	22.9%	41.7%	22.1%	3.94	0.84
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	6.6%	9.6%	14.4%	45.4%	24.0%	3.78	0.93
I seek differing perspectives when solving problems	26.3%	12.9%	18.5%	21.3%	21.0%	3.11	1.03
I discuss in specific terms who is responsible for achieving performance targets	5.2%	8.1%	15.9%	47.6%	23.2%	3.89	0.97

4.4.2 Transactional Leadership

The second objective of the study was to determine the influence of transactional leadership on the employee performance among private universities in Kenya. The respondents were asked specific questions based on the measures of the variable which were; active management by exception, passive management by exception and contingent

reward. Likert's scale questions were used by asking the respondents to indicate their level of agreement or disagreement. Table 4.4 shows the findings.

As the findings portray, majority of the respondents agreed that they were aware of the link between the effort and reward as shown by a mean of 3.93 and a standard deviation of 0.91. This implies that the efforts put by the employees attract more reward while the more employees are rewarded, the more they put effort in delivering their mandate. It was established that the team leaders were responsive and their basic orientation was dealing with present issues, and that they relied on standard forms of inducement, reward, punishment and sanction to control followers.

The study further established that most of the surveyed respondents were of the opinion that leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain. The respondents disagreed with the statements that they often used technical knowledge to determine the change process and that the team leaders created expectations. Majority of the respondents agreed that as the team leaders they were satisfied if expectations were realized and that they offered support so as to realize the expectations.

The findings go hand in hand with the argument by Kubai et al. (2022) that a transactional leader ought to embrace managerial leadership qualities by not only influencing followership but also effectively supervising to ensure that there is conformity with the set guidelines and procedures. In addition, transactional leaders formulate expectations and are keen to ensure that the followers strictly adhere to the guidelines towards achieving those expectations (Kubai et al., 2022). The findings moreover are in line with the arguments by Kubai et al. (2022) on integrative leadership model support that transactional leaders focus on motivating the employees to the point where it equalizes with their contribution and effort towards attaining the organizational goals. According to Apoi and Latip (2019), leadership is about seeing the best in others and this can mainly be attained through motivation.

Table 4.4: Descriptive Results on Transactional Leadership

Statement	SD	D	N	A	SA	Mean	Std. Dev.
I am aware of the link between the effort and reward	6.6%	5.5%	12.9%	46.1%	28.8%	3.93	0.91
I am responsive and my basic orientation is dealing with present issues	7.0%	5.5%	15.5%	48.0%	24.0%	3.17	1.02
I rely on standard forms of inducement, reward, punishment and sanction to control followers	6.6%	11.1%	14.4%	42.1%	25.8%	3.91	0.84
I motivate followers by setting goals and promising rewards for desired performance	8.1%	10.7%	10.7%	38.4%	32.1%	4.13	0.76
I believe leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain	5.2%	4.8%	15.1%	46.5%	28.4%	3.79	0.94
I often use technical knowledge to determine the change process	4.8%	7.7%	16.2%	43.9%	27.3%	3.48	1.05
I clearly formulate rules and guidelines in a manner that meets the expectations of those that I supervise	32.5%	24.8%	18.8%	21.4%	12.5%	2.09	1.33
I am satisfied if expectations are realized	14.8%	4.8%	14.8%	37.3%	28.5%	3.86	0.96
To realize achievement I offer support to others	7.0%	12.5%	17.0%	42.8%	20.7%	3.71	0.99
I pay special attention to the breaking of rules and deviation of set standards	5.5%	12.5%	15.1%	45.4%	21.4%	3.94	0.98

4.4.3 Participative Leadership

The third objective of the study was to examine the influence of participative leadership on employee performance in private universities in Kenya. The respondents were asked

specific questions based on the specific measures of the variable which were; staff involvement, leadership-staff communication and empathy. Five-points Likert's scale was used where 1 was strongly disagree and 5 strongly agree. The findings are as shown in Table 4.5 herein.

As the portrayed in the findings, majority of the respondents agreed that as team leaders they always tried to include one or more employees in determining what to do and how to do it but maintained the final decision making authority and this is evidenced by a mean of 4.07 and a standard deviation of 0.74 while on the statement that the employees are given the opportunity to vote before major decisions are made, majority of the respondents disagreed with the statement as shown by 2.08 and a standard deviation of 1.51. The study further found that most of the respondents agreed that they asked for employee ideas and input on upcoming plans and projects but made the final decision as evidenced by a mean of 3.91 and a standard deviation of 0.84 while majority disagreed that they did not accept the ideas approved by the majority. This means that as much as the leaders involve the employees, they do not effectively do so since if their views are not well considered.

The findings further portrayed that the respondents neither disagree nor agree with the statement that for a major decision to pass in the department, it must have the approval of the majority and this is evidenced by a mean of 3.42 and a standard deviation of 1.22. The respondents further agreed that the team leaders guided the employees to what has to be done and how to do it as shown by a mean of 3.87 while majority agreed that as team leaders they wanted to create an environment where the employees took ownership of the project through allowing them to participate in the decision making process and this is evidenced by a mean of 4.11 and a standard deviation of 0.63. On the statement that the team leaders asked the employees for their vision of where they see their jobs going and then use their vision where appropriate majority of the respondents agreed as indicated by a mean of 3.99 and a standard deviation of 0.82.

The findings compare with those by Wang et al. (2022) who indicated that through well established guidelines and seeking the views of the employees, a leader derives the best

out of the employees while at the same time using this as a prospect to gain expertize and understanding the employees better. According to Wang et al. (2022) involving employees and seeking their views on different aspects of firm management plays a key role in promoting employee performance. The findings reap support from integrative leadership model which outlines the fact that leadership is made of three components which include the leader, the followers and the context (Mango, 2018). This is an implication that for these three components to work together there should be frequent involvement and consultations.

Table 4.5: Descriptive Results on Participative Leadership

Statement	SD	D	N	A	SA	Mean	Std. Dev.
I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	6.3%	9.6%	18.1%	41.3%	24.7%	4.07	0.74
My employees always vote whenever a major decision has to be made	44.8%	21.8%	11.8%	2.1%	19.5%	2.08	1.51
I ask for employee ideas and input on upcoming plans and projects. But I make the final decision.	13.3%	11.4%	7.7%	38.4%	29.2%	3.91	0.84
I ask for employee ideas and input on upcoming plans and projects. And accept the ideas approved by the majority.	7.0%	48.9%	17.0%	3.5%	23.6%	2.74	1.46
For a major decision to pass in my department, it must have the approval of the majority.	11.8%	11.4%	21.4%	32.8%	22.5%	3.42	1.22
I guide my employees to what has to be done and how to do it.	10.7%	8.1%	24.7%	32.5%	24.0%	3.87	0.97
I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	4.1%	13.7%	16.2%	43.9%	22.1%	4.11	0.63
I allow my employees to determine what needs to be done and how to do it.	4.8%	11.8%	18.5%	36.9%	28.0%	3.68	1.01
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5.2%	11.4%	24.7%	31.7%	26.9%	3.99	0.82
I try to base my work on inspiring my workers.	9.6%	13.7%	15.5%	31.7%	29.5%	3.86	0.98

4.4.4 Situational Leadership

The fourth objective of the study was to assess the influence of situational leadership on employee performance in private universities in Kenya. The study sought to determine the respondents' level of agreement based on the specific statements on situational leadership. The specific measures for the variable were; employee coaching, delegation of duties, directing and supporting employees. The findings as shown in Table 4.6 revealed that majority of the respondents agreed with the statement that when the performance of the team increased as team leaders they engaged the team members in a friendly exchange but continued to make sure that all members were aware of their responsibilities and standards of performance. On the statement that the team leaders did not take any definite action when the team performance is increasing, the respondents agreed as shown by a mean of 3.91 and a standard deviation of 0.68. On the statement that the team leaders emphasized on important deadlines and tasks, majority of the respondents agreed as shown by a mean of 3.84 and a standard deviation of 0.75.

The findings further revealed that majority of the respondents agreed that team leaders involved the team and together engaged in problem solving as evidenced by a mean of 4.01 and a standard deviation 0.49 while on the statement that the team leaders always let the team to work out on any problem to arrive at a solution majority of the respondents disagreed as shown by a mean of 2.31 and a standard deviation of 1.08. Further, the respondents disagreed that in case of underperformance the team leaders allowed the team to formulate its own direction and this is evidenced by a mean of 2.77 and a standard deviation of 1.80. The respondents agreed that as team leaders they took steps to direct the staff towards working in a well-defined manner even when the team performance was good and this is evidenced by a mean of 3.75.

The findings are analogous with those by Skinner et al. (2018) who found that situational leaders are keen to make decisions and engage their teams to solve any problems that arise in the midst of team operations. According to Henkel et al. (2019) situational leaders are task oriented such that they focus on having stipulated and clear roles of the team members

and act on the basis of enhancing workability of the tasks assigned to the members. The findings also reap support from the Hersey and Blanchard situational leadership theory which postulates that successful leadership is enhanced through the effort of those in charge to identify the appropriate leadership style that is applicable in specific situations in business leadership (Hersey & Blanchard, 1969).

Table 4.6: Descriptive Results on Situational Leadership

Statement	SD	D	N	A	SA	Mean	Std. Dev.
I engage in friendly exchange but continue to make sure that all members are aware of their responsibilities and standards of performance	13.3%	12.5%	14.0%	30.3%	29.9%	3.86	0.73
I do not take any definite action when the team performance is increasing	11.8%	12.9%	10.0%	29.2%	36.2%	3.91	0.68
Emphasize the importance of deadlines and tasks	3.0%	6.3%	23.2%	38.0%	29.5%	3.84	0.75
I involve the team and together engage in problem solving	10.3%	15.1%	5.1%	24.7%	44.7%	4.01	0.49
I always let the team work it out in case of a problem they cannot solve	21.0%	31.4%	9.6%	22.5%	15.5%	2.31	1.08
Act quickly and firmly to correct any problem that team members are unable to solve and redirect accordingly	24.7%	15.5%	11.4%	17.7%	30.6%	2.86	0.93
In case of serious problems I encourage the group to handle them	28.1%	17.0%	28.8%	2.9%	23.2%	2.47	1.03
I announce any changes and then implement them with close supervision	10.3%	14.8%	17.3%	34.7%	22.9%	3.75	1.01
I allow the team to formulate its own direction to accomplish a given task	11.8%	12.2%	15.9%	35.1%	25.1%	3.96	0.91
In case of a change I incorporate team recommendations	13.3%	15.5%	10.7%	33.9%	26.6%	2.96	1.73
In case of underperformance, I allow the team to formulate the direction	5.2%	11.8%	24.4%	31.0%	27.7%	2.77	1.80
I Incorporate team recommendations but see that objectives are met when team is underperforming	18.9%	14.4%	20.7%	28.4%	17.7%	2.19	1.97
I take steps to direct the staff towards working in a well-defined manner even when the team performance is good	17.3%	18.5%	11.4%	25.8%	26.9%	3.75	1.01

4.4.5 Perceived Supervisor Support

The fifth objective of the study was to find out the moderating role of perceived supervision support on the impact of interactive leadership style on organizational performance of private universities in Kenya. Five-points Likert's scale was used to identify the respondent's views on the variables whereby specific statements were formulated based on the specific measures of perceived supervision which were; management active concern, management support and management assurance. The findings are as shown in table 4.7.

As the findings portray, majority of the respondents agreed that there was a clear connection between supervision and Professional development in the institutions as evidenced by a mean of 4.06 and a standard deviation of 0.79 while on the statement that the supervision aligned with the institutions' goals and other professional-learning activities, majority of the respondents disagreed with the statement as evidenced by a mean of 2.64 and a standard deviation of 1.08. The respondents neither disagree nor agree with the statement that supervision focused on core content and modelling of teaching strategies for the content and this is shown by a mean of 3.10 and a standard deviation of 0.94. On the statement that supervision provided a chance for the staff to collaborate, the findings revealed that a slight number of the respondents agreed and this is evidenced by a mean of 3.41 and a standard deviation of 0.99. The respondents further agreed that the staff enhanced their performance as a result of supervision as shown by a mean of 3.95 and a standard deviation of 0.83. According to Wren (2018), effective supervision of the employees by the senior management enables the flow of command to be as effective so as to enhance the employee productivity at the end of the day.

As the findings portray, most of the respondents agreed that supervision in their respective institutions was grounded in day-to-day administrative and teaching practice, and that it was designed to enhance staff's instructional practices around content. This statement had a mean of 3.86 and a standard deviation of 0.93. Moreover, the findings had it that majority of the respondents agreed that supervision was integrated into the workday, and part of a

continuous improvement cycle in the institutions and this is evidenced by a mean of 3.91 and a standard deviation of 0.87. Lastly, most of the respondents agreed that supervision was directly connected to learning and application of learnt practices into daily operations as evidenced by a mean of 4.01 and a standard deviation of 0.76. The findings concur with those by Tsetim et al. (2019) who found that large organizations in the modern business market ought to focus on closer supervision of the employees through which the employees become more cautious and their productivity increases as well.

Table 4.7: Descriptive Results on Perceived Supervision Support

Statement	SD	D	N	A	SA	Mean	Std. Dev.
There is a clear connection between supervision and Professional development in my institution	13.7%	19.9%	15.9%	28.0%	22.5%	4.06	0.79
Supervision aligns with the institution's goals and other professional-learning activities	5.5%	12.5%	15.1%	45.4%	21.4%	2.64	1.08
Supervision focuses on core content and modelling of teaching strategies for the content	6.3%	9.6%	18.1%	41.3%	24.7%	3.10	0.94
Supervision includes opportunities for active learning of new teaching strategies	4.8%	11.8%	11.8%	42.1%	29.5%	3.41	0.99
Supervision provides the chance for the staff to collaborate	13.3%	11.4%	17.7%	38.4%	19.2%	3.47	0.96
Supervision includes follow-up and continuous feedback which is effective in growth process	7.0%	8.9%	17.0%	43.5%	23.6%	3.45	0.97
My staff performance has improved as a result of supervision	11.8%	11.4%	21.4%	32.8%	22.5%	3.95	0.83
Supervision is grounded in day-to-day administrative and teaching practice, and is designed to enhance staff's instructional practices around content	10.7%	8.1%	24.7%	32.5%	24.0%	3.86	0.93
Supervision is integrated into the workday, and part of a continuous improvement cycle in my institution	4.1%	13.7%	16.2%	43.9%	22.1%	3.91	0.87
Supervision is directly connected to learning and application in daily practice	4.8%	11.8%	18.5%	36.9%	28.0%	4.01	0.76

4.4.6 Organizational Performance

The main aim of the study was to establish the impact of integrative leadership style on organizational performance in private universities in Kenya. The dependent variable of the study which also constituted the research problem is therefore the organizational performance in private universities in Kenya. The study therefore sought to find out the

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

Academic Ranking

The study sought to find out the academic ranking of the targeted universities nationally and globally. The ranking was obtained from Webometrics (2023) which is an international body that ranks the universities globally based on research, academic prowess and efficiency in learning and openness. As the findings in Table 4.8 portray, Strathmore University was ranked the best private university in Kenya coming at position six overall and position 3766 globally. The second university was the United States International University (USIU) Africa which was ranked position 11 across the country followed by Mount Kenya University ranked position 13 in the country. The lest ranked private university in the country was Scott Christian University at position 60 followed by the Adventist University of Africa at position 54 and the Great Lakes University of Kisumu and position 53.

Table 4.8: Ranking of the Surveyed Private Universities

University	Ranking Locally	Overall Local Ranking	World Rank
Strathmore University Nairobi	1	6	3766
United States International University	2	11	5791
Mount Kenya University	3	13	7152
Daystar University	4	16	8289
Catholic University of Eastern Africa	5	18	8915
Kenya Methodist University	6	22	9799
Kabarak University	7	23	9925
Saint Paul's University Limuru	8	30	10851
Africa Nazarene University	9	35	12905
KCA University	10	36	13006
University of Eastern Africa Baraton	11	38	13600
Africa International University	12	39	13829
Pan Africa Christian University	13	44	15076
Great Lakes University of Kisumu	14	53	16763
Adventist University of Africa	15	54	16788
Scott Christian University	16	60	18031

Source: Webometrics (2023)

Employee Turnover

The study sought to find out the employees' turnover in the respective universities for a period of five academic years prior to the period of the study. The findings as shown in Figure 4.5 revealed that in the academic year 2012/2013, the number of employees who left the universities were 102 (average) while in the year 2013/2014 the number rose to 146 and in the year 2014/2015 the number again increased to 207. In the academic year 2015/2016, the average number of employees who left their job in the universities were 183, a 12% drop from the previous year and in the academic year 2016/2017 the number increased by over 26% to 231. The findings imply that the employee turnover at the universities focused on in the study has been increasing systematically for a period of five years and indication that the performance of the universities could be declining. According

to Baquero (2022), employees are most likely to leave an organization when they realize that the performance is declining hence they are not assured of their job security. According to Apoi and Latip (2019), one of the major links between firm leadership and its performance is employee retention. The scholars contend that with appropriate leadership, the best talents will be retained through which the firm performance is stirred. Mujtaba and Senathip (2020 maintain that while business may thrive out of lay-offs to reduce costs of operations, this may not reflect organizational performance since they lay-off workforce due to declined revenues and profit margins. In their perspective, Abolade (2018) contend that high employee turnover is an indicator of an organization whose future is not guaranteed and this is an implication of declining performance.
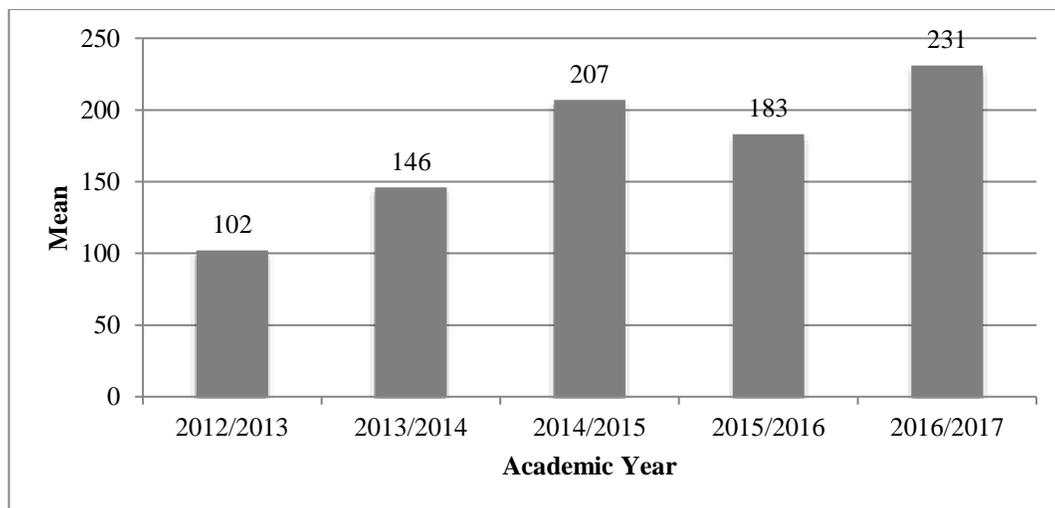
Figure 4.1: Employee Turnover

Number of Branches (Campuses)

The study sought to find out the number of new branches and/or campuses opened by the universities in a period of five years prior to the study period. The data on the number of campuses was obtained from the Commission for University Education (CUE). As the findings in Table 4.9 show, Mount Kenya University had the highest number of campuses with 10 campuses followed by Kenyan Methodist University and Catholic University of East Africa with 8 campuses each. University of Eastern Africa Baraton and KCA

University came third with 5 campuses each. United States International University and Strathmore University despite being ranked the best in academics had no campuses apart from the main campuses. The findings imply that the universities were increasingly deviating from opening new campuses which could be a sign of continued underperformance. According to Kubai et al. (2022), a well performing organization has a high flow of customers thus it is forced to have other branches to take the services/products closer to the customers. In the same, a good performing university would open new campuses to meet the growing number of students.

Table 4.9: Number of Campuses

University	Number of Campuses
Adventist University of Africa	
Africa International University	
Africa Nazarene University	
Catholic University of Eastern Africa	8
Daystar University	3
Great Lakes University of Kisumu	
Kabarak University	2
KCA University	5
Kenya Methodist University	8
Mount Kenya University	10
Pan Africa Christian University	1
Saint Paul's University Limuru	4
Scott Christian University	
Strathmore University Nairobi	
United States International University	
University of Eastern Africa Baraton	5

Source: Commission for University Education – CUE (2019)

Courses Offered

The study sought to find out the number of courses the surveyed private universities in a period of five years prior to the period of the study. The data was obtained from the specific university's websites and from CUE. The findings as shown in Table 4.10 revealed that Mount Kenya University had the highest tally of courses offered with a total

of 87 courses followed by Kenya Methodist University with 80 courses and Kabarak University with 79 courses. University of Eastern Africa, Baraton came fourth with 60 courses followed by Daystar University with 56 courses and Catholic University of Eastern Africa with 48 courses. Adventist University of Africa had the least number of courses (11) while Kenya Highlands Evangelical University had 19 courses and the Scott Christian University had 23 courses. The findings imply that due to decreased enrolment levels, the universities also reduced the number of new courses offered an indication of declining performance.

Table 4.10: Number of Programs

University	Doctorate	Masters	Post-Graduate Diploma	Bachelors	Diploma	Total
Adventist University of Africa	2	9	0	0	0	11
Africa International University	5	11	2	10	9	37
Africa Nazarene University	2	8	2	15	12	39
Catholic University of Eastern Africa	0	12	0	18	13	48
Daystar University	2	9	2	31	12	56
Great Lakes University of Kisumu	1	7	0	12	0	20
Kabarak University	9	17	0	30	23	79
KCA University	1	12	1	19	0	33
Kenya Methodist University	6	19	0	31	24	80
Kenya Highlands Evangelical University	0	2	0	13	4	19
Mount Kenya University	2	23	2	60	0	87
Pan Africa Christian University	2	5	1	9	8	25
Scott Christian University	0	5	0	10	8	23
St. Paul's University	3	13	1	19	0	36
Strathmore University	2	15	0	13	0	30
United States International University	3	7	0	17	0	27
University of Eastern Africa, Baraton	1	6	1	39	13	60
Total	**41**	**181**	**12**	**353**	**127**	**719**

Level of Students' Enrolment

The study sought to establish the level of enrolment of students for the surveyed private universities. The data was obtained from CUE. As the findings indicate, Mount Kenya University had the highest number of students enrolled with a total of 27,935 students followed by Kenya Methodist University with 8,425 students and United States International University with 7,311 students. Scott Christian University had the least level of enrolment with 602 students, followed by Adventist University of Africa with 650 students and Kenya Highlands Evangelical University with 665 students enrolled in the year 2017/2018. The findings show that the level of enrolment is correlated with the number of courses where the universities with the lowest number of courses have the lowest level of enrolment.

Table 4.11: Level of Enrolment

University	Enrolment (2017/2018)
Adventist University of Africa	650
Africa International University	1045
Africa Nazarene University	3275
Catholic University of Eastern Africa	6080
Daystar University	4772
Great Lakes University of Kisumu	1066
Kabarak University	7278
KCA University	7187
Kenya Methodist University	8425
Kenya Highlands Evangelical University	665
Mount Kenya University	27935
Pan Africa Christian University	2251
Scott Christian University	602
St. Paul's University	3781
Strathmore University	5252
United States International University	7311
University of Eastern Africa, Baraton	2914
Total	**90729**

Source: Commission for University Education – CUE (2020)

Leadership Models in Specific Private Universities

The study sought to establish the score of each of the surveyed private universities as far as the leadership models (transformational leadership, transactional leadership, situational leadership and participatory leadership) are concerned. The findings as shown in Table 12 revealed that the leadership transformational model had the highest overall score with 66.4% followed by transactional leadership with 62.7%, participatory leadership had a score of 58.3% while situational leadership had a score of 49.4%. This implies that transformational leadership was the most leadership model embraced in most of the private universities. The universities with the highest scores in the leadership models had high performance in either academic rating, level of enrolment or number of courses and campuses. This is an indication that leadership models have a positive influence on the performance of the private universities.

Table 4.12: University Scores in Leadership Models

University	Transformational Leadership	Transactional Leadership	Situational Leadership	Participatory Leadership	Overall
University of Eastern Africa, Baraton	37.5%	31.3%	31.3%	18.8%	29.7%
Strathmore University	100.0%	100.0%	80.0%	100.0%	95.0%
Kenya Highlands Evangelical University	61.9%	42.9%	19.0%	28.6%	38.1%
KCA University	75.5%	100.0%	70.6%	100.0%	86.8%
Pan Africa Christian University	68.5%	57.9%	36.8%	78.9%	60.5%
Scott Christian University	27.3%	9.1%	18.2%	0.0%	13.7%
Adventist University of Africa	30.0%	40.0%	70.0%	30.0%	42.5%
Africa Nazarene University	77.8%	77.8%	33.3%	55.6%	61.1%
Great Lakes University of Kisumu	61.5%	38.5%	30.8%	30.8%	40.4%
United States International University	100.0%	100.0%	75.0%	100.0%	93.5%
Catholic University of Eastern Africa	26.3%	21.1%	42.1%	21.1%	27.7%
Africa International University	20.0%	15.0%	30.0%	0.0%	16.0%
Kenya Methodist University	100.0%	100.0%	76.9%	100.0%	94.2%
Kabarak University	100.1%	100.0%	87.5%	100.0%	96.9%
Mount Kenya University	93.1%	93.1%	62.1%	96.5%	86.2%
Daystar University	100.0%	100.0%	58.8%	100.0%	89.7%
St. Paul's University	30.0%	20.0%	40.0%	0.0%	23.8%
Overall Score	**66.4%**	**62.7%**	**49.4%**	**58.3%**	**59.2%**

4.5 Factor Analysis

Factor analysis was carried out in the study so as to enable the identification of individual contribution of each of the questions under the variables on the variance of the individual variables. According to Knekta et al. (2019), factor analysis plays a critical role in enabling the researcher to establish the strength of each item on the questionnaire before running the study model. This way, the items (questions) with minimal impact are left out during analysis of the study model.

4.5.1 Factor Analysis for Transformational Leadership

On the first objective of the study which was to establish the influence of transformational leadership on the organizational performance of private universities in Kenya, a total of 10 items were used to collect data from the respondents. The factor analysis results as shown in Table 4.13 revealed that the factor loadings for the items ranged from 0.628 and 0.795 with only two items with coefficients less than 0.70. According to Taherdoost et al. (2022), factor loadings with over 0.50 are deemed to be fair enough for the model analysis, those with 0.60 are good while those items with factor loadings over 0.70 are best preferable for model analysis. In this case therefore, all the items under the transformational leadership variable were within the threshold hence they were approved for the model analysis.

Table 4.13: Factor Loadings for Transformational Leadership

Item/Question	Loading (Coefficient)
I help my staff with their self-development	.628
I help my staff to understand my visions through the use of tools, such as images, stories, and models	.740
I ensure my staff gets recognition and/or rewards when they achieve difficult or complex goals	.794
I let my staff work in the manner that they want	.685
I provide challenges for my team members to help them grow	.700
I manage my staff by setting standards that we agree on	.767
I rarely give direction or guidance to my staff if I sense they can achieve their goal	.767
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	.777
I seek differing perspectives when solving problems	.781
I discuss in specific terms who is responsible for achieving performance targets	.795

4.5.2 Factor Analysis for Participative Leadership

The second objective of the study was to assess the influence of participative leadership on the organizational performance of private universities in Kenya. The factor analysis findings as shown in Table 4.14 revealed that the factor loading coefficients ranged from 0.697 to 0.830 while the average factor loadings for participative leadership was 0.770. This implies that the items fell within the threshold of 0.60 hence they were all adopted in the analysis of the study model.

Table 4.14: Factor Loadings for Participative Leadership

Item/Questions	Loadings
I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	.697
and my employees always vote whenever a major decision has to be made	.721
I ask for employee ideas and input on upcoming plans and projects. But I make the final decision.	.785
I ask for employee ideas and input on upcoming plans and projects. And accept the ideas approved by the majority.	.764
For a major decision to pass in my department, it must have the approval of the majority.	.798
I guide my employees to what has to be done and how to do it.	.716
I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	.821
I allow my employees to determine what needs to be done	.830
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	.791
I try to base my work on inspiring my workers.	.781
Average	**0.770**

4.5.3 Factor Analysis for Situational Leadership

On the third objective of the study which was to assess the influence of situational leadership on organizational performance, there were a total of 18 items where the factor loadings for the items ranged from 0.120 to 0.819. Three items had a factor loading below 0.60 (Encourage the group to work on the problem and be supportive = 0.120; Allow the team to formulate its own direction = 0.474; Redefine roles and responsibilities and sure = 0.477). The three items were therefore removed from the final analysis of the study model while the other 15 were retained since they met the threshold.

Table 4.15: Factor Loadings for Situational Leadership

Item	Loadings
Engage in friendly exchange but continue to make sure that all members are aware of their responsibilities and standards of performance	.752
Take no definite action	.755
Do what you can to make the team to feel important and involved	.659
Emphasize the importance of deadlines and tasks	.689
Involve the team and together engage in problem solving	.792
Let the team work it out	.792
Act quickly and firmly to correct and redirect	.780
Encourage the group to work on the problem and be supportive	.120
Allow team involvement in developing the change	.819
Announce changes and then implement them with close supervision	.702
Allow the team to formulate its own direction	.765
Incorporate team recommendations but direct the change yourself	.719
Allow the team to formulate its own direction	.675
Incorporate team recommendations but see that objectives are met	.705
Redefine roles and responsibilities and sure	.802
Allow team involvement in determining roles and responsibilities but not be too directive	.775
Allow the team to formulate its own direction	.474
Incorporate team recommendations but see that objectives are met	.816
Redefine roles and responsibilities and sure	.477
Allow team involvement in determining roles and responsibilities	.769

4.5.4 Factor Analysis for Transactional Leadership

The study sought to examine the influence of transactional leadership on the organizational performance of private universities in Kenya. The results are as shown in Table 4.16. The objective had 10 items/questions where the average factor loading was 0.766 with the loadings ranging from 0.673 to 0.821. This is an implication that all the items met the threshold of 0.60 hence they were all used in the analysis of the final study model.

Table 4.16: Factor Loadings for Transactional Leadership

Items/Questions	Loadings
I am aware of the link between the effort and reward	.780
I am responsive and my basic orientation is dealing with present issues	.782
I rely on standard forms of inducement, reward, punishment and sanction to control followers	.806
I motivate followers by setting goals and promising rewards for desired performance	.821
I believe leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain	.742
I often use technical knowledge to determine the change process	.806
I clearly formulates expectations	.757
I am satisfied if expectations are realized	.712
To realize achievement I offer support	.673
I pay special attention to the breaking of rules and deviation of set standards	.781

4.6 Diagnostic Tests

4.6.1 Multicollinearity Test

The study sought to find out the collinearity among the independent variables using tolerance and variation inflation factor (VIF) statistics of the predictor constructs. The study adopted a threshold value of variance inflation factor of 4.0 to represent high multicollinearity status. The findings as shown in Table 4.17 revealed that the independent constructs; transformational leadership, transactional leadership, participative leadership, situational leadership attained a high tolerance value, which is a clear indication that the beta values of the regression equation of the independent constructs would be stable with low standard error terms. Tolerance is regarded as part of the denominator in calculating the confidence limits on the partial regression coefficient. According to (Rahul, 2023), the VIF of independent construct that exceed 10 as a rule of thumb is regarded as highly collinear and warrants further investigation. Therefore, benchmarking on this rule of thumb implies that there was no collinearity among the independent constructs.

Table 4.17: Multicollinearity Test

Model		Tolerance	VIF
1	Transformational Leadership	.734	1.362
	Transactional Leadership	.617	1.621
	Participative Leadership	.731	1.367
	Situational Leadership	.515	1.943

a. Dependent Variable: Firm performance

4.6.2 Linearity Test

According to Lee (2022) linearity refers to a situation where a dependent variable has a liner relationship with one or more independent variables and, thus, can be computed as the linear function of the independent variable(s). In this study, linearity test was carried out where the Goodness of Fit test was applied. This helped in summarizing the discrepancy between the observed values and the projected values under a statistical model. If the significance value for the nonlinear component is below the critical value ($P < .05$), then there is significant nonlinearity (Chan et al., 2022). As the findings in Table 4.18 reveal, the coefficients for the variables had Pearson correlation coefficients of between 0.345 and 0.976 which imply that there was positive linearity between the independent variables and the dependent variable.

Table 4.18: Linearity Test Results

		Performance	Transformational leadership	Transactional leadership	Participative leadership	Situational leadership	Perceived supervision support
Performance	Pearson Correlation	1	.709**	.694**	.686**	.547**	.677**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	271	271	271	271	271	271
Transformational leadership	Pearson Correlation	.709**	1	.827**	.820**	.345**	.818**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	271	271	271	271	271	271
Transactional leadership	Pearson Correlation	.694**	.827**	1	.840**	.370**	.855**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	271	271	271	271	271	271
Participative leadership	Pearson Correlation	.686**	.820**	.840**	1	.436**	.976**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	271	271	271	271	271	271
Situational leadership	Pearson Correlation	.547**	.345**	.370**	.436**	1	.452**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	271	271	271	271	271	271
Perceived supervision support	Pearson Correlation	.677**	.818**	.855**	.976**	.452**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	271	271	271	271	271	271

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

4.6.3 Normality Test

This test sought to find out the normal distribution for the responses in the study which was tested for Gaussian distribution using Kolmogorov-Smirnov (KS) and Shapiro-Wilk. According to Mishra et al. (2019) many data analysis methods such as t-test, ANOVA and regression analysis relies on the assumption that data were sampled from a Gaussian distribution. The computed values of Kolmogorov-Smirnov (KS) and Shapiro-Wilk test indicate insignificant statistics with p-values exceeding the standard p-value of 0.05. This implies that the responses on transformational leadership, transactional leadership, participative leadership, situational leadership are normally distributed.

Table 4.19: Normality Test

Variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Transformational Leadership	.096	271	.200[*]	.972	271	.872
Transactional Leadership	.225	271	.129	.898	271	.075
Participative Leadership	.202	271	.081	.922	271	.182
Situational Leadership	.192	271	.116	.872	271	.349
Perceived supervision support	.165	271	.087	.712	271	.079
Organizational Performance	.107	271	.091	.119	271	.088

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The Q-Q plot for normality as shown in Figure 4.6 also shows that the distribution of the constructs in the study is normally distributed. At very low values of the construct, some minimal deviation from normality is regarded as normal. Nevertheless, on the overall, the distribution appears normally distributed. More so, on the basis of the calculated insignificant test statistics, normality of the dependent construct was maintained. The significance test result for such data is regarded as fairly accurate.
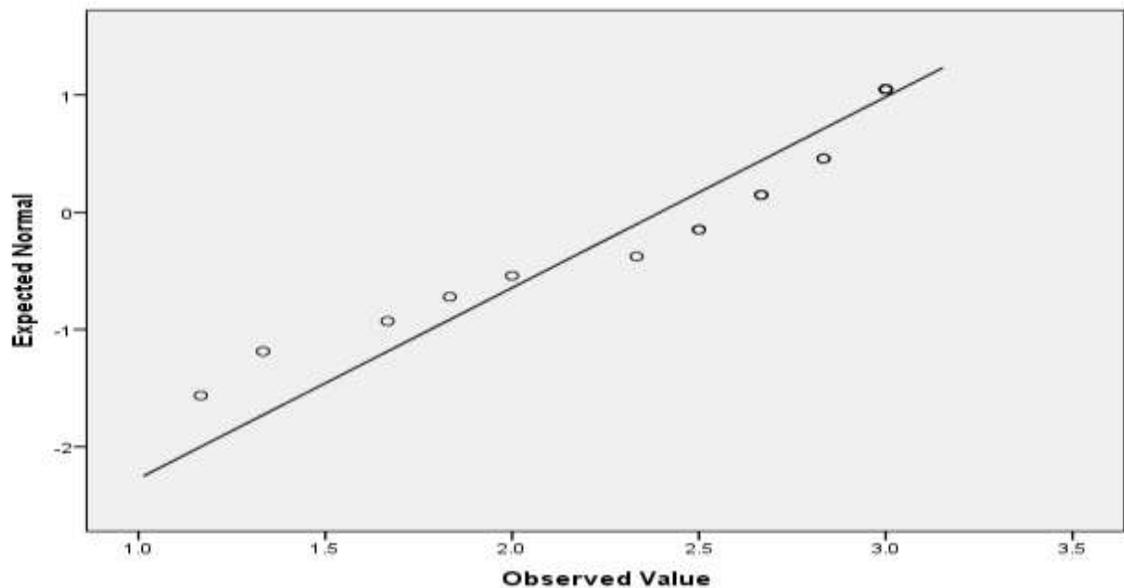
Figure 4.2: Q-Q Plot for Normality Test

4.7 Inferential Analysis of the Study Variables

A study ought to incorporate at least one approach of measurement of the relationship between variables so as to viably explain whether the variables have any significant relationship or not. In this case, therefore, the study used inferential statistics to exemplify the relationship between the independent and dependent variables with and without the moderator. According to Guetterman (2019), inferential statistics tends to clearly explain why and how certain variables relate thus giving the researcher a more concrete ground to make conclusions and recommendations. In this study, regression model was used where the model summary, variance (ANOVA) and standardized coefficients were applied to epitomize the relationship between the variables. This presentation is herein done systematically based on the study variables**.**

4.7.1 Transformational Leadership

Ha$_1$: *Transformational leadership model has a significant effect on organizational performance in chartered private universities in Kenya*

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

Y = α + β$_1$X$_1$ + ε

The results for the model summary are as presented in table 4.20 where R^2 (coefficient of multiple determinants) is shown. As the model depicts, the R^2 is 0.815, an indication that there is a strong relationship between transformational leadership and organizational performance in private universities in Kenya. This means that a proportion of 81.5% of organizational performance in private universities can be explained by the singular effect of transformational leadership.

Table 4.20: Model Summary for Transformational Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.903[a]	.815	.810	.38565

The model significance was presented using the ANOVA test. Results in Table 4.21 shows that the significance of the F-value of 139.171 was at 0.000<0.05. This implies that the model adopted was statistically significant to predict the relationship between transformational leadership and organizational performance in private universities in Kenya.

Table 4.21: ANOVA for Transformational Leadership

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	82.793	1	82.793	139.171	.000[b]
Residual	18.739	269	.069		
Total	**101.533**	**270**			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Transformational leadership

As shown in table 4.22, the unstandardized coefficient for the variable was 0.610 and the P-value is 0.000. The new model now becomes **Y = 0.057 + 0.610X₁ + ε** thus implying that at a significance level of 0.000, transformational leadership will impact organizational performance by up to 61.0%.

Table 4.22: Coefficients for Transformational Leadership

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.057	.077		0.740	.091
Transformational Leadership	.610	.027	.634	22.592	.000

a. Dependent Variable: Organizational Performance

Based on the above findings, the study therefore accepts the alternative hypothesis that transformational leadership has a significant effect on organizational performance in chartered private universities in Kenya. The findings compare with those by Jensen et al. (2020) who found that as a result of improved intellectual stimulation and motivation of the employees, firm performance was enhanced hence the scholar concluded that transformational leadership had a positive and significant influence of firm performance.

Structural Equitation Model (SEM) for Transformational Leadership

To attest the relationship between transformational leadership and performance of private university, Structural Equation Model (SEM) was used. The findings are as shown in Figure 4.7. As the findings portray, among the four measures (sub-constructs) of transformational leadership, intellectual stimulation had the strongest significance with a coefficient of 0.72 followed by individualised consideration with a coefficient of 0.49 and idealized influence with a coefficient of 0.43. The findings further revealed that transformational leadership had a strong and significant correlation with organizational performance of private universities in Kenya as shown by a coefficient of 0.719. The findings imply that all the sub-constructs of transformational leadership (intellectual stimulation, inspirational motivation, and idealized influence) explained the organizational performance of the private universities.
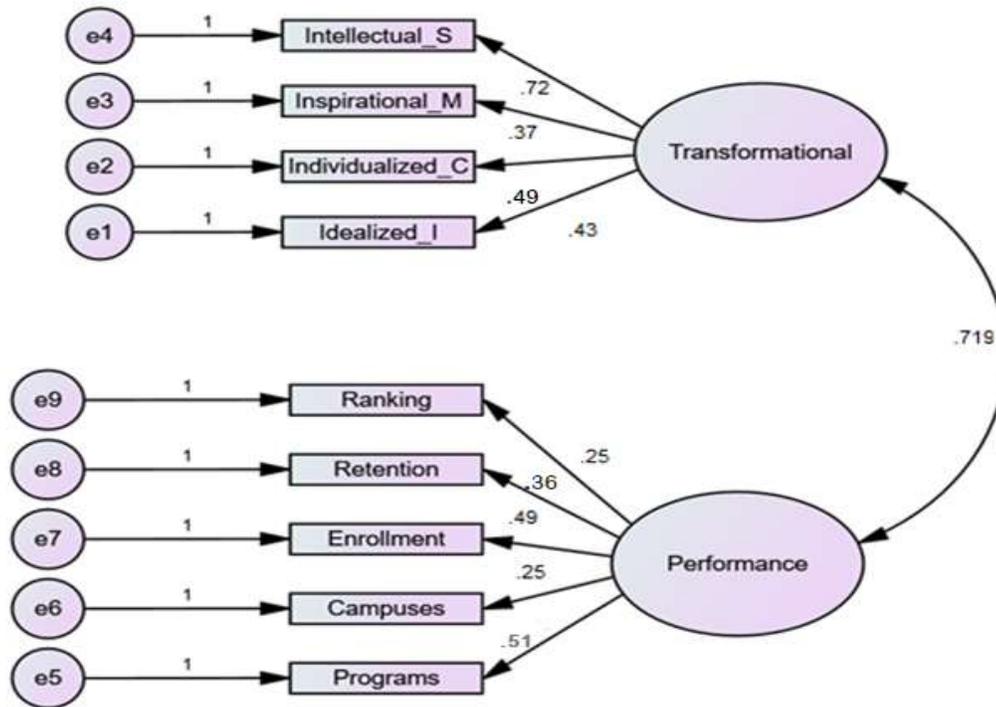
Figure 4.3: SEM for Transformational Leadership

4.7.2 Transactional Leadership

Ha$_2$: Transactional leadership model has a significant effect on organizational performance in chartered private universities in Kenya

To know about the impact of the transactional leadership on performance of private universities in Kenya, multiple regression using the following model was adopted:

$$Y = \alpha_j + \beta_2 X_2 + \varepsilon$$

The model summary as shown in Table 4.23 below revealed that the R-value is 0.714. Therefore, R-value (.714) for the transactional leadership suggested that there is a strong effect of the independent variable on performance of private universities in Kenya. It can also be observed that the coefficient of determination, the R-square (R^2) value is 0.509,

which represents 50.9% variation of the dependent variable (organizational performance), which is due to the change in independent variable (transactional leadership).

Table 4.23: Model Summary for Transactional Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.714[a]	.509	.491	.20128

a. Predictors: (Constant), Transactional Leadership
b. Dependent Variable: Organizational Performance

From the ANOVA results on transactional leadership and organizational performance as shown in Table 4.24, it is evident that an F statistic of 405.259 was observed which indicated that the model was significant. This was supported by a P-value of (0.000). The reported P-value of (0.000) is less than the conventional P-value of (0.05) thus implying that model applied can significantly predict the relationship between transactional leadership and organizational performance of private universities in Kenya.

Table 4.24: ANOVA for Transactional Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.660	1	15.660	405.259	.000[b]
	Residual	28.048	269	.104		
	Total	43.708	270			

a. Dependent Variable: Organizational Performance

The coefficients for transactional leadership and organizational performance are as shown in Table 4.25. From the coefficients, the new model now becomes **$Y = 0.133 + 0.784X_2 + \varepsilon$.** This implies that at a p-value of 0.000, a unit increase in transactional leadership results to 78.4% increase in the organizational performance of the private universities in Kenya. The alternative hypothesis is thereby accepted and the inculcation made that transactional leadership has a positive and significant effect on organizational performance of chattered private universities in Kenya.

Table 4.25: Coefficients for Transactional Leadership

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.133	.097		1.371	.091
Transactional Leadership	.784	.084	.791	9.334	.000

a. Dependent Variable: Organizational Performance

Structural Equation Model (SEM) for Transactional Leadership

Structural equation model was also used to test for the influence of transactional leadership on organizational performance of private universities in Kenya. The findings as shown in Figure 4.8 revealed that the path coefficient beta (β) value for transactional leadership and organizational performance was 0.830 implying that a unit change in transactional leadership explained up to 83.0% increase in organizational performance of private universities in Kenya. Specifically, on the sub-constructs of transactional leadership, active leadership style had the strongest influence on performance with a coefficient of 0.58 followed by passive style with a coefficient of 0.40 and contingent was the least with a coefficient of 0.29. On the other hand, of the influence that transactional leadership had on performance, ranking was the most influenced with a coefficient of 0.71 followed by the number of programs with a coefficient of 0.65 and employee came last with a coefficient of 0.27. This is to imply that transactional leadership will influence the university ranking and the number of programs more than it will influence the retention of the university staff and the number of campuses.
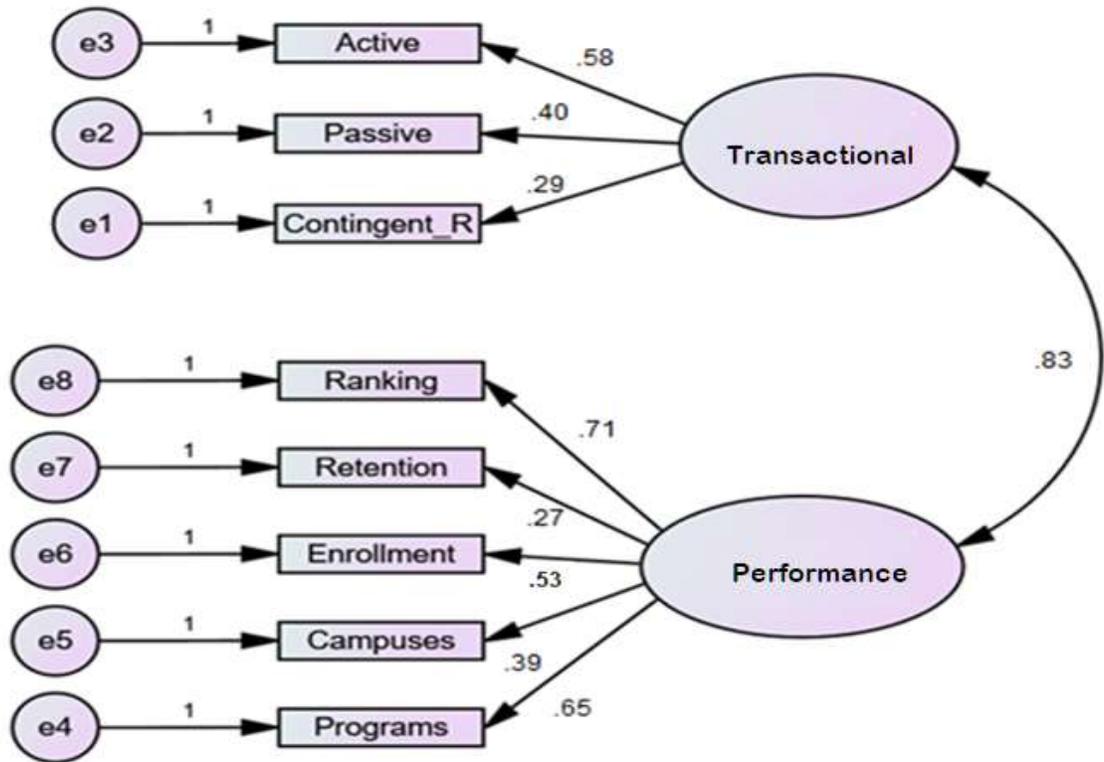
Figure 4.4: Structural Model for Transactional Leadership

4.7.3 Participative Leadership and Organizational Performance

The third objective of the study was to examine the impact of participative leadership on organizational performance. Regression model was adopted to determine the relationship between participative leadership and organizational performance. The model was of the form:

$$Y = \alpha + \beta_3 X_3 + \varepsilon$$

The model summary shown in Table 4.26 revealed that the goodness of fit for the regression between participative leadership and organizational performance was satisfactory. This is evidenced by R squared (R^2) of 0.615 which indicates that 61.5% of

the variances in the organizational performance are explained by the variances in the participative leadership.

Table 4.26: Model Summary for Participative Leadership

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784[a]	.615	.525	.37068

a. Predictors: (Constant), Participative Leadership
b. Dependent Variable: Organizational Performance

An ANOVA test was performed to further attest the relationship between participative leadership and organizational performance among private universities in Kenya. The results are as summarised in Table 4.27. The table shows that the variable has a P-value equal to 0.000, demonstrating that the model is statistically significant in explaining the change in the dependent variable, considering that the P-value is less than 0.05 at the 95% level of confidence.

Table 4.27: ANOVA Test for Participative Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.251	1	121.251	217.103	.000[b]
	Residual	342.457	269	1.273		
	Total	463.708	270			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Participative Leadership

The regression coefficient shown in Table 4.28 indicates that participative leadership is statistically significant since its p-value is less than 0.05 (p-value =0.000). Using the coefficient in table 4.28, the regression model turns to be:

$$Y = 0.311 + 0.802X_3 + \varepsilon$$

The findings imply that a unit change in participative leadership can positively influence up to 80.2% increase in organizational performance in private universities in Kenya. The

alternative hypothesis is thereby accepted, and the illusion goes by participative leadership has a positive and significant effect on organizational performance in private universities in Kenya.

**Table 4.28: Regression Coefficients for Participative Leadership**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.311	.106		2.934	.001
Participative Leadership	.802	.097	.784	8.278	.000

a. Dependent Variable: Organizational Performance

Structural Model for Participative Leadership

The study aimed at establishing the influence of participative leadership using structure equation model. The findings as shown in Figure 4.9 revealed that all the sub-constructs of participative leadership (staff involvement, leadership-staff communication and empathy) had a positive influence and contributed to the overall output of the participative leadership. This is to imply that the influence of participative leadership on organizational performance of private universities is contributed to by all its measures adopted in the study. The findings further portray that among the aspects of participative leadership, empathy has the strongest influence on performance as shown by a coefficient of 0.63followed by staff communication with a coefficient of 0.53 and staff involvement has the least influence on performance with a coefficient of 0.21. The results further revealed that university ranking was the main sub-construct of performance that was most influenced by participative leadership with a coefficient of 068 followed by programs with a coefficient of 0.50, then retention with a coefficient of 0.49 and lastly is enrollment with a coefficient of 0.18. Therefore, drawing the appropriate pathway is that staff empathy should be emphasized in order to achieve high academic ranking. The overall coefficient for the relationship between participative leadership and performance is 0.91 an indication

that participative leadership had a strong influence on the performance of the private universities.
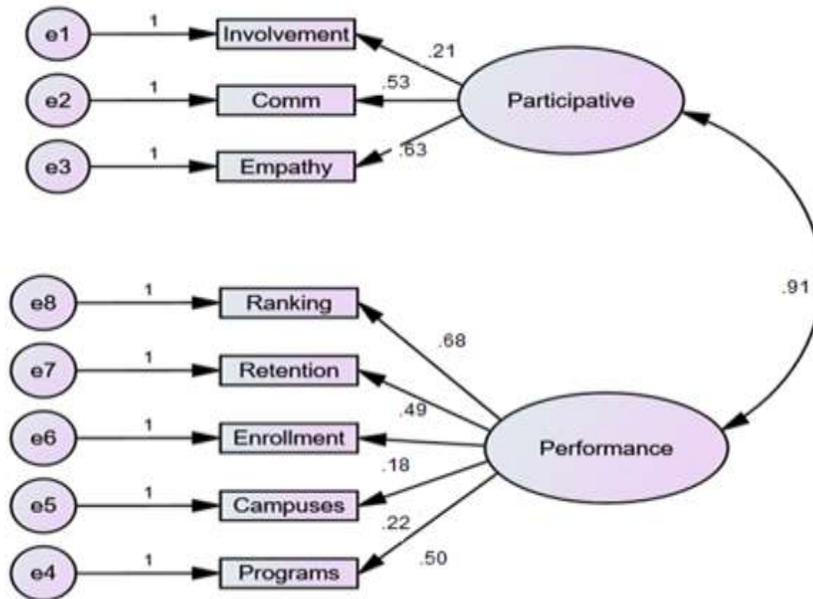
Figure 4.5: Structural Model for Participative Leadership

4.7.4 Situational Leadership and Organizational Performance

Ha₄: *Situational leadership model has a significant effect on organizational performance in chartered private universities in Kenya*

The third objective of the study was to determine the influence of situational leadership on organizational performance among private universities in Kenya. Regression analysis was carried out to establish the statistical relationship between situational leadership and organizational performance. The model was of the form; **Y= α + β₄X₄ + ε**

The model summary on Table 4.29 revealed that the R squared (R^2) value for the variable was 0.252 an indication that 25.2% of organizational performance in private universities in Kenya is explained by a variance change in the situational leadership.

Table 4.29: Model Summary (Situational Leadership)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.502[a]	.252	.231	.068

a. Predictors: (Constant), Situational Leadership
b. Dependent Variable: Organizational Performance

The ANOVA test results as shown in Table 4.30 revealed a F calculated of 84.361 an indication that the model was significant. The P-value for the variable was 0.000 which is less than the standard p-value of 0.05 an indication that situational leadership has a significant relationship with organizational performance.

Table 4.30: ANOVA Test for Situational Leadership

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	69.993	1	69.993	217.103	.000[b]
	Residual	208.223	269	1.034		
	Total	278.216	270			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Situational Leadership

The regression coefficients for situational leadership are as shown in Table 4.31. From the results, the new model for the variable now becomes;

$$Y = 1.201 + 0.585X_4 + \varepsilon$$

The findings reveal that situational leadership has a positive influence on organizational performance as evidenced by the unstandardized B coefficient of 0.585. The results also portray that situational leadership has a significant influence on organizational performance as shown by the P-value of $0.000 < 0.05$.

From the results, the study accepts the alternative hypothesis that situational leadership has a significant and positive influence on the organizational performance of private

universities in Kenya. The findings herein confirm that indeed situational leadership is a key aspect in determining the organizational performance of private universities in Kenya.

Table 4.31: Regression Coefficients for Situational Leadership

| Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.201	.201		5.975	.000
	Participative Leadership	.585	.087	.502	6.724	.000

a. Dependent Variable: Organizational Performance

Structural Equation Model for Situational Leadership

The study sought to establish influence of situational leadership on organizational performance of private universities in Kenya using structural equation model. The findings are as shown in Figure 4.10. As the findings portray, all the sub-constructs of situational leadership (coaching, delegating, directing and supporting) positively contributed to the overall significance of the variable. Supporting had the strongest influence on performance with a coefficient of 0.62 followed by delegation of duties with a coefficient of 0.47 followed by directing the staff with a factor loading of 0.18. The findings further showed that situational leadership had a strong significance influence on performance of private universities with a path coefficient of 0.73. Specifically, situational leadership influenced retention (0.62), ranking (0.49) more than it influenced campuses (0.16) and programmes (0.03). This implies that maximization of situational leadership through supporting the staff would mainly enhance the staff retention at the universities.
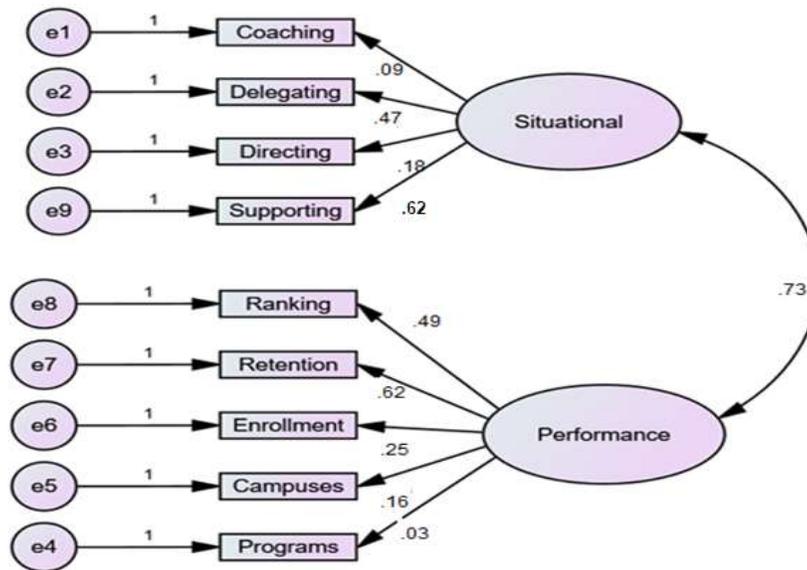
Figure 4.6: Structural Model for Situational Leadership

4.7.5 Analysis of the Overall Regression Model

An overall regression model was carried out to determine the combined effect of transformational leadership, transactional leadership, participative leadership and Situational leadership as the independent variables on the organizational performance as the dependent variable. The findings on model fitness (model summary) are as shown in Table 4.32 which revealed that all the prospects of integrated leadership focused on in the study had a strong effect on organizational performance. This is evidenced by the R^2 value of 0.564 which means that transformational leadership, transactional leadership, participative leadership and Situational leadership explained up to 56.4% of the overall organizational performance among private universities in Kenya.

Table 4.32: Model Summary (Overall Model)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751[a]	.564	.551	.108

a. Predictors: (Constant), Transformational leadership, transactional leadership,
   participative leadership and Situational leadership
b. Dependent Variable: Organizational Performance

The analysis of variance (ANOVA) for the overall model is as shown in Table 4.33. The results depicted that when combined, transformational leadership, transactional leadership, participative leadership and situational leadership had a significant influence on the organizational performance of private universities in Kenya. This is evidenced by the P-value of $0.000 < 0.05$ and the F-calculated of 120.155 which is way higher than the F-critical.

Table 4.33: ANOVA Test for the Overall Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	183.520	4	45.880	120.155	.000[b]
	Residual	94.696	266	.356		
	Total	278.216	270			

a. Dependent Variable: Organizational Performance
b. Predictors: (Constant), Transformational Leadership, Transactional Leadership,
   Participative Leadership And Situational Leadership

The regression coefficients of the overall model are as shown in Table 4.34. The results revealed that transformational leadership, transactional leadership, participative leadership and situational leadership had a significant and positive influence on organizational performance of private universities in Kenya. The model now becomes:

$$Y = 0.934 + 0.501X_1 + 0.297X_2 + 0.539X_3 + 0.391X_4$$

The model output reveals that a unit change in transformational leadership would lead to 50.1% increase in the organizational performance of private universities in Kenya. A unit

change in transactional leadership would lead to 29.7% increase in organizational performance while a unit change in participative leadership would lead up to 53.9% increase in organizational performance. According to Dodamgoda and Anthony (2020), the main prospects of leadership that have a direct impact on organizational performance and competitiveness are transformational, transactional, participative and situational leadership. The findings also concur with the argument by Seale and Cross (2015) that integrated leadership has a significant effect on firm performance through transformational, transactional and situational leadership which enables the firm leaders to be multidimensional.

Table 4.34: Regression Coefficients for Situational Leadership

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.934	.129		7.240	.000
	Transformational Leadership	.501	.078	.411	6.423	.000
	Transactional Leadership	.297	.074	.236	4.014	.001
	Participative Leadership	.539	.069	.509	7.812	.000
	Situational Leadership	.391	.072	.372	5.431	.000

a. Dependent Variable: Organizational Performance

Structural Equation Model for the Overall Model

The overall relationship between integrative leadership and organizational performance of private universities in Kenya was sought using the structural equation model. The findings are as shown in Figure 4.11. As the findings portray, transactional leadership had the strongest significance influence on organizational performance of private universities in Kenya with a path coefficient of 0.53 and implying that a unit change in transactional leadership explained up to 53% of the performance of the private universities. Participative leadership came second with a path coefficient of 0.49, transformational

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leadership had a coefficient of 0.33 and situational leadership was the least significant with a coefficient of 0.26. The university ranking and the number of programs were the main measures (sub-constructs) of performance that explained the organizational performance of private universities in Kenya.
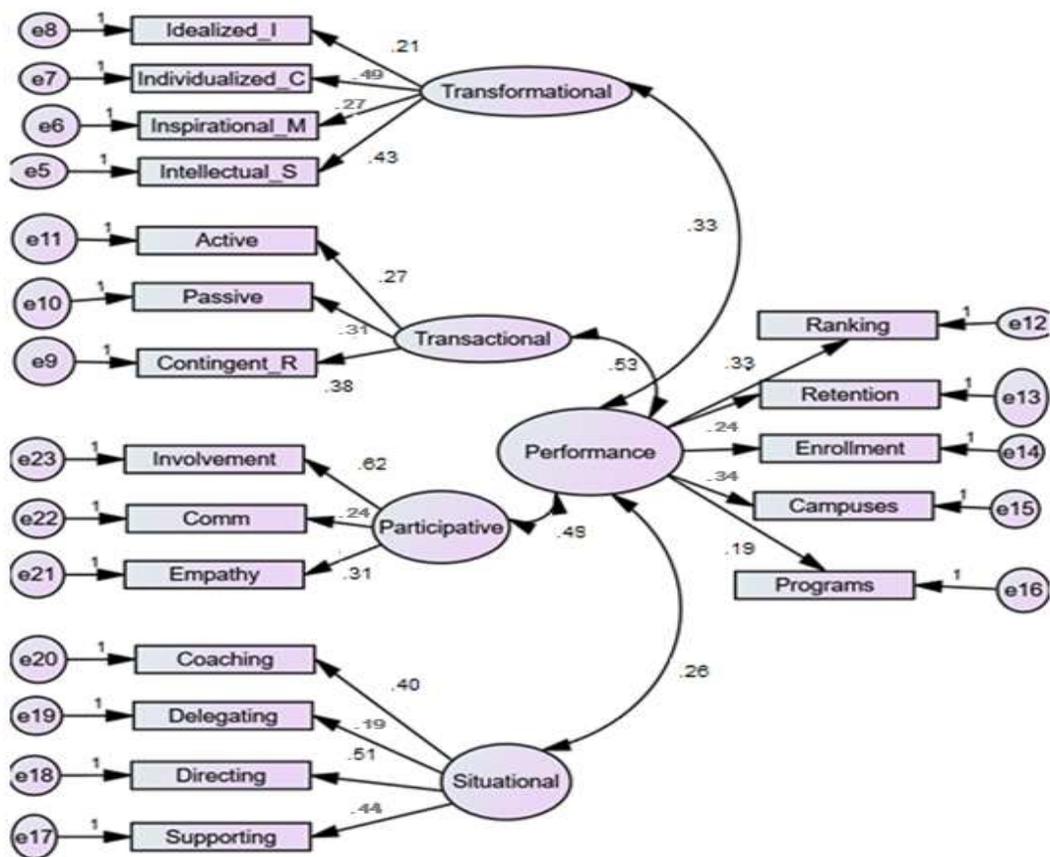
Figure 4.7: Structural Equation Model for the Overall Model

4.7.6 Optimal Model

Moderating Effect of Perceived Supervision Support

The moderating effect of supervision support on the relationship between leadership styles and organizational performance of private universities in Kenya was established in

the study. A multi-stage approach was used to determine the influence of the moderator. The moderated multiple regression model involved first running regression analysis between leadership styles (independent variables) and organizational performance; then secondly running a regression between leadership styles (independent variables) and organizational performance with the moderator included as a variable and finally running regression with the moderator to observe the interaction effect between supervision support and leadership styles (independent variables).

Table 4.35 provide a model summary indicating an R^2 value of 0.821 for the relationship between leadership styles (independent variables); Situational leadership, Participative leadership, Transformational leadership, Transactional leadership and organizational performance implying that 82.1% of the variations in organizational performance could be attributed to Situational leadership, Participative leadership, Transformational leadership and Transactional leadership.

The second R^2 value was 0.822. This is when supervision support was included as a variable. This implies that 82.2% of the variation in organizational performance could be attributed to supervision support and leadership styles (Situational leadership, Participative leadership, Transformational leadership and Transactional leadership). This is to mean that if supervision support (moderating variable) would be included as an independent variable, the model would still be significant.

The third R^2 value as shown in model summary was 0.846. This was when supervision support moderated the relationship between leadership styles (Situational leadership, Participative leadership, Transformational leadership and Transactional leadership) and organizational performance. This is an implication that 84.6% of the variation in organizational performance could be attributed to leadership styles (Situational leadership, Participative leadership, Transformational leadership and Transactional leadership) when moderated by supervision support.

The study carried out ANOVA test to determine the significance of the three models. The significant values for the first, second and the moderated model were all 0.000 which was <0.05 at 95% confidence level indicating that the models were statistically significant as shown by F-values, F_1=305.548, F_2=244.460, F_3=159.216. This implies that the models were reliable and could be used for statistical inference. In addition, the study analyzed the coefficients and compared the beta and p-values in order to determine the effect of the moderator on leadership styles (Situational leadership, Participative leadership, Transformational leadership and Transactional leadership). The study findings indicate that for the moderated model (3); Transformational Moderator had coefficients (β=0.062, t=1.643, p=0.102), Transactional Moderator had coefficients (β=0.068, t=1.841, p=0.067), Participative Moderator (β= -0.140, t= -5.497, p=0.000) and Situational Moderator (β=0.0.31, t=1.433, p=0.153).

The findings imply that when moderated by supervision support, transformational leadership, transactional leadership and situational leadership will have positive but insignificant influence on organizational performance of private universities while participative leadership will have significant but negative influence on organizational performance of private universities in Kenya. Going by the ANOVA results for the overall model (3), the alternative hypothesis that supervision support has a significant and positive effect on relationship between leadership and organizational performance of public chattered universities in Kenya is accepted.

Table 4.35: Model Summary for the Optimal Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.906[a]	.821	.819	.35244
2	.907[b]	.822	.818	.35255
3	.920[c]	.846	.841	.33035

a. Predictors: (Constant), Situational, Participative, Transformational, Transactional
b. Predictors: (Constant), Situational, Participative, Transformational, Transactional, Supervision
c. Predictors: (Constant), Situational Moderator, Participative Moderator, Transactional Moderator, Transformational Moderator

Table 4.36: ANOVA for the Overall Moderated Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	151.817	4	37.954	305.548	.000[b]
	Residual	33.042	266	.124		
	Total	184.858	270			
2	Regression	151.921	5	30.384	244.460	.000[c]
	Residual	32.937	265	.124		
	Total	184.858	270			
3	Regression	156.376	9	17.375	159.216	.000[d]
	Residual	28.483	261	.109		
	Total	184.858	270			

a. Dependent Variable: Performance

b. Predictors: (Constant), Situational, Participative, Transformational, Transactional

c. Predictors: (Constant), Situational, Participative, Transformational, Transactional, Supervision

d. Predictors: (Constant), Situational Moderator, Participative Moderator, Transactional Moderator, Transformational Moderator

Table 4.37: Regression Coefficients for the Overall Moderated Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.693	.170		-4.082	.000
	Transformational Leadership	.255	.048	.259	5.371	.000
	Transactional Leadership	.432	.046	.462	9.431	.000
	Participative Leadership	.319	.042	.236	7.570	.000
	Situational Leadership	.212	.048	.126	4.421	.000
2	(Constant)	-.647	.177		-3.657	.000
	Transformational Leadership	.269	.050	.273	5.388	.000
	Transactional Leadership	.441	.047	.472	9.411	.000
	Participative Leadership	.319	.042	.236	7.576	.000
	Situational Leadership	.236	.055	.141	4.309	.000
	Supervision Support	-.061	.066	-.040	-.917	.360
3	(Constant)	-.909	.175		-5.181	.000
	Transformational Leadership * Supervision Support	.062	.038	.089	1.643	.102
	Transactional Leadership * Supervision Support	.068	.037	.095	1.841	.067
	Participative Leadership * Supervision Support	-.140	.025	-.189	-5.497	.000
	Situational Leadership* Supervision Support	.031	.022	.046	1.433	.153

a. Dependent Variable: Performance of Private Universities

According to the results of the overall model, all the variables had a significant and positive effect on organizational performance. However, it would be interesting and necessary to find out the hierarchical significance of the independent variables to the dependent Variable. The conceptual framework presented in the literature review section is meant to hypothesise the relationship between dependent variables and the dependent variable. However, there are those variables that contribute more to the dependent variable that others or in other words they have varied levels of significance while others could even be insignificant. The optimal model therefore was carried out to show the actual flow of variables in conceptual framework.
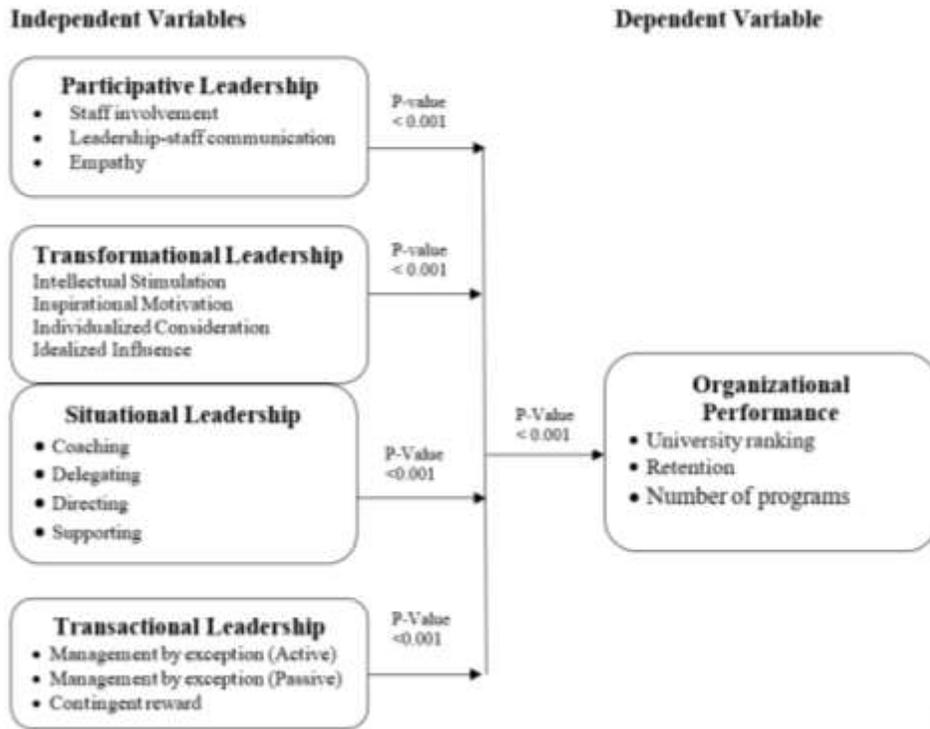
Figure 4.8: Revised Conceptual Framework

As shown in Figure 4.12 above, the variables are arranged as per their levels of significance from the highest to the lowest. As evidenced in the regression coefficients of the overall model, participative leadership has the highest (0.539), followed by transformational leadership with 0.501, situational leadership with 0.391 while transactional leadership has the lowest with a Beta coefficient of 0.297. The moderating variable (perceived supervision support) is left out of the revised conceptual framework due to the fact that it had an insignificant moderating effect as shown by a p-value of 0.613.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDTIONS

5.1 Introduction

This chapter presented the summary of findings of the study on the influence of full range leadership view on organizational performance among private universities in Kenya as outlined in the previous chapter. The chapter as well covered the conclusions and recommendations of the study which were done systematically based on the study variables. The chapter ended by presenting the recommendations for further studies and the contributions of the study to the existing knowledge and/or theory.

5.2 Summary of Findings

Employing a descriptive survey research design, the study aimed at assessing the influence of full range leadership model on the performance of private universities in Kenya. The study had four specific objectives which were to examine the influence of transformation leadership on the performance of private universities in Kenya, to examine the influence of transactional leadership on the performance of private universities in Kenya, to determine the influence of situational leadership on the performance of private universities in Kenya, and to establish the influence of participative leadership on the performance of private universities in Kenya. The study further sought to assess the moderating effect of perceived supervision support on the relationship between full-range leadership model and the performance of private universities in Kenya. The study obtained a response rate of 81.6% which was considered adequate for analysis and making conclusions and recommendations. The findings from the data collected were analysed through both descriptive and inferential statistics.

5.2.1 Transformational Leadership and Organizational Performance

The first objective of the study was to assess the effect of transformational leadership on organizational performance of private universities in Kenya. The main sub-constructs for transformational leadership included intellectual stimulation, inspirational motivation, individualized consideration and idealized influence. The findings revealed that intellectual stimulation had the strongest influence on the performance of the private universities in Kenya. This was followed by individualized consideration and idealized influenced. Inspirational motivation had the least influence on performance of the universities. Transformational leadership is best defined by the ability of the leader to stimulate the best from the employees by ensuring that they use the best of their skills for the good of the organization.

Transformation leadership is about ensuring a well-embraced individual relationship between the organizational leaders and the employees. The emphasis of these authors is tied on the need for individualized and intellectual stimulating leadership among transformational leaders. The findings also revealed that among the aspects of organizational performance, the number of programs and the level of enrolment were the main ones influenced by transformational leadership. Transformational leadership helps bring the employees closer to the goals of the firm and see the need to embrace change. This explains why transformational leadership is influencing programmes and enrolment levels in that the employees are more connected to the organizational goals and objectives.

5.2.2 Transactional Leadership and Organizational Performance

The second objective of the study was to determine the influence of transactional leadership on organisational performance of private universities in Kenya. The main sub-constructs of transactional leadership focused on in the study included: active management, passive management and contingent reward. The findings revealed that active management had the strongest influence on university performance followed by passive management and contingent reward. The transactional leadership influenced

university ranking, the number of programs and the enrolment levels more than it influenced retention of the university staff and the expansion of the universities through new campuses. The findings imply that management by exception through active perspective influences performance of the universities. A transactional leader who focuses on the exceptional guidance by actively being involved in organizational matters is more capable to stirring the firm into success than leaders who do this passively.

There is need for leaders to keenly maximize on the key areas that actively and directly show their presence and role in the organization instead of only focusing on passive leadership frameworks that instil fear and lack of clear guidance among the employees. Ranking and the number of programs offered by the universities are mainly tied to the structure and order as aligned to the main goals of the universities. Achieving these goals will require a transactional leader who is mainly focused on specific tasks and ready to take key measures including punishments to ensure employees perform their mandates. This justifies the findings that transactional leadership mainly influences performance of the universities through increased ranking, increased enrolment levels and the number of programs offered.

5.2.3 Participative Leadership and Organizational Performance

The third objective of the study was to determine the influence of participative leadership on organizational performance among private universities in Kenya. The main sub-constructs used to assess participative leadership included staff involvement, leadership to staff communication, and empathy. The findings revealed that among these three aspects of participative leadership, empathy has the highest influence on performance followed by communication and lastly was the employee involvement. The most appropriate form of leadership is the one that upholds communication and information sharing while making every stakeholder in the firm particularly the employees feel part of the organization.

Being responsive and understanding to employees' challenges and issues is one of the main aspects that define a participative leader. The findings further revealed that participative leadership mainly influenced the ranking and retention aspects of university performance. Keeping up with the issues of the workforce enhances their commitment towards organizational goals while enhancing the retention of the employees. Employees in the modern era require leaders who uphold their interests and not only focusing on the organizational goals. A participative leader ought to keenly focus on the best ways that prove their compassion and willingness to involve and embrace the employees.

5.2.4 Situational Leadership and Organizational Performance

The fourth objective of the study was to assess the effect of situational leadership on organizational performance among private universities in Kenya. The situational leadership was assessed through key sub-constructs which were: coaching, delegating, directing and supporting the staff. The findings from the study revealed that supporting the staff and delegating duties to the junior staff members had the strongest influence on organizational performance of the private universities. Directing the staff and coaching had the weakest influence on the performance. Situational leadership can mainly be seen through their commitment towards salvage situations that arise for the organizations daily operations.

As the findings reveal, supporting the staff in occasions where they are unable to deliver their mandates effectively is one often strategies towards meeting the situational demand. Moreover, delegating duties at the times of absence or to fill gaps within the organizations helps keep the operations running thus ensuring continued performance. However, coaching may not necessarily require a situational leader since this is usually and continuing process that any leader can adopt. This explains why coaching has the weakest influence on performance among the aspects of situational leadership. On the other hand, the findings revealed that situational leadership strongly influenced employee retention and ranking of the universities than it did to programs and number of campuses. This shows that situational leadership is mainly tied to short-term achievements of the

organizations as opposed to long-term aspirations such as opening new branches and providing new courses for future learners.

5.3 Conclusion of the Study

The main aim of the study was to assess the influence of full range leadership on organisational performance e of private universities in Kenya. From the findings of the study on the first objective, the study concluded that indeed transformational leadership has a significant influence on organizational performance among private universities in Kenya. The study concluded that through inspiration al motivation and consideration the employees at an individual level, their productivity is enhanced thus fostering organizational performance.

On the effect of transactional leadership on organizational performance, the study concluded that transactional leadership is a critical aspect in ensuring and promoting performance of private universities in Kenya. The study concluded that most of the universities considered rewarding as a mere form of appreciating the employees while the management of the institutions upheld the concept of management by exception whereby the management actively gets involved in supervision aspects to stir performance.

The study concluded that participative leadership was a trait common in the universities and it had a significant effect on organizational performance. However, the study concluded that despite the fact that the management of the universities considered employee involvement, effective communication and empathy as key aspects towards promoting employee productivity and organizational performance, they did not put this into practical use hence it could be the source of the continued under performance.

Finally, the study concluded that situational leadership was among the key drivers of organizational performance among private universities in Kenya. The study concluded that as a result of coaching, delegation of duties and supporting the employees, their

performance and sense of belonging in the organization is enhanced thus stirring their contribution to the organization's success.

5.4 Recommendations of the Study

Based on the findings of the study on effect of integrated leadership on organizational performance, the following recommendations are herein derived;

5.4.1 Transformational Leadership and Organizational Performance

Private universities operate in a dynamic World similar to other organizations in the modern market. This is to mean that there are changes that these universities ought to embrace in order to sustain their operations. This is the call for transformational leadership where the private universities through their leaders ought to embrace team work among the workforce as a way of inspiring and directing the employees towards a common goal. While it was observed that the best ranked private universities in Kenya upheld transformational leadership, the least ranked universities should as well take follow suite and embrace transformational leadership as a driver towards their success.

5.4.2 Transactional Leadership and Organizational Performance

That the management of that private universities should ensure effective motivation of the employee based on their contributions to the organization so s to stir their productivity. The universities should embrace individualized consideration of the employees whereby accountability is taken on personal bases the same case to rewarding. This way the employees will be accountable and active at their personal level which is translated to the group level and eventually organizational level. The leadership of the private universities should create a supportive working environment for the employees by embracing rewarding and exceptional management where every employee feels part of the organization and motivated to give their best. The highly ranked private universities did not effectively embrace transactional leadership hence it is recommended that the universities also put in place transactional leadership in that it could be the missing factor

in their performance. The leaders in the private universities ought to embrace punishments as well as rewards in equal measures as a way of promoting accountability among their workforce.

5.4.3 Participative Leadership and Organizational Performance

One of the keys aspects that define a good leader is being able to involve employees and make them feel part of the organization. It is therefore recommended that the management in the private universities embraces a participative mode of leadership that brings on board every stakeholder including the employees as a way of ensuring effective performance and productivity. The leaderships ought to always seek opinion from the staff members as a way of achieving the best out of them.

5.4.4 Situational Leadership and Organizational Performance

As situational leaders, the managers at the private universities should embrace succession management and planning by delegating duties and supporting the employee to grow through which their potentials and capabilities are enhanced. When the management is out of duty, an organization can continue performing normally only when the other employees have been previously engaged actively in managerial roles through delegation, coaching and directing them on what to do at specific instances. Since situational leadership was upheld among the highly ranked private universities, it is therefore recommended that the poorly ranked private universities uphold situational leadership as well in order to stimulate their performance.

5.5 Study's Contribution to Research, Policy, and Managerial Implications

The research results will greatly help and add valuable information to the field of literature, both on a global scale and in the local community on the implication of the full range leadership model on organization performance. Specifically, this study will be useful to researchers in the future studying how different individual leadership styles as well as integrative models affect the performance of private universities. The outcomes of

the study will thus greatly help contribute to both international and local literature. This study will be helpful for future researchers who are studying the impact of different leadership styles on the performance of private universities. They can use it as a reference material in their research.

From a policy standpoint, this research will also be very important to policymakers and people who make decisions at private universities. It will help them understand how leadership affects how well the organization does. The government may also use the research findings to help make new laws that favour or regulate the sector. Lastly, in contributing to managerial outcomes, the study presents a guideline for private universities leadership on the human resource management steps to take to enhance productivity among their subordinates and the overall performance of their institutions.

5.6 Areas for further Research

The study focused on the influence of leadership on organizational performance of private universities in Kenya with the focus of full-range leadership model. The study focused on the four major leadership models (transformational, transactional and participative leadership). It is therefore suggested that other studies be carried out on the influence of leadership on performance of the universities while focusing on a single model of leadership. This way, there will be deeper understanding on how each of the leadership models influences performance of the private universities.

The study focused on private universities in Kenya which are run and managed differently from public universities or other higher learning institutions such as the TVET colleges. It is therefore suggested that a similar study be carried out to explore how full range leadership model influences performance of public universities or other higher earning institutions. This way, the relationship between leadership models and performance of higher learning institutions in Kenya will be resolved and clearly pointed out.

The inferential analysis of the overall model revealed a R^2 value of 0.564 which implies that the four aspects of integrated leadership explained up to 56.4% of organizational performance. A similar study should therefore be carried out to establish the other factors that contribute to organisational performance of the private universities which constitute the 45.6% remainder. This will ensure that all the major aspects that affect the performance of private universities in Kenya are addressed.

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APPENDICES

Appendix I: Cover Letter

Polycarp Koome Kubai

Jomo Kenyatta University of Agriculture and Technology

P.O. Box 62,000 – 00200

Nairobi, Kenya

July 2016

Dear Sir/Madam,

RE: DATA COLLECTION

I am a doctorate student at the Jomo Kenyatta University of Agriculture and Technology undertaking a Doctor of Philosophy Degree in Human Resource Management. One of my academic outputs before graduating is a thesis and for this I have chosen the research topic "Impact of Integrative Leadership Style on Organizational performance in Private Universities in Kenya".

You have been selected to form part of the study. This is to kindly request you to assist me collect the data by responding to the interview guide. The information you provide will be used strictly for academic purposes and will be treated with utmost confidence. A copy of the final report was available to you upon request. Your assistance will be highly appreciated.

Yours Sincerely,

Polycarp Koome Kubai

Appendix II: Questionnaire

PART A: BACKGROUND INFORMATION

1. Name of the University:_____
2. Respondent's managerial position:_____
3. Designation: _____
4. Number of Years in Service

   0 – 5   [ ]   5 – 10   [ ]

   10 – 15   [ ]   15 – 20 [ ]

   Over 20 years   [ ]

PART B: ORGANIZATIONAL PERFORMANCE

This section attempts to establish the level of organizational performance your institution has experienced over the last 5 academic years. Kindly answer by ticking against the spaces provided to the best of your knowledge.

5. Kindly provide the University's local ranking over the last 5 academic years in the table below

Academic year	1-10	11-20	21-30	31-40	Above 40
2012/2013					
2013/2014					
2014/2015					
2015/2016					
2016/2017					

6. Any organization may experience either an increase in staff retention or a decrease.

Kindly indicate the number of staff you are aware of that have left the institution for the following academic years.

Academic year	None	1-10	11-20	21-30	31-40	Above 40
2012/2013						
2013/2014						
2014/2015						
2015/2016						
2016/2017						

7. Kindly indicate the increase in the number of students' enrolment for the following academic years.

Academic year	Below 100	100-200	201-300	301-400	Above 400
2012/2013					
2013/2014					
2014/2015					
2015/2016					
2016/2017					

8. Growth is an ultimate goal for any business enterprise. Most universities are experiencing an increase in number of campuses. Kindly state the number of campuses opened by your university in the academic years listed below

Academic year	None	1-3	4-6	7-9	10 and Above
2012/2013					
2013/2014					
2014/2015					
2015/2016					
2016/2017					

9. State any experienced increase in the number of programs over the last 5 years in the table below

Academic year	None	1-3	4-6	7-9	10 and Above
2012/2013					
2013/2014					
2014/2015					
2015/2016					
2016/2017					

PART C: TRANSFORMATIONAL LEADERSHIP

This section is meant to evaluate your leadership style. Using the scale: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4 = Agree; 5= Strongly Agree, indicate the extent to which the following statements describe your leadership style:

	1	2	3	4	5
I help my staff with their self-development					
I help my staff to understand my visions through the use of tools, such as images, stories, and models					
I ensure my staff gets recognition and/or rewards when they achieve difficult or complex goals					
I let my staff work in the manner that they want					
I provide challenges for my team members to help them grow					
I manage my staff by setting standards that we agree on					
I rarely give direction or guidance to my staff if I sense they can achieve their goal					
I focus attention on irregularities, mistakes, exceptions, and deviations from standards					
I seek differing perspectives when solving problems					
I discuss in specific terms who is responsible for achieving performance targets					

PART D: TRANSACTIONAL LEADERSHIP

This section is meant to evaluate your leadership style. Using the scale: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4 = Agree; 5= Strongly Agree, indicate the extent to which the following statements describe your leadership style:

	1	2	3	4	5
I am aware of the link between the effort and reward					
I am responsive and my basic orientation is dealing with present issues					
I rely on standard forms of inducement, reward, punishment and sanction to control followers					
I motivate followers by setting goals and promising rewards for desired performance					
I believe leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain					
I often use technical knowledge to determine the change process					
I clearly formulates expectations					
I am satisfied if expectations are realized					
To realize achievement I offer support					
I pay special attention to the breaking of rules and deviation of set standards					

PART E: PARTICIPATIVE LEADERSHIP

This section is meant to evaluate your leadership style. Using the scale: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4 = Agree; 5= Strongly Agree, indicate the extent to which the following statements describe your leadership style:

	1	2	3	4	5
I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.					
and my employees always vote whenever a major decision has to be made					
I ask for employee ideas and input on upcoming plans and projects. But I make the final decision.					
I ask for employee ideas and input on upcoming plans and projects. And accept the ideas approved by the majority.					
For a major decision to pass in my department, it must have the approval of the majority.					
I guide my employees to what has to be done and how to do it.					
I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.					
I allow my employees to determine what needs to be done and how to do it.					
I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.					
I try to base my work on inspiring my workers.					

PART F: SITUATIONAL LEADERSHIP

This section is meant to evaluate your leadership style. Using the scale: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4 = Agree; 5= Strongly Agree, indicate the extent to which the following statements describe your leadership style:

	1	2	3	4	5
The observable performance of your team is increasing. You have been making sure that all members are aware of their responsibilities and the standards expected. You would:					
Engage in friendly exchange but continue to make sure that all members are aware of their responsibilities and standards of performance					
Take no definite action					
Do what you can to make the team to feel important and involved					
Emphasize the importance of deadlines and tasks					
Members of your team are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relationships have been good. You would:					
Involve the team and together engage in problem solving					
Let the team work it out					
Act quickly and firmly to correct and redirect					
Encourage the group to work on the problem and be supportive					
You are considering a major change. Your staff have a fine record of accomplishment. They respect the need for change. You would:					
Allow team involvement in developing the change but not bee too directive					
Announce changes and then implement them with close supervision					
Allow the team to formulate its own direction					
Incorporate team recommendations but direct the change yourself					
The performance of your team has been dropping during the past few months. Staff have been unconcerned with meeting objectives. They have continually needed reminding to do their tasks on time. Redefining roles and responsibilities has helped in the past. You would:					
Allow the team to formulate its own direction					
Incorporate team recommendations but see that objectives are met					
Redefine roles and responsibilities and sure					
Allow team involvement in determining roles and responsibilities but not be too directive					
Team performance and interpersonal relationships are good. You feel somewhat insecure about the lack of direction of the team. You would:					
Leave the team alone					
Discuss the situation with the team and then initiate necessary changes					
Take steps to direct your staff towards working in a well-defined manner					
Be supportive in discussing the situation with the team but not too directive					

PART G: PERCEIVED SUPERVISION SUPPORT

This section is meant to evaluate your perceived supervision support. Using the scale: 1= Strongly Disagree; 2= Disagree; 3= Neutral; 4 = Agree; 5= Strongly Agree, indicate the extent to which the following statements describe your leadership style:

	1	2	3	4	5
There is a clear connection between supervision and Professional development in my institution					
Supervision aligns with the institution's goals and other professional-learning activities					
Supervision focuses on core content and modeling of teaching strategies for the content					
Supervision includes opportunities for active learning of new teaching strategies					
Supervision provides the chance for the staff to collaborate					
Supervision includes follow-up and continuous feedback which is effective in growth process					
My staff performance has improved as a result of supervision					
Supervision is grounded in day-to-day administrative and teaching practice, and is designed to enhance staff's instructional practices around content					
Supervision is integrated into the workday, and part of a continuous improvement cycle in my institution					
Supervision is directly connected to learning and application in daily practice					

Appendix III: List of Chartered Private Universities in Kenya

- Adventist University of Africa
- Africa International University
- Africa Nazarene University
- Catholic University of Eastern Africa
- Daystar University
- Great Lakes University of Kisumu
- Kabarak University
- KCA University
- Kenya Highlands Evangelical University
- Kenya Methodist University
- Mount Kenya University
- Pan Africa Christian University
- Scott Theological College
- St. Paul's University
- Strathmore University
- United States International University
- University of Eastern Africa, Baraton

Appendix IV: Summarized Empirical Literature and Research Gaps

Author	Finding	Research Gap
Transformational leadership and Organizational performance		
Maamari and Saheb (2018)	The effectiveness of employee's in an organization is determined by the leadership in place	The study did not break down the various leadership models in place
Tripathi and Jha (2019)	The effectiveness of leaders is a major determinant of the success or failure of a group, organization or even an entire country	Study contextualized findings to construction organizations in India. The present study focuses on private universities
Transactional leadership and Organizational performance		
Ma and Jiang (2018)	To maximize their effectiveness; leaders should exhibit both transformational and transactional behaviours and not one in isolation	Study contextualized findings to Chinese entrepreneurial firms. The present study focuses on private universities
Kubai et al. (2022)	Transactional leadership cannot be labelled as a true leadership model, based on the fact that, it is an exchange transaction between the leader and follower	The study only focussed on transactional leadership model
Participative leadership and Organizational performance		
Akpoviroro et al. (2018)	Participating leadership style and staff productivity have a favourable and significant relationship.	Study contextualized findings to a single building material manufacturing company in Nigeria. The present study focuses on private universities
Hayat Bhatti et al. (2019)	Affective trust considerably modulates the association between participatory leadership and organizational citizenship behaviour.	Study only focused on applicability of participative leadership on organizational citizenship behaviour and did not link it to organizational performance
Situational Leadership and Organizational performance		
Reed (2019)	The study discovered an absence of a statistically significant association between employees' intentions to leave an organization and their supervisors' leadership flexibility, or capacity to deploy several leadership styles.	The study only focused on staff voluntary turnover intentions and left out Organizational performance
Bhasin (2019)	The study established that the most successful leadership style varies from scenario to situation and is unavoidable.	The study only focused on situational leadership with no linkage to organizational performance
Perceived Supervision Support and Performance		
Farooqi et al. (2019)	The study established that teachers' performance is significantly influenced by perceived organizational support.	Study contextualized findings to secondary school teachers. The present study focuses on private universities
Amoo and Adam (2022)	The study established that having a supportive supervisor, getting feedback about how well one is performing, and having the right amount of work to do are all really important for keeping lecturers interested and engaged in their jobs in TVET.	Study contextualized findings to public TVET institutions. The present study focuses on private universities

Appendix V: Summary of Data Analysis Techniques

Research objectives	Research Hypothesis	Statistical Model	Hypothesis test
Research objective 1; To evaluate the relationship between transformational leadership and organizational performance in private universities in Kenya r	Hypothesis 1; Ha_1; Transformational leadership model has a significant effect on Organizational performance in private universities in Kenya	$Y=\beta_0+\beta_1 TF_1+ \varepsilon$ where: $Y=$ Organizational performance $\beta_0 =$constant $\beta_1=$Coefficient of TF_1 $TF_1=$ Transformational leadership $\varepsilon =$Error term	$H_o =0$ $H_a \neq 0$ Reject H_0 if $p<0.05$, Otherwise fail to reject the H_0
Research objective 2; To examine the influence of transactional leadership on organizational performance in private universities in Kenya	Hypothesis 2; Ha_2; Transactional leadership model has a significant effect on Organizational performance in private universities in Kenya.	$Y=\beta_0+\beta_2 TS_2+ \varepsilon$ Where: $Y=$ Organizational performance $\beta_0 =$ constant $\beta_2=$Coefficient of $TS_2=$ Transactional leadership $\varepsilon =$Error term	$H_o=0$ $H_a \neq 0$ Reject H_0 if $p<0.05$, Otherwise fail to reject the H_0
Research objective 3; To establish the relationship between Participative leadership and organizational performance in private universities in Kenya	Hypothesis 3; Ha_3; Participative leadership model has a significant effect on Organizational performance in private universities in Kenya	$Y=\beta_0+\beta_3 PL_3+ \varepsilon$ Where: $Y=$ Organizational performance $\beta_0 =$ constant $\beta_3=$Coefficient $PL_3=$ Participative leadership $\varepsilon =$Error term	$H_0=0$ $H_1 \neq 0$ Reject H_0 if $p<0.05$, Otherwise fail to reject the H_0
Research objective 4; To analyze the influence of situational leadership on the organizational performance in private universities in Kenya	Hypothesis 4; Ha_4; Situational leadership model has a significant effect on Organizational performance in private universities in Kenya	$Y=\beta_0+\beta_4 SL_4+e$ Where: $Y=$ Organizational performance $\beta_0=$ constant $\beta_4=$Coefficient of $SL_4=$ Situational leadership $\varepsilon =$Error term	$H_o=0$ $H_a \neq 0$ Reject H_0 if $p<0.05$, Otherwise fail to reject the H_0

Research objective 5; To determine the moderating effect of perceived supervision support on the relationship between integrative leadership model on Organizational performance in private Universities in Kenya	Hypothesis 5; Ha5; Work environment is a significant moderator of relationship between corporate governance practices and performance.	$Y_{ij} = \alpha + \beta_j X_{ij} + \beta_j D_{j2} + \beta_j D_{j3} + \beta_j D_{j4} + \beta_j D_{j2} X_{ij} + \beta_j D_{j3} X_{ij} + \beta_j D_{j4} X_{ij} + \beta_j D_{j5} X_{ij} + e_{ij}$	$H_0 = 0$ $H_a \neq 0$ Reject H_0 if $p < 0.05$, some extent of moderation is supported if the effect of M remains significant after controlling for X_5. If X_5 is no longer significant when M is controlled, the finding supports *full moderation*. If X is still significant (i.e., both X_5 and M both significantly predict Y), the finding supports *partial moderation*

University	Doctorate Male	Doctorate Female	Masters Male	Masters Female	Postgraduate Diploma Male	Postgraduate Diploma Female	Bachelors Male	Bachelors Female	Diploma Male	Diploma Female	Total Male	Total Female	Grand Total
Adventist University of Africa	110	13	484	43	0	0	0	0	0	0	594	56	650
Africa International University	37	13	171	68	5	3	416	259	24	49	653	392	1045
Africa Nazarene University	18	2	228	225	9	11	942	1350	199	291	1396	1879	3275
Catholic University of Eastern Africa	113	67	353	396	8	12	2339	2516	140	136	2953	3127	6080
Daystar University	17	52	208	480	0	0	1469	2231	137	178	1831	2941	4772
Great Lake University of Kisumu	1	3	45	46	0	0	527	444	0	0	573	493	1066
Kabarak University	77	53	47	44	0	0	3443	2963	343	308	3910	3368	7278
KAG University	0	0	40	13	0	0	110	77	0	0	150	90	240
KCA University	0	0	399	262	9	1	3727	2789	0	0	4135	3052	7187
Kenya Highlands Evangelical	0	0	11	3	0	0	315	242	30	64	356	309	665
Kenya Methodist University	903	794	1392	1314	0	0	2283	1739	0	0	4578	3847	8425
Mount Kenya University	16	5	530	298	184	97	15513	11292	0	0	16243	11692	27935
Pan Africa Christian University	46	49	73	79	2	2	287	241	569	903	977	1274	2251
Scott Christian University	0	0	30	13	0	0	282	226	33	18	345	257	602
St Pauls University	24	18	78	71	0	0	1574	2016	0	0	1676	2105	3781
Strathmore University	34	25	508	395	0	0	2116	2174	0	0	2658	2594	5252
United States International University	47	77	611	936	0	0	2803	2837	0	0	3461	3850	7311
University of Eastern Africa, Baraton	27	12	38	34	0	0	1337	1297	90	79	1492	1422	2914
Grand Total	**1470**	**1183**	**5246**	**4720**	**217**	**126**	**39483**	**34693**	**1565**	**2026**	**47981**	**42748**	**90729**

Private Universities Number of Campuses

University	Other Campuses
Adventist University of Africa	-
Africa International University	-
Africa Nazarene University	Nairobi Campus
Catholic University of Eastern Africa	Kisumu Campus Nairobi City Campus GABA Campus- Eldoret Hekima University College Tagaza University College Marist International University College Regina Pacis University College Uzima University College
Daystar University	Nairobi Campus Mombasa Campus Daystar eCampus
Great Lakes University of Kisumu	-
Kabarak University	Nakuru Town Campus Nairobi Town Campus
KCA University	Nairobi CBD Campus Githunguri Campus Kericho Campus Eldoret Campu Kisumu Campus
Kenya Methodist University	Nairobi Campus Mombasa Campus Nakuru Campus Nyeri Campus Kisii Campus Meru Town Center Maua Center Marimanti Center
Mount Kenya University	Mombasa Campus Virtual Campus-Union Towers Nkubu Center, Meru Nakuru Campus Eldoret Campus Kigali campus, Rwanda Kitale Campus Lodwar Center Kakamega Campus Kabarnet Campus
Pan Africa Christian University	Valley Road Campus
Saint Paul's University Limuru	Nairobi Campus Nakuru Campus Machakos Campus Butere Campus
Scott Christian University	-
Strathmore University Nairobi	-
United States International University	-
University of Eastern Africa Baraton	Nairobi Extension Center

	Eldoret Extension Center
	Kisumu Extension Center
	Nyanchwa Extension Center
	AUCA Campus, Kigali- Rwanda