THE EFFECTS OF LEADERSHIP STYLE ON ORGANIZATIONAL PERFORMANCE
(A SURVEY OF TERTIARY INSTITUTIONS IN NYERI TOWN)

BY
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FEBRUARY 2012
DECLARATION

I declare that the research project presented here is my original work and has not been presented for examination to any other institution for the award of any diploma or degree.

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DEDICATION

I would like to dedicate this research project to my family; my two girls and their dad whose encouragement, love and support was immense when my time for them was taken by the MBA course. George, Elsie and Georgina, thanks for being understanding.

God bless you dear ones.
ACKNOWLEDGEMENT

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My class mates with whom we journeyed together to be better scholars by adding to our knowledge. Thank you for the continued support.

Above all, the Almighty God for His grace and mercies that enabled me to learn and be able to finance my course. Thank you Dear Lord.
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### ABBREVIATIONS AND ACRONYMNS

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<tr>
<td>OPI</td>
<td>Organizational Performance Index</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Head of Department</td>
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<tr>
<td>HRD</td>
<td>Human Resource Development</td>
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<tr>
<td>KIM</td>
<td>Kenya Institute of Management</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
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<td>OP</td>
<td>Organizational Performance</td>
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<td>TL</td>
<td>Transformational leadership</td>
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<td>LPC</td>
<td>Least preferred co worker</td>
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OPERATIONAL DEFINITION OF TERMS

Performance – meant to refer to accomplishment of a given task measured against standards of student enrollment levels, pass rates, progression rates and staff turnover.

Employee – a person hired to provide services in a regular basis for compensation.

Leader – a person in charge of a group of employee and influences their performance either positively or negatively.

Transactional leadership – leadership where one person takes the initiative in making contact with others for the purpose of an exchange of something valued; that is, leaders approach followers with an eye toward exchanging leadership that helps a organization achieve its current goals.

Transformational leadership – leadership that involves shifts in the beliefs, the needs, and the values of followers, reenergizing the organization, pushing them in a new strategic direction and engineering wholesale changes in the organization.

Democratic leadership – leadership that encourages employees to be a part of the decision making process, keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities.

Autocratic leadership – leadership that provides clear expectations for what needs to be done, when it should be done, and how it should be done, with a clear division between the leader and the followers. Leaders who make decisions independently with little or no input from the rest of the group.
ABSTRACT

Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. Since human beings could become members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met; if not, the person’s interest will decline. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Leadership in educational institutions is not an exemption and hence very important in determining the performance of this institutions. The study sought to investigate the effects of leadership styles on organizational performance. The base of the study was tertiary learning institutions in Nyeri Town. The objectives of the study were to investigate the effects of transactional, transformational, democratic, and autocratic leadership styles on organizational performance. Various related literature in leadership were reviewed. These were in form of journals and books that were used to enrich the knowledge of the area of study. This helped the researcher demonstrate and familiarize herself with the area of study and show the gaps in the earlier studies. A conceptual frame was formulated to show the relationship between the variables. The research used the survey design methodology. This attempted to collect data from members of the population in order to determine the current status of the population with respect to the given variables. The study targeted the tertiary institutions in Nyeri town. It focused on the 305 employees of 16 colleges who were categorized into middle management, low level management and the teaching and non teaching staff (others). Simple random sampling was used where a sample of 50% of the total target population were given questionnaires, with structured and unstructured questions. Data collected was analyzed using content analysis and descriptive statistics. Data was presented using tables, charts and graphs. Qualitative data was presented using narratives. The researcher found out that leadership style was a major factor affecting organizational performance. The respondents indicated that in order for an organization to realize its objectives, there was need for the leaders to understand the employees’ perceptions of their leadership styles. Factors such as Education level, skills and knowledge and experience were seen to affect the way they perceive their leader. Leaders can therefore not treat all the employees the same way hence not all styles can fit all levels of employees.
This calls for a consideration of the style of leadership that a manager will employ. In the environment of fierce competition, an enterprise faces multiple challenges. Thus, it has become the primary target to create competitive advantage of how an enterprise draws up strategies suitable to improve its operational performance (Jaramilo et al., 2005). In the past, enterprises emphasized financial performance. But now, information development has transformed their competitive basis into the intangible assets and the leadership performance from previous tangible financial performance. Therefore, it should include non-financial indices such as quality and customer satisfaction, which can be used for an enterprise to effectively evaluate its operational performance and consolidate competitive advantages.

However, if an enterprise wants to improve the organizational performance, the leadership style of administrative supervisors will play a crucial role in its overall operational performance. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. The question as to which leadership style can be applied in all situations has been left unanswered. The evolvement of management thoughts have led to various management writers writing on leadership and various elements of leadership. The problem of leadership by various leaders has influenced the researchers mind as he is of the opinion that if proper leadership was practiced, them this would positively contribute to increase in individual worker productivity, and better organizational performance (Morris and Sherman, 1981).

1.1.1 Tertiary Institutions

Educational management is a field of study and practice concerned with the operation of educational organizations. The present author has argued consistently (Bush, 1986; Bush, 1995; Bush, 1999; Bush, 2003) that educational management has to be centrally concerned with the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. The
pursuit of efficiency may be the mission statement of management – but this is efficiency in the achievement of objectives which others define” (Newman & Clarke, 1994, p.29).

Kenya tertiary institutions and colleges must bring about the needed institutional redesign and devise an effective leadership system that will guide their operations. Nyeri; (officially known as Nyeri Municipality) is a town situated in the Central Highlands of Kenya, which was the administrative headquarters of the country’s former Central Province. Following the dissolution of the former provinces by Kenya’s new constitution in 2010, Nyeri is now the largest town in the newly created Nyeri County. The town's population as at 2010 according to the 2009 Kenya Population and Housing Census was 119,273 with 36,412 households. Institutions of higher education in Nyeri Town have come up along way, with many of them getting expansion in the recent years. These institutions offer various courses ranging from management, technical courses, and education training. The town has one university, Kimathi University College of Technology, which was recently upgraded from a technical college, and 28 colleges (see appendix 1). Various Kenyan public universities have satellite campuses within the town. These include Kenyatta University, Kenya Methodist University, and Kimathi University.

1.2. Problem Statement
Effective leadership and employee job satisfaction are two factors that have been regarded as fundamental for organizational success. A capable leader provides direction for the organization and lead followers towards achieving desired goals. In similar vein, employees with high job satisfaction are likely to exert more effort in their assigned tasks and pursue organizational interests. An organization that fosters high employee job satisfaction is also more capable of retaining and attracting employees with the skills that it needs (Mosadegh Rad & Yarmohammadian, 2006). Several studies have also examined the relationship between the two factors and concurred that leadership has significant impacts on job satisfaction and organizational commitment (Lok & Crawford, 1999, 2001; William & Hazer, 1986). High job satisfaction enhances employees’ psychological and physical wellbeing (Kansser, & Ryan, 1983) and positively affects employee performance (Vroom, 1964).
Leadership is directly related to employees’ performance and organizational productivity and it plays a vital role in today’s complex economic, social, political and technological situation which affects the day to day running of modern organizations. Through leadership, the employee being the most important resource needs to be highly motivated for effective goal achievement. Motivational strength on employees greatly depends on expectations, perceived rewards, and the task to be done among other factors which form part of the environment as well as organizational climate.

Considering the huge public and private investment in institutions of higher learning, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of the educational infrastructure, the cadre of qualified tutors and other resources in place, and the quality of teaching, leadership and management.

Leadership style is key to their performance and hence these institutions should address its concerns to enable them cope with the challenges they face in enhancing the quality of their programmes. The purpose of this study was therefore; to investigate the influence of leadership style on organizational performance. Tertiary institutions of learning in Nyeri town have had a steady growth until in the recent years where studies show that the growth has either stagnated or declined. There has been a frequent change in the leadership of the institutions and this has affected their growth. The study therefore sought to investigate the effects of leadership style on organizational performance.

1.3 Objectives of the study

The main objective of the study was to investigate the influence of leadership style on organizational performance.

1.3.1 Specific objectives

The study was undertaken with the following specific objectives:

i) To find out the influence transactional leadership style organizational performance.
ii) To determine the influence of transformational leadership style on organizational performance.

iii) To find out the influence democratic leadership style organizational performance.

iv) To find out the influence autocratic leadership style organizational performance.

1.4 Research questions

i) How does transactional leadership style influence organizational performance?

ii) How does transformational leadership style influence organizational performance?

iii) Does democratic leadership style influence organizational performance?

iv) How does autocratic leadership style influence organizational performance?

1.5 Significance of the study

1.5.1 Institutional management

The study helped the management of the institutions in Nyeri town and other areas in guiding them on the best leadership style to put in place at what particular situation.

1.5.2 Employees of the institutions

It was also be of great importance to the employees of these institutions as it helped them understand their roles better and also appreciate the strengths and weaknesses of various leadership styles so that they can understand their leaders.

1.5.3 The researcher and other scholars

The researcher learned more about leadership by reviewing related literature. This provided additional knowledge and therefore a wider scope for the reviewing of the related literature.

Other scholars also benefited as they can use the study as a guide to their fields of study.

1.6 Limitations of the study

Poor response to the research instruments

Response to the research instruments/accessing information was a bit challenging due to sensitivity of the topic especially as it touches on leaders. The researcher overcame this
by explaining the nature of the research (purely academic) and also retaining the confidentiality of information given.

She was also candid in obtaining information and explaining to the respondents that the research was meant for purely academic reasons.

1.7 The scope of the study

The study only focused on tertiary colleges in Nyeri. This is because of the declining trends in students numbers over the last four years. It focused on the teaching staff and the middle level managers who included heads of departments and functional heads.
CHAPTER TWO
LITERATURE REVIEW

2.1 The concept of Leadership

Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal (Northouse, 2010; Yukl, 2005). According to Chen and Chen (2008), previous studies on leadership have identified different types of leadership styles which leaders adopt in managing organizations. According to Fleshman (2003) defines leadership involves influencing the activities of followers through the communication process towards an attainment of some goal or goals. This definition is founded on the concept of influence where influence itself concerns the aspect of power. To influence is to cause some behavior in another person. Power is the ability to influence in such a way as to cause a particular behavior (Aquilano, 2000).

The second element is the importance of the communication process. The clarity and accuracy of communication affect the behavior of the subordinates. The last element of the definition focuses on the accomplishment of goals. The effective leader may have to deal with individual, group or organizational goals. Leaders’ effectiveness is typically considered in terms of degree of accomplishment of one or a combination of these goals. According to Buchanan (2001), a leader is someone who exercises influence over people. Leaders in organizations may carry out functions such as establishing basic values, clarifying and solving problems for others, administering rewards and punishment, providing information, advice and expertise, and providing social and emotional support. Hersey 2008 defines leadership process as a function of the leader, the follower and other situational variables. He considers the trait approaches and the transformational as the two major research avenues to the concept of leadership. He coined this theory stating that a charismatic leader is generally accepted and obeyed by followers by having a string need for power and high self confidence. In his theory, transformational and transactional leadership are not defined to be on a single continuum but as two separate concepts.
According to him a leader could possess elements of both styles. The transformational style of leadership is characterized by charisma, individual consideration, intellectual stimulation and inspiration/motivation. Transactional leadership on the other hand is characterized by contingent reward and management by exception.

Richard and Engle defined leadership as about establishment of vision, value, and creation of environment so that the objective can be accomplished, definitions on leadership defined by different scholars after reviewing studies on leadership theories conducted in the past is generally divided into four periods/theories:

2.2 Theories of Leadership

There are a number of leadership theories:

2.2.1 Traits theory in 1930s

This theory focuses on the innate leadership qualities and competence. These innate qualities are not found in others. The so called qualities can be divided into physiological and mental aspects. The physiological aspects include; height, weight, confidence and aggressiveness among others. Attempts at identifying common traits of leadership that are either good or successful have been met with little success. Investigations have identified lists of traits that tend to be overlapping, contradictory or with little correlation for most features. It is noticeable that individuality or originality usually features in the list. This itself suggests that there is little in common between specific personality traits of different leaders (J. Mullins, 2007).

2.2.2 The behavioral theory from late 1940s to late 1960s

This approach draws attention to the kinds of behavior of people in leadership situations. According to the theory, a leader will be able to achieve ideal organizational efficiency if he demonstrates effective leadership behaviors. These leadership behaviors may be trained or learned through experience. One of the most extensive research studies on behavior categories of leadership was the Ohio State leadership studies undertaken by the Bureau of Business Research at Ohio State University. The focus was on the effects of leadership behavior, labeled consideration and initiating structure. Consideration reflects
the extent to which the leader establishes trust, mutual respect and rapport with the group and shows concern for subordinates. This dimension is associated with two way communication, participation and the human relations approach to leadership.
Structure reflects the extent to which the leader defines and structures group interactions towards attainment of formal goals and organize group activities. This dimension is associated with efforts to achieve organizational goals.

2.2.3 The contingency theory in late 1960s
This theory states that there is no set of optimum leadership models in this world and that it depends on the situation encountered. Leaders need to adopt the most optimum leadership style based on different organizational situations. This approach emphasizes the situation as the dominant feature in considering the characteristics of effective leadership.

2.2.4 Contemporary leadership theory since 1970s
The theory point out that leadership is a type of interactive process with the environment. Among the more prominent leadership styles are Burns’ (1978) transactional and transformational leadership styles. Transformational leaders emphasize followers’ intrinsic motivation and personal development. They seek to align followers’ aspirations and needs with desired organizational outcomes. In so doing, transformational leaders are able to foster followers’ commitment to the organizations and inspire them to exceed their expected performance (Bass, 1985, et al). With regard to today’s complex organizations and dynamic business environment, transformational leaders are often seen as ideal agents of change who could lead followers in times of uncertainties and high risk-taking.

In contrast, transactional leaders gain legitimacy through the use of rewards, praises and promises that would satisfy followers’ immediate needs (Northouse, 2010). They engage followers by offering rewards in exchange for the achievement of desired goals (Burns, 1978). Although transformational leadership is generally regarded as more desirable than transactional, Locke, Kirkpatrick, Wheeler, Schneider, Niles, Goldstein, Welsh, & Chah,
(1999) pointed out that such contention is misleading. They argued that all leadership is in fact transactional, even though such transactions are not confined to only short term rewards. An effective leader must appeal to the self-interest of followers and use a mixture of short-term and long-term rewards in order to lead followers towards achieving organizational goals.

2.3 Leadership Styles
A number of leadership styles have been advanced:

2.3.1 Transformational leadership
According to Burns (1985), transformational leadership is based on more than the compliance of followers; it involves shifts in the beliefs, the needs, and the values of followers. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transformational leaders motivate followers to accept and accomplish difficult goals that followers normally would not have pursued. Transforming leadership is made possible when leaders' end values (internal standards) are adopted by followers, thereby producing changes in the attitudes, beliefs, and goals of followers. It is end values such as integrity, honor, and justice that potentially can transform followers. Further, the commitment of followers to their leaders' values causes leadership influence to cascade through the organization (Bass, Waldman, & Avolio, 1986). Transformational leadership is development oriented for the purpose of change. The leader's focus on the individual development of subordinates enhances their performance which, in turn, leads to organizational growth. Routines are transcended by "articulating and focusing a vision and mission, creating and maintaining a positive image in the minds of followers, showing confidence in and respect for followers, and behaving in a manner that reinforces the vision and mission" (House & Singh, 1987, p. 684).

According to Jung (1997) there are four dimensions of transformational leadership.
2.3.1.1 Idealized influence,
Idealized influence concerns the formulation and articulation of vision and challenging goals and motivating followers to work beyond their self-interest in order to achieve common goals (Spangler et al, 2004). In this dimension, leaders act as role models who are highly admired, respected and trusted by their followers (Bass & Riggio, 2006).

2.3.1.2 Inspirational motivation
Inspirational motivation refers to the way leaders motivate and inspire their followers to commit to the vision of the organization. Leaders with inspirational motivation foster strong team spirit as a means for leading team members towards achieving desired goals (Bass & Riggio, 2006).

2.3.1.3 Intellectual stimulation
Intellectual stimulation is concerned with the role of leaders in stimulating innovation and creativity in their followers by questioning assumptions and approaching old situations in new ways (Bass & Riggio, 2006; Nicholason, 2007). They always encourage their followers to try new approaches or methods to solve the old problems.

2.3.1.4 Individualized consideration.
Individualized consideration refers to leaders paying special attention to each individual follower’s need for achievement and growth by acting as a coach or mentor (Bass & Riggio, 2006; Nicholason, 2007).

According to Bass, B. M. (1985), Working for a Transformational Leader can be a wonderful and uplifting experience. They put passion and energy into everything. They care about you and want you to succeed. Transformational Leadership starts with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. The important factor is the leader buys into it, hook, line and sinker.(Bass & Riggio, 2006; Nicholason, 2007).
The next step, which in fact never stops, is to constantly sell the vision. This takes energy and commitment, as few people will immediately buy into a radical vision, and some will join the show much more slowly than others. The Transformational Leader thus takes every opportunity and will use whatever works to convince others to climb on board the bandwagon. In order to create followers, the Transformational Leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling. In effect, they are selling themselves as well as the vision. In parallel with the selling activity is seeking the way forward.

According to Nicholason, 2007, some Transformational Leaders know the way, and simply want others to follow them. Others do not have a ready strategy, but will happily lead the exploration of possible routes to the Promised Land. The route forwards may not be obvious and may not be plotted in details, but with a clear vision, the direction will always be known. Thus finding the way forward can be an ongoing process of course correction and the Transformational Leader will accept that there will be failures and blind canyons along the way. As long as they feel progress is being made, they will be happy.

The final stage is to remain up-front and central during the action. Transformational Leaders are always visible and will stand up to be counted rather than hide behind their troops. They show by their attitudes and actions how everyone else should behave. They also make continued efforts to motivate and rally their followers, constantly doing the rounds, listening, soothing and enthusing. It is their unswerving commitment as much as anything else that keeps people going, particularly through the darker times when some may question whether the vision can ever be achieved. If the people do not believe that they can succeed, then their efforts will flag. The Transformational Leader seeks to infect and re-infect their followers with a high level of commitment to the vision. Overall, they balance their attention between action that creates progress and the mental state of their followers. Perhaps more than other approaches, they are people-oriented and believe that success comes first and last through deep and sustained commitment (Bass & Riggio, 2006).
Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the *product* of the transformation. Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a belief in themselves rather than a belief in others. One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone believes they are right, it does not mean they are right (Burns, J. M. (1978).

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers. Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail. Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

### 2.3.2 Transactional leadership

According to Burns (1985), transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of something valued; that is, leaders approach followers with an eye toward exchanging. He argued that transactional leaders mostly consider how to marginally improve and maintain the quantity and quality of performance, how to substitute one goal for another, how to reduce resistance to particular actions, and how to implement decisions. Bass noted that transactional leaders have various transactions available to them. Transactions based on leaders' knowledge of the actions subordinates must take to
achieve desired personal outcomes (e.g., working overtime for a paid vacation) are most common. In these exchanges, transactional leaders clarify the roles followers must play and the task requirements followers must complete in order to reach their personal goals while fulfilling the mission of the organization.

Bass and Avolio (1995) proposed that transactional leadership consists of three dimensions, namely contingent rewards, management by exception (active) and management by exception (passive). Contingent reward refers to leaders clarifying the work that must be achieved and use rewards in exchange for good performance. Management by exception (passive) refers to leaders intervening only when problem arise whereas management by exception (active) refers to leaders actively monitoring the work of followers and make sure that standards are met (Antonakis et al., 2003). The transactional leader works through creating clear structures whereby it is clear what is required of their subordinates, and the rewards that they get for following orders. Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place. The early stage of Transactional Leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate. When the Transactional Leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out.

When things go wrong, then the subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding). The transactional leader often uses management by exception, working on the principle that if something is operating to defined (and hence expected) performance then it does not need attention. Exceptions to expectation require praise and reward for exceeding expectation, whilst some kind of corrective action is applied for performance below expectation. Whereas Transformational Leadership has more of a selling style, Transactional Leadership, once the contract is in place, takes a telling style.

2.3.3 Democratic leadership
The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic manager keeps his or her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Democratic leadership can produce high quality and high quantity work for long periods of time. Many employees like the trust they receive and respond with cooperation, team spirit, and high morale.

Goleman (2002) asserts that a democratic leader gives followers a vote in almost every decision the team makes. According to him, the process involved in democratic leadership is time consuming because decisions are made nearly always together. The democratic leadership is able to quickly build flexibility and responsibilities and can help identify new ways of doing things. He asserts that this leadership style is best used when followers are knowledgeable about the organizations processes and change is needed. For instance this style is used when the leader needs to introduce new ideas into the organization to help with an old process. He refers to democratic bosses as consultative, humanistic and people focused. They build consensus, thrive on informality, are tolerant of conflict and get an entire team credit.

Managers share the problem with subordinates as a group, collectively obtaining their ideas and suggestions James stoner et al (2006). They together generate and evaluate and attempt to reach agreement (consensus) on a solution. Managers do not try to influence the group to adopt their preferred solution and they accept and implement any solution that has the support of the entire group. According to Mullins (2007) democratic style is where the focus of power is more with the group as a whole and there is greater interaction within the group. The leadership functions are shared with members of the group and the manager is more part of a team. The group members have a greater say in decision-making, determination of policy, implementation of systems and procedures. A democratic leader permits his subordinates to participate in the process of decisions making Saleemi, 2007. He leads by the consent of the group rather than by use of
authority. Democratization of authority, participate planning, two way communications are the main features of democratic leadership. A democratic leader is a team manager and operates according to majority opinion. He is prepared to listen to and carry out the suggestions of subordinates. It involves improving job satisfaction, motivation and morale of employees. It reduces resistance to change and help in winning loyalty of employees. Democracy occurs when the leader invites the team members or followers to provide input into the decision making process respecting them and validating their input in to the overall process Karen Hansen et al (2011). This style might be used when the team members have valuable information regarding the process and their leader has knowledge or information regarding the process. The leader cannot be expected to know everything and relies on the knowledgeable employees. Generally, the leader maintains the final authority but considers the team members.

According to Kenneth (2007), a democratic leader is one who considers the views of others, who listens to parents and teachers, who treats people with respect, who is open to suggestions and who delegates or distributes responsibility. The consultative democrat will listen carefully to everyone’s input and even change their approach if it seems reasonable but make decision. Democratic leadership is effective in any team environment provided the leader recognizes that his or her ultimate responsibility is to ensure that the team is functioning smoothly and productively James Taylor (2006). Fulfilling that responsibility can require the leader to make decisions outside the democratic process. For instance, this style is used when the leader needs to introduce new or fresh ideas into the organization to help an old process. He refers to democratic bosses as consultative humanistic and people focused. They build consensus, thrive on informality, are tolerant of conflicts and get an entire team credit.
2.3.4 Autocratic/ Authoritarian leadership style

The leader commands and expects compliance and leads by the ability to withhold or give rewards and punishment. In a system of autocratic leadership, one person has control over all of the workers or followers. The leader is in complete control and no one is permitted to make any suggestions or offer any opinions, no matter how it may benefit the group. According to Muriuki (2005), this style can best suit the military, manufacturing and construction field which has a small/little margin of error. He emphasized the need of applying autocratic style arguing that leaders in this case not only control the efforts of the team but monitor them for completion often under close scrutiny. He further asserts that the style is reminiscent of the earlier tribes and empires.

According to Lewing (2001), autocratic leadership style is best suited in situations where control is necessary, often where there is little margin for error. The leader/manager does not consult employees nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations.

Autocratic style is where the focus of power is with the manager and all interactions within the group move towards the manager Mullins (2007). The manager alone exercises decision making and authority for determining policy, procedures for achieving goals, work task and relationships, control of rewards or punishments. According to Richard (2007), an autocratic leader is one who tends to centralize authority and derive power from position, control of reward and correction. Saleemi (2007) states that an autocratic leader is one who takes all the decisions himself without consulting his subordinates. He demands complete loyalty and unquestioned obedience from his followers. Autocratic leadership is characterized by maximum possible centralization of authority, close supervision unilateral decision making and one way communication. It is boss centered leadership. An autocratic leader is generally disliked as there is no scope for initiative and self development. Behavior of subordinates becomes hostile and attention is focused upon pleasing the leader. They remain uniformed, insecure and afraid of the leader’s authority. An autocratic leader may be successful in an emergency or in case of undisciplined, illiterate and unorganized people who want to depend completely
on their leader. Autocratic leadership is where leaders are central authority figures who retain a high degree of control and power over their followers. Leaders make decisions, whereas followers participate in decision making is minimal. Leaders use one way communication as stated by Cheryl Hamilton (2007). Under this style, the team reaches a solution quickly. They often make few errors and get more work accomplished than groups that get bogged down in detailed discussions. Also, large groups often need an autocrat to maintain control.

Peter Sagimo (2002) it is any decision making controlled by the leader himself/herself, who does not encourage participation by subordinates. This sort of leadership might be found in a small firm, which is actively controlled by the owner. According to Cole (1990), an autocratic leader is one who takes decisions by himself without consulting his followers. He demands complete loyalty and unquestioned obedience form his followers. It is characterized by maximum possible centralization of authority, close supervision, unilateral decision making and one way communication. It is boss-centered leadership.

2.4 Concept of Organizational performance

According to Mullins (2002), organizational performance should be related to such factors as increasing profitability, improved service delivery or obtaining the best results in important areas of organizational activities. Organizations should also ensure that they meet satisfactorily, or exceed the demands and requirements of customers and are adaptable to specific requirements, changes in external environment and the demands of the situation. Organizational performance can be measured quantitatively or qualitatively. According to the OPI model (2011) developed by the Kenya Institute of Management, African organizations are celebrated for their innovation and enduring spirit in the face of adversity. What they are not yet celebrated for is consistency in quality and adherence to professional standards, which to date has prevented many organizations to compete and win at a global level.

Armstrong views employees as the most valued assets in any organization and the organizational performance will heavily rely on the employee performance.
2.4.1 Leadership style on employee job satisfaction

Locke (1976) defined job satisfaction as a positive or pleasing emotional state from the appraisal of one’s job or experience. This definition suggests that employees form their attitude towards their jobs by taking into account their feelings, beliefs and behaviors (Spector, 1985) et al found that if the employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs. Employees’ satisfaction is generally regarded as an important ingredient for organizational success.

According to Galup, Klein, and Jiang (2008), successful organizations normally have satisfied employees while poor job satisfaction can cripple an organization. Job satisfaction consists of overall or general job satisfaction, as well as a variety of satisfaction facets (Cranny et al., 1992; Friday & Friday, 2003). It is influenced by various factors such as supervisors’ displays of nonverbal immediacy (Madlock, 2006b; Richmond & McCroskey, 2000), humour (Avtgis & Taber, 2006), communication satisfaction (Hilgerman, 1998), effects of gender (Madlock, 2006a), and supervisors’ communication style (Richmond, McCroskey, Davis, & Koontz, 1980). Lee and Ahmad (2009) found that job satisfaction affects levels of job dissatisfaction, absenteeism, grievance expression, tardiness, low morale, high turnover, quality improvement and participation in decision-making. These in turn affect the overall performance of the organization (Klein Hesselink, Kooij-deBode, & Koppenrade, 2008; Page & Vella-Brodrick, 2008; Pitts, 2009; Riketta, 2008; Scroggins, 2008).

2.4.2 Intrinsic and Extrinsic Job Satisfaction

Kalleberg (1977) proposed that job satisfaction consists of two components. These are intrinsic (referring to the work itself) and extrinsic (representing facets of the job external to the task itself) job satisfaction. Hirschfield (2000) stated that intrinsic job satisfaction refers how people feel about the nature of the job tasks themselves whereas extrinsic job satisfaction refers how people feel about aspects of the work situation that are external to the job tasks or work itself (Shim, Lusch, & O’Brien, 2002). In this study, two
dimensions of job satisfaction are examined, namely working condition (extrinsic) and working assignment (intrinsic).

Working condition is the job environment which encompasses the relationship with management function, mentoring system, and others. Poor working conditions, inefficient work organization, inadequate staffing, and managerial practices will affect staff turnover and perceptions of the organization and work (Banaszak–Holl & Hines, 1996; Cohen-Mansfield, 1989; Eaton, 2000; Harrington, 1996). Therefore, the good working condition is a key factor for workers to develop a value, improve job performance and increase staff retention in organization. As for the work assignment, it refers to the duty or jobs that are given to employees so that they should implement their job with a commitment and productivity.

2.4.3 Leadership style on Perceived Organizational Support and performance

Eisenberger and his colleagues (Eisenberger, Fasolo, & Davis-LaMastro, 1990; Eisenberger, Huntington, Hutchison, & Sowa, 1986) have argued that employees develop generalized beliefs about the extent to which an organization is supportive of its employees. Earlier work by Buchanan(1974) found that managers’ beliefs that the organization recognized their contribution and could be depended on to fulfill promises were positively associated with affective commitment. More recently, Meyer, Allen, and Gellatly (1990) have shown that organizational dependability enhances affective commitment.

Eisenberger et al. (1990) observed a positive relationship between affective commitment and the extent to which employees believe the organization provides them with needed support, values their contribution, and cares about their well-being. These investigators did not directly explore links between these variables and continuance commitment; although they suggested that perceived support would also enhance this form of commitment by creating an atmosphere of trust in the organization’s willingness to fulfill its obligations towards employees.
Although it is logical to assume a relationship between employee perceptions of organizational support and their levels of organizational commitment and job involvement, there has been little empirical research on the relative influence of perceived organizational support (POS) on the two distinct forms of organizational commitment. In the only direct investigations of the link between these variables, Shore and her colleagues (Shore & Tetrick, 1991; Shore & Wayne, 1993) found strong positive correlations between POS and affective commitment, but a lack of association between support and continuance commitment. They have suggested that perceptions of caring on the part of the organization may lead employees to experience affective attachment, whereas continuance commitment is more likely to be influenced by perceptions of being poorly treated rather than perceptions of support from the organization.

2.4.4 Leadership style on Satisfaction with Rewards

Lincoln and Kalleberg (1990) have argued that the rewards offered by an organization may have a powerful effect on employees' attitudes towards their job and the company for which they work. In this context, it is important to distinguish between intrinsic and extrinsic rewards. Intrinsic rewards are those that exist in the job itself, such as variety, challenge, and autonomy. Extrinsic rewards, on the other hand, comprise elements such as pay and fringe benefits, promotion or advancement opportunities within the organization, the social climate, and physical working conditions.

O'Reilly and his colleagues (Caldwell et al., 1990; O'Reilly & Chatman, 1986) have suggested that intrinsic rewards will probably be more salient for affective commitment, whereas extrinsic rewards are more likely to be important in relation to continuance commitment to the organization. Consistent with this reasoning, satisfaction with intrinsic rewards would be positively associated with job involvement and with affective commitment, but would have little bearing on continuance commitment. In contrast, satisfaction with extrinsic rewards is expected to be important mainly for continuance commitment, but would play a relatively small role in the prediction of job involvement and affective commitment.
2.4.5 Leadership commitment on employee willingness and performance

Morris and Sherman, (2001), indicated that leader commitment is able to effectively predict the employees' performance and turn over. Meyer, Gofin and Jackson (1989) also found that leaders’ commitment was a proper indicator of work performance. In this context, it has also been indicated that managers and leaders should also pay more attention to employees’ organizational commitment.

Drucker (2005) indicated that the quality and performance of managers are the key criteria in deciding organizational success. A committed leader is able to transmute input resources into competitive advantage by influencing the employees and motivating them to work harder towards achievement of the set goals through communication and obtaining feedback. He further asserts that organization commitment is loyalty to the organization. He defined leader commitment as the degree of one’s identification and participation for a certain organization. Leader/organizational commitment is regarded as a men tat contract connecting the individual’s and attribution with the organization and performing his duty. He further noted that a leader who is committed is able to facilitate voluntary co-operation.

Situational leadership theory indicates that committed leaders adjust their styles depending on the readiness of the followers to perform a given task Hersey and Blanchard (2008). In a further research concerning leaders commitment on employee willingness it as found that it was affected by three major factors; personality, job specialty and working experience. The outcome of commitment was indicated to be retention willingness, retention demand, attending rate and work performance on employee’s assigned tasks.

2.5 Critical review of major issues

A study by Lyson (2009) while researching on leadership effectiveness and time management on employees' performance revealed that most organizations held that leadership effectiveness contributed most to work place performance followed by motivation. Very few global institutions working on leadership or manager ship
acknowledged this work in a meaningful way, however he failed to recommend on what managers can do to the subordinates and also the measures to be put in place In order to motivate employees.

Coffman (2010) in a study on leadership development on employee performance indicted a 50% strong positive relation between them. He concluded that manager must possessed leadership skills to perform well and meet performance standards defined by the organization. However, he failed to concede that the rest 50% contribution towards employee performance. other than leadership development results from other factors such as attitude, commitment and trust in the organization and factors such as compensation, rewards and bonuses.

Fiedler Model (2003) proposes that effective group performance depends on the proper match between leader’s style and the degree to which the situation is conducive to control and influence the leader. Fiedler’s contingency model postulates that the leader’s effectiveness is based on situational contingency which is a result of interaction of two factors: leadership style and situational favorableness (later called situational control). he leadership style of the leader, thus, fixed and measured by what he calls the least preferred co-worker (LPC) scale, an instrument for measuring an individual’s leadership orientation. The LPC scale asks a leader to think of all the people with whom they have ever worked and then describe the person, with whom they have worked least well, using a series of bipolar scales of 1 to 8.

Task structure reflects the degree to which subordinates job assignment are structured. Position power is based on the influence that a leader has over variables such as hiring, firing, promotions, salaries and discipline. He concluded that highly structured jobs and strong positions power boost the leaders control and influence. Task oriented leaders outperform people oriented leaders in situations that are neither favorable nor very unfavorable to them. However, people oriented managers outperform task oriented managers in moderately favorable situations.
Since personality is relatively stable, the contingency model suggests that improving effectiveness requires changing the situation to fit the leader. This is called job engineering. The organization or the leader may increase or decrease task structure and position power, also training and group development may improve leader-member relations. In his 1976 book Improving Leadership Effectiveness: The Leader Match Concept Fiedler (with Martin Chemers and Linda Mahar) offers a self paced leadership training programme designed to help leaders alter the favorableness of the situation, or situational control.

Researchers often find that Fiedler's contingency theory falls short on flexibility. They also noticed that LPC scores can fail to reflect the personality traits they are supposed to reflect.

Fiedler's contingency theory has drawn criticism because it implies that the only alternative for an unalterable mismatch of leader orientation and an unfavorable situation is changing the leader. The model's validity has also been disputed, despite many supportive tests (Bass 1990). Other criticisms concern the methodology of measuring leadership style through the LPC inventory and the nature of the supporting evidence (Ashour 1973; Schriesheim and Kerr 1977a, 1977b; Vecchio 1977, 1983). Fiedler and his associates have provided decades of research to support and refine the contingency theory.

The path goal model (2002), was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take clear and easy. In particular, leaders Clarify the path so subordinates know which way to go, remove roadblocks that are stopping them going there and increase the rewards along the route. Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give vague hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way with gold. This variation in approach will depend on the situation, including the follower's capability and m Leaders who show the way and help followers along a path are effectively 'leading'.

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This approach assumes that there is one right way of achieving a goal and that the leader can see it and the follower cannot. This casts the leader as the knowing person and the follower as dependent. It also assumes that the follower is completely rational and that the appropriate methods can be deterministically selected depending on the situation. Also, employees may resent a leader explaining tasks that are already clear.

2.6 Conclusion and summary of the gaps to be filled
This study is designed to fill the gaps left by some previous researchers in this area. The study through its findings will highlight issues aimed at improving the leadership styles used in managing the institutions of learning. It will offer new insights, ideas and skills that leaders need to utilize in their day to day activities.

It will also look in the needs of the employees who are the most valued asset in any organization, and establish their feelings on different leadership styles.
Table 2.6.1 Gaps

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>l. Lyson (2009)</td>
<td>Leadership Effectiveness And Time Management</td>
<td>Failed to recommend on what managers can do to subordinates and the measures to be taken to motivate employees.</td>
</tr>
<tr>
<td>2. Coffman (2010)</td>
<td>Leadership Development And Employee Performance</td>
<td>Indicated a strong relationship of 50% between leadership and employee performance, however failed to account for the rest 50%</td>
</tr>
<tr>
<td>3. Fieldler (2003)</td>
<td>Fieldler’s contingency model</td>
<td>Researchers have found his model fall short of flexibility. The LPC scores also fail to reflect the personality traits they are supposed to reflect.</td>
</tr>
<tr>
<td>4. Robert House (2002)</td>
<td>Path Goal Model</td>
<td>Suggests employee performance will improve if the leader compensates for elements that are lacking in either the environment or the employees. However, an employee may resent a leader explaining tasks that are already clear.</td>
</tr>
</tbody>
</table>

Source: (Author, 2012)
2.7 Conceptual framework

Independent variables

- Transactional leadership
  - clarity of roles
  - clear organizational structures
  - Rewards performance

- Transformational leadership
  - idealized influence
  - Inspirational motivation
  - Intellectual stimulation
  - Individualized consideration

- Democratic leadership
  - Participative
  - Consultative humanistic

- Autocratic leadership
  - centralization of authority
  - Close supervision
  - One way communication

Leadership style

Dependent variable

Organizational performance

Intervening variables

- Environmental factors
- Political interference
- Organizational ownership
- Economic factors
- Social factors

Source: (Author, 2012)
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presented the research methodology used in the study, shedding light on the research design, sample size and sampling procedure, data collection instruments and procedures of data analysis.

3.2 Research Design

The study used the survey research design. This design attempted to collect data from members of population in order to determine the current status of that population with respect to one or more variables (Mugenda 2003). According to Karoki (2010), this type of research design is considered the most appropriate because it describes in quantitative terms the degree to which variables are related.

3.3 The target Population

The study targeted the tertiary colleges in Nyeri town. It focused on 305 employees of 16 colleges who were categorized into middle level management, low level/supervisors and others (teaching and non teaching staff in the administrative posts).

Table 3.1 Target population

<table>
<thead>
<tr>
<th>Category</th>
<th>Population size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle level management</td>
<td>13</td>
</tr>
<tr>
<td>Low level management</td>
<td>64</td>
</tr>
<tr>
<td>Others (teaching and non teaching staff in the administrative posts)</td>
<td>228</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
</tbody>
</table>

Source: (Author 2012)
3.4 Sampling procedure and sample size

According to Mugenda and Mugenda, a sample size of 30% of the target population is ok, but the bigger the size the better as it will be well representative of the population and hence more reliable. A sample of 50% was hence be picked through simple random sampling, hence a sample size of 200. The sampling frame entailed assigning numbers to the targeted population, placing them in a container and them any number was picked randomly. The subjects corresponding to the numbers picked were included in the sample.

Table 3.2 Sample size

<table>
<thead>
<tr>
<th>Category</th>
<th>Population size</th>
<th>Sample size (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle level management</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Low level management</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>Others (teaching and non-teaching staff)</td>
<td>310</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>200</td>
</tr>
</tbody>
</table>

Source: (Author 2012)

3.5 Data Collection Instruments and the Procedure.

The researcher used the questionnaire as the data collection instrument. The questionnaire contained both structured and unstructured questions. They were administered through personal delivery, to be collected at an agreed time.

3.6 Data analysis and presentation

Data collected was both qualitative and quantitative. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive statistics and regression analysis. Multiple regression models were used.
\[ X = m + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 \]; where \( b \) is model constant or intercept, and \( y \) is the performance in student numbers as a result of change in variables \( x_1, x_2, x_3, x_4 \).

### 3.7 Data presentation

Quantitative data was presented using tables, charts and graphs. Qualitative data was presented using narratives.

#### Table 3.7.1 colleges under study

<table>
<thead>
<tr>
<th>Name of college</th>
<th>No of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya Institute of Management</td>
<td>31</td>
</tr>
<tr>
<td>Rware college</td>
<td>18</td>
</tr>
<tr>
<td>Pinnacle</td>
<td>22</td>
</tr>
<tr>
<td>Ark school of professionals</td>
<td>15</td>
</tr>
<tr>
<td>Central college of accounts</td>
<td>15</td>
</tr>
<tr>
<td>SPA college</td>
<td>20</td>
</tr>
<tr>
<td>Moluntain top</td>
<td>26</td>
</tr>
<tr>
<td>Cathedral institute</td>
<td>34</td>
</tr>
<tr>
<td>MTC Nyeri</td>
<td>85</td>
</tr>
<tr>
<td>Out span college</td>
<td>21</td>
</tr>
<tr>
<td>Turin</td>
<td>18</td>
</tr>
<tr>
<td>Jamka</td>
<td>18</td>
</tr>
<tr>
<td>Central college</td>
<td>17</td>
</tr>
<tr>
<td>Nyeri technical</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

*Source: (Author 2012)*
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction
This chapter contains data analysis, presentation and interpretation of the research findings. The results of the study were obtained from a questionnaire administered to staff of the selected institutions where the prime objective of the study was to establish the effects of leadership styles on organizational performance. Personal data such as gender, level of education and age of the respondents was also analyzed.

4.2.1 Response rate
Out of the two hundred questionnaires issued, 180 (one hundred and eighty) representing 90% of the issue were filled and returned by the respondents. This rate is analyzed as indicated below:

<table>
<thead>
<tr>
<th>Questionnaires issued</th>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>180</td>
<td>90%</td>
</tr>
<tr>
<td>Unreturned</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: (Author 2012)
This data reveals that most of the questionnaires issued were returned which is a representative of 90%. Only 20 questionnaires representing 10% were not returned. This shows that the respondents were cooperative and supportive.

4.2.2 Personal Details
The study collected data about details of employees such as gender, age and education level.

4.2.2.1 Gender of Respondents
The researcher sought to establish the gender of the respondents. The research sought the proportion of male respondents compared to the female respondents to determine the levels of the effects of the variables discussed on gender parity. Table 4.2 depicts this.
<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>115</td>
<td>64</td>
</tr>
<tr>
<td>Female</td>
<td>65</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: (Author, 2012)

Table 4.2 Gender of Respondents

It was found that there were more men who represented 64% while 36% of the respondents were women in the study. The pie chart below is a representation of this information as percentages.

4.2.2.2 Age of the respondents

The researcher sought to establish the age of the respondents. The researcher wanted to know how the different age groups influence the variables under study.
The table below shows the various age groups.

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>26 – 30 years</td>
<td>60</td>
<td>33%</td>
</tr>
<tr>
<td>31 – 35 years</td>
<td>40</td>
<td>23%</td>
</tr>
<tr>
<td>36 – 40 years</td>
<td>39</td>
<td>21%</td>
</tr>
<tr>
<td>41 and above</td>
<td>36</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Author 2012

**Fig 4.3 Age of Respondents**

The data collected showed that most respondents fall between ages 26 – 30 years as shown on the figure below.

**Fig 4.3 Age of Respondents**

Source: (Author, 2012)
4.2.2.3 Level of education of the respondents

The research sought to establish the various levels of education of the respondents. Table 4.4 below shows that majority of the respondents had a university degree at 51%. Those with tertiary qualifications were 23% while form four leavers were 13%. Only 3 percent had other qualifications e.g technical training.

Table 4.4 Level of education of the respondents

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.C.S.E Certificate</td>
<td>24</td>
<td>13%</td>
</tr>
<tr>
<td>Tertiary level</td>
<td>42</td>
<td>23%</td>
</tr>
<tr>
<td>University</td>
<td>92</td>
<td>51%</td>
</tr>
<tr>
<td>Post graduate</td>
<td>16</td>
<td>8%</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2012)
4.2.3 Effects of leadership styles on organizational performance

The research sought to relate effects of different forms of leadership on good employee performance.

4.2.3.1 Transactional leadership style

<table>
<thead>
<tr>
<th>Rating</th>
<th>frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly affecting</td>
<td>87</td>
<td>48%</td>
</tr>
<tr>
<td>Moderately affecting</td>
<td>75</td>
<td>22%</td>
</tr>
<tr>
<td>Not affecting</td>
<td>18</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2012)

Table 4.2.3.1 shows that eighty seven respondents agree that, on the average, transactional leadership style sometimes induces effort, while 75 respondents (22%)
believe that, on the average, the style induces effort most of the time. Similarly, eighteen respondents (10%) agree that, on the average, the style may not affect performance. Therefore, it can be concluded that transactional leadership style sometimes promotes effort, productivity and loyalty/commitment, hence performance. The figure below shows this information.

**Fig 4.2.3.1 Transactional leadership style on performance**

![Transactional leadership style on performance](image)

*Source: (Author, 2012)*

**Table 4.2.3.2 Transformational leadership style**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly affecting</td>
<td>101</td>
<td>56%</td>
</tr>
<tr>
<td>Moderately affecting</td>
<td>47</td>
<td>26%</td>
</tr>
<tr>
<td>Not affecting</td>
<td>32</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: author 2012*
It is evident from Table 4.2.3.2 that 101 respondents (56%) agree that, on the average, transformational leadership style enhances effectiveness, extra effort and satisfaction on the followers most of the time, hence performance. Similarly, 47 respondents (26%), agree that, on the average, the style induces the same outcomes on the followers while 32 respondents (18%) do not see it affecting performance. Therefore, it can be concluded that transformational leadership style induces effectiveness, extra effort and satisfaction in the followers or employees, hence organizational performance.

**Table 4.2.3.3 Democratic leadership style**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly affecting</td>
<td>95</td>
<td>53%</td>
</tr>
<tr>
<td>Moderately affecting</td>
<td>72</td>
<td>40%</td>
</tr>
<tr>
<td>Not affecting</td>
<td>13</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: (Author, 2012)*
The table indicates that 53% of the respondents agreed that democratic leadership style highly affects performance while 40% said that it affects on average. 7% said that it does not affect performance. It can therefore be concluded that the style on average affects performance.

**Fig 4.2.3.3 Democratic leadership style on performance**

![Pie chart showing democratic leadership style on performance](image)

Source: (Author, 2012)

### 4.2.3.4 Autocratic leadership style

The table below illustrates the assertions of the respondents on the effects of autocratic style on good performance.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly affecting</td>
<td>45</td>
<td>25%</td>
</tr>
<tr>
<td>Moderately affecting</td>
<td>27</td>
<td>15%</td>
</tr>
<tr>
<td>Not affecting</td>
<td>108</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: author 2012
From the table above, 60% felt that democratic leadership does not lead to good performance while 25% felt that it does. According to 15%, it does not affect the performance of the organization.

4.3 Qualitative analysis

From the study findings, majority of the respondents asserted that leadership style highly affects performance of organizations, and only few asserted otherwise. From the results of the study, most respondents indicated that the aspects of leadership styles have not been factored decisively while running the organizations. Management has not shown efforts to measures that would increase the level of trust that the employees have on the leadership, hence affecting the organizational performance. They felt that organizations do not either engage in the analysis of the leadership factors that enhance the organizational performance. This has not only led to decreased performance in the organizations but also dissatisfaction among the clients/consumers the their products, hence this poor performance.
CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the major findings, conclusions and recommendations. It further gives suggestions for further research by focusing on the findings from the area of study.

5.2 Summary Of major Findings

On the different leadership styles that the researcher was investigating, each style had its effect on organizational performance. Transformational leadership was found to be more effective with 56% of the respondents asserting it to be very effective, 26% felt that it was effective while 18% felt it ineffective.

Transactional leadership style was popular with 48% while 22% felt it was fairly good, and 10% regarded it as not good.

The study on democratic leadership revealed that 53% found it effective while 40% felt it was moderately affecting and 7% not affecting. On accuracy of the style, most respondents agreed that the style was used accurately in already established organizations.

Autocratic style was found to be very unpopular with only 25% agreeing with its effectiveness. 60% regarded it as very ineffective while 15% found it slightly effective.
5.3 Answers To Research Questions

The effect of leadership style on organizational performance

To determine the relationship between leadership style and organizational performance, and subsequently evaluate the effect of leadership style on performance, average performance response variables were regressed on leadership behavior variables. From the research findings, leadership style affects the organizational performance. The respondents indicated that leadership style put in place at varying situations is a key determinant of the end results. The employees will carry out their duties as guided by their leader as the prevailing conditions may necessitate.

The study showed that in the relatively small organizations, while transactional leadership style had significant positive effect on performance, the effect of transformational leadership style on performance was insignificant. A possible reason for this is that a significant percentage of employees of small scale enterprises are usually not skilled and experienced professionals. Therefore, contingent recognition/reward and management by exception rather than charisma, inspirational motivation and intellectual stimulation/individual consideration could be appropriate leadership behaviors and strategies to induce them to perform. The study revealed that leaders who use a command approach at all times inflict fear on subordinates which causes stress and anxiety hence influencing performance negatively.

The effects of transactional leadership style on organizational performance
The study found out that People today are less motivated by rewards and more inspired by work that is meaningful, allows them to use their talents and enables a sense of accomplishment. A leader who gets those elements working together well is more likely to have high performance and better yet high performance that is sustained for a long period than you ever will by using rewards. It is important for a leader to understand what it is that motivates each individual. What works for one person, may not work for another. Leaders should link the rewards, most valued by a particular team member, with the successful completion of the task.

The effects of transformational leadership style on organizational performance
The study showed that on the average, transformational leadership style enhances effectiveness, extra effort and satisfaction on the followers most of the time. Respondents agreed that, on the average, the style induces the same outcomes on the followers. Therefore, it can be concluded that transformational leadership style induces effectiveness, extra effort and satisfaction in the followers or employees.

The effects of democratic leadership style on organizational performance
The study revealed that this type of leadership style had a positive relationship on organizational performance as it allows employees to be part of the decision making process, hence own it. Since the leader believes they are not supposed to know everything, they employ skillful and knowledgeable employees who become part of the team and part of the decision making.

The effects of autocratic leadership style on organizational performance
From the research findings, autocratic leaders lack a personal connection with employees. Most respondents felt that, the autocratic style of leadership negates developing
relationships between members of the organization that allow decisions to be made by leaders and followers. Majority felt that because the autocratic style of leadership relies on issuing directives, members of the organization often feel stressed as they try to evaluate their performance against the expectations of the leader.

5.4 CONCLUSION AND RECOMMENDATIONS

This study has evaluated the effect of leadership styles on organizational performance in tertiary institutions of learning. The analysis has shown that each of leadership style exerts a significant effect on followers and performance. Respondents indicated that in order for an organization to realize its objectives, the relationship between these variables needs to be given the attention they deserve. Leadership style put in place at varying situations is a key determinant of the end results. The employees will carry out their duties as guided by their leader as the prevailing conditions may necessitate.

Employees favorable attitudes towards their leaders is a contributor to their job satisfaction as well as directly related to their productivity hence improved organizational performance. Factors such as education level, skills and knowledge and experience were seen to affect employee perception of their leader. Leaders can therefore not treat all employees the same way; hence not all styles can fit all levels of employees.

The research has therefore concluded that leadership is a critical factor in the success or failure of an organization. Situations and circumstances surrounding performance or lack of it should also be considered. For instance, the study concludes that transactional leadership style is more appropriate in inducing performance in small scale enterprises.
than transformational leadership style. Consequently, the study recommends that small scale enterprises should adopt transactional leadership style but strategize to transit to transformational leadership style as their enterprises develop, grow and mature.

While research has shown that transformational leadership related to organizational effectiveness, both approaches are needed. Transactional and transformational styles can represent active, passive forms of leadership. Transactional leadership behavior is needed for effective department management, identifying performance, standards and classification of job expectation. Transformational behavior is to provide a vision and to motivate and inspire their followers during this era of environmental and professional change.

5.5 Suggestions for further studies
In order to have a clearer perspective of the foregoing issues in the study, the researcher recommends studies to be carried out in the following areas;

i) the effect of leadership style on the performance of other sectors not necessarily education.

ii) The factors influencing the choice of a leadership style.
REFERENCES


Aquilano (2000), Leader- follower communication Channel; Practice of communication skills, Acquas Allo Publishers, Brazil


Goleman (2002), *An analytical study of the impact of the perception of leadership styles on Job satisfaction*, Psyc Publications, Turkey.


Gruneberg, & D. Wallis (Eds.), Changes in working life (pp. 363–388). London: Wiley.


Eunice Mureithi,
Kenyatta University, P.O Box, 43 844 – 00100,
Nairobi.
Cell phone: 0721 233 603.

RE: REQUEST FOR FILLING OF QUESTIONNAIRE
I am a student at the Kenyatta University pursuing a degree course in Masters of Business Administration (MBA), in Strategic Management. As a partial fulfillment of the course, I am conducting an academic research on the effects of leadership style on organizational performance. I am kindly requesting you to fill the questionnaire attached to allow me collect data on the topic.

The data collected is purely academic and will be treated with utmost confidentiality and the results of the study will be availed upon request at no cost.

Kindly complete on or before 20th February 2012.

Feel free to communicate to me via my mobile number in case of any further clarification.

Yours faithfully,

Eunice W. Mureithi,
Reg No. D53/OL/15306/2008
APPENDIX 11 QUESTIONNAIRES

Instructions
Kindly fill the following questionnaire by answering all the questions given as instructed. All information will be treated with confidentiality and shall only be used for the purposes of research. Do not indicate your name anywhere on the questionnaire.

SECTION A
PERSONAL DATA
(Tick appropriately)

1. What is your gender?
   a) Male
   b) Female

2. What age bracket do you fall?
   a) Below 25 years
   b) 26 – 30 years
   c) 31 – 35 years
   d) 36 – 40 years
   e) 41 and above

3. What is your education level?
   a) K.C.S.E
   b) Tertiaily
   c) University
   d) Post graduate
   e) Any other (specify)

4. How long have you worked in your current station?
   a) 0 – 5 years
   b) 6 – 10 years
5. What position do you hold in the organization?
   a) Top management
   b) Middle level management
   c) Lower management
   d) Any other (specify)

6. For how long have you served in your current position?
   a) 0-5 years
   b) 6-10 years
   c) 11-15 years
   d) 16 years and above

SECTION B TRANSACTIONAL LEADERSHIP
Tick appropriately

7) To what extent do the leaders clarify the roles employees must play and the task requirements they must complete in order to reach their personal goals while fulfilling the mission of the organization.
   a) Highly clarify
   b) Moderately clarified
   c) Rarely clarified
   d) Not clear

8) To what extent does leadership impact on the employee performance in your organization?
   a) Highly affecting
   b) Moderately affecting
   c) Not affecting
   d) Don’t know
9. How well formed are the organizational structures whereby it is clear what is required of the employees, and the rewards that they get for following orders.
   a) Very clear
   b) Clear
   c) Hardly clear
   d) Not clear

10a) How often do leaders fulfill the expectations of the employees?
   a) Very often
   b) Often
   c) Rarely
   d) Always
   e) Not at all

10b) In your own view, how does the fulfillment of employees' expectations affect their perceived organizational support?

12a) How are employees who comply to the leadership's demands rewarded?

12b) To what extent do rewards influence employee performance?
13. To what extent are employees considered to be fully responsible for work allocated to them?

14. To what extent does employee independence affect their level of commitment?
   a) Very highly
   b) Highly
   c) Moderately
   d) Lowly
   e) Not sure

SECTION B TRANSFORMATIONAL LEADERSHIP

13i) To what extent do the leaders focus on the individual development of employees?

ii) How do you think individual development of employees affects their output in the organization?
13. To what extent are employees given opportunities to develop initiative and creativity

a) Very often

b) Often

c) Rarely

d) Not at all?

14. How do you think enhancing employee creativity and initiative affects their performance and commitment towards the organization?

15. Does the leadership motivate followers to accept and accomplish difficult goals that followers normally would not have pursued

16. To what extent do the organizational social systems work best with a clear chain of command?
17. How can you say employee independence affects their output?

SECCTION C DEMOCRATIC LEADERSHIP

18. How often are employees involved in the decision making process?
   a) Very often
   b) Often
   c) Rarely
   d) Not at all

19. How does employee involvement in decision making affect;
   i) Their job satisfaction?
   ii) Employee commitment?
20. Explain the organizational systems of rewarding good performance

21. What would you say of the management in terms of adopting a solution to a problem?
   a) They do not try to influence the group to adopt their preferred solution and they accept and implement any solution that has the support of the entire group.
   b) They give solutions which must be adopted without consulting the group.
   c) They adopt any solution as long the group has passed it.
   d) They come up with a solution and influence the group to adopt it.

22. How would you rate the importance of employee participation in the decision making process?
   a) Very important
   b) Moderately important
   c) Important
   d) Not important

SECTION D AUTHORITARIAN STYLE

23. To what extent are leaders accommodative of employee views and suggestions?
   a) Very accommodative
   b) Accommodative
   c) Moderately accommodative
   d) Not accommodative
24. How do you think accommodating employees views affect

i) Employee job satisfaction

ii) Employee commitment

iii) Employee level of output

iv) Turnover rates?

25. To what extent is leadership in your organization centralized?

a) Highly centralized
b) Fairly centralized
c) Centralized
d) Decentralized

26. ii) Do you think centralization of authority affects the employees job satisfaction and their commitment to the organization?
27. to what extent do you think the following aspects of leadership have been reviewed/restructured to reflect a shift from reactive management to proactive management

(1- Fully, 2- to a great extent, 3-Average, 4-To a very limited extent, 5-Never)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The chain of command</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow of information</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Representative employee forums</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Empowerment of H.O.Ds</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Red tapes and barriers to creativity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reward structures</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

THANK YOU FOR YOUR PARTICIPATION
## APPENDIX 111: TIME FRAME

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ACTIVITY</th>
<th>DURATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literature hunt</td>
<td>November /December 2011</td>
</tr>
<tr>
<td>2.</td>
<td>Proposal review</td>
<td>January 2012</td>
</tr>
<tr>
<td>3.</td>
<td>Defence and corrections</td>
<td>February 2012</td>
</tr>
<tr>
<td>4.</td>
<td>Piloting of the questionnaire</td>
<td>March 2012</td>
</tr>
<tr>
<td>5.</td>
<td>Data collection</td>
<td>March 2012</td>
</tr>
<tr>
<td>6.</td>
<td>Data analysis</td>
<td>March/April 2012</td>
</tr>
<tr>
<td>7.</td>
<td>Report writing and presentation</td>
<td>April 2012</td>
</tr>
<tr>
<td>8.</td>
<td>Submission</td>
<td>April 2012</td>
</tr>
</tbody>
</table>

Source: (Author, 2012)
### APPENDIX IV: BUDGET

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal development</td>
<td>30,000</td>
</tr>
<tr>
<td>Piloting questionnaire</td>
<td>20,000</td>
</tr>
<tr>
<td>Data collection</td>
<td>40,000</td>
</tr>
<tr>
<td>Data analysis</td>
<td>25,000</td>
</tr>
<tr>
<td>Preparation of report</td>
<td>15,000</td>
</tr>
<tr>
<td>Contingencies/incidentals</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150,000</strong></td>
</tr>
</tbody>
</table>

Source: (Author, 2012)