

**THE INTERVENING ROLE OF STAFF LOYALTY ON THE  
RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP  
STYLE AND PERFORMANCE OF CHARTERED UNIVERSITIES IN  
KENYA**

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**ABSTRACT**

**Background:** In Sub-Saharan Africa, university education plays a critical role in promoting technological advancements and improving the country's ability to capitalize economically. However, staff disloyalty results in low productivity and organizations that offer little or no career opportunities or provide fewer opportunities for equality in promotions, racial discrimination and weak or small rewards for improved performance are likely to face staff disloyalty.

**Objective of the study:** This study evaluated the intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya. Positivistic philosophy approach was adopted with a cross-sectional survey research design.

**Methodology:** The target populations for this study were 49 chartered universities in Kenya. Respondents comprised of university teaching staff, and non-teaching staff in Kenyan chartered universities. Teaching staff who participated in the study comprised of professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lectures, and Tutorial Fellows. For non-teaching staff that was selected for the study are top management levels, middle level, and lower-level staff. For a comparative analysis, each University was targeted, and the sample was drawn from each participating institution of 10% to 30% of the target population is adequate to provide valid results on any research study. The study adopted the minimum which is 10% due to fact that 10 percent presented adequate sample and therefore final sample size of 3851 was recalculated using Yamane formula to arrive at the suitable sample population that adopted for the final study.

The study sample size was 362 that included all the 49-chartered universities. The questionnaires were distributed equally in all participating institution. The researcher utilized questionnaire as the essential instrument for information gathering. Questionnaires were formatted to contain sections reflecting the study variables. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS).

**Findings:** The study findings indicated that a unit increase in staff loyalty index lead to an increase in performance index and the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore the conclusion was that staff loyalty has significant intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya.

**Recommendations:** The study recommends that the University management board should pay more attention to improve organizational factors such as skill development opportunity, organizational work culture and employee's involvement in decision making in building staff loyalty. University management board and institution leadership should measure staff loyalty in two aspects that is the longevity part and the substantive part. The longevity part is the tangible and physical responsibility that ties staff to the organization for a long lasting relationship. While the substantive part is the essential and actual part links the staff directly to performance and the cause of the university.

**Keywords:** *Transformational Leadership Style, Staff Loyalty, Performance, Chartered Universities & Kenya.*

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## 1.0 INTRODUCTION

In Sub-Saharan Africa, university education plays a critical role in promoting technological advancements and improving the country's ability to capitalize economically. In western countries, performance of universities cannot escape taxpayer and political scrutiny, especially the public universities; therefore, studies estimating the efficiency of university education remain an important issue in times of financial challenges (Hayden, 2012).

Higher education in Kenya has been undergoing tremendous change that is driven by several factors that are political in nature, economic, cultural and technological. The factors affect every aspect of university provision, universities operating environment that determines what to be delivered in future and how they was funded and structured. University education in Kenya has been expanding in rapid rate due to a number of converging issues such as increased enrolment, increased capacity in the universities, growth of private universities, investment in research and increasing income generating reports. The universities are targeted because the role of higher education has been recognized as a very important link in national development (World Bank, 2018). The Kenyan economy is characterized by turbulence in terms of not matching education and the market needs. There has been a notion that people should be educated to only work in white collar jobs. This is however changing due to environment factors like high unemployment in the country, introduction of entrepreneurship in the curriculum in schools and colleges. This has

forced the government to start initiatives to encourage graduates to enter in the informal sector where they are required to create employment.

Today, societal expectations and public resources for universities have been undergoing fundamental shifts in declined state funding and government support leading to universities seeking alternative sources of resources, insufficient rewards for staff members, and demands for institutional accountability. As demand for university education continues to grow, it places a demand on the university facilities, lecturers and non-teaching staff. This often leads to overstretching, burnout, and frustration (Abagi, 2008). All these problems point to dissatisfaction and burnout, as evidenced by numerous strikes witnessed and the issue of 'brain drain.' Previously, universities experienced a myriad of issues including, nepotism and mismanagement. The chancellors' powers included the appointment of crucial other university administrators who, in turn, propagated government views in university deliberations (Sifuna, 2008).

There are many views about leadership by various scholars such as Aij and Teunissen (2017), who assert that leadership is a comprehensive spread process that calls for delegation of power, authority, and responsibility that direct, persuade and guide followers towards achieving organizational and personal goals. Chen, Zheng, Yang and Bai (2016) defines leadership as a process by which an individual influences the thoughts, attitudes, and behaviors of others by taking responsibility for setting the direction for the firm, others to see and visualize what lies ahead and figure out how to achieve it. Every leader has a different behavior of leading his flock, and this is known as a leadership style. The study adopted a leadership style definition by Aij and Teunissen (2017). These definitions clearly define leadership style in all aspects from the delegation of power, authority, and responsibility that direct, persuade, and guide followers towards achieving organizational and personal goals.

Transformational leaders exhibit the four characteristics of idealized influence, inspiration motivation, intellectual stimulation and individualized consideration (Northouse, 2014). Transformational leadership style can improve performance because transformational leadership style wants to develop knowledge and employees potential. This kind of a leader gives prospect and self-reliance to the followers to perform work in accordance to his mind-set to achieve organizational goals and they pay more attention to mission and vision, give motivation and provide new avenues for effective work. Transformational leadership seeks to transform of visionary and it becomes collective vision where employees works to realize the vision into reality. The transformational process is seen through certain management conduct that is associated with flawless impact, inspiring, attributed charisma, individualized consideration and intellectual stimulation (Bass 1985); (Leslie, 2013); (Yahaya & Ebrahim, 2016). Bass argued that transformational leaders motivate followers to transcend their own self-interest for the sake of the team; and moving followers to address high-level needs. In other words, the leader transforms and motivates followers through idealized influence, intellectual stimulation and individual stimulation, and individual consideration. These dimensions of transforming followers, is what Bass considers as the components of transformational style of leadership.

Mueller, Wallace, and Price (2012) define staff loyalty as a process where individual attitudes give rise to particular actual or intended behavior. Furnham (2010) defines staff loyalty as employees, who are devoted to the success of their organization and who believe that being an employee of the organization it is in their best interest. The study adopted the definition by Furnham (2010). Because of its focus on the employee, the leader, and the organization that would be measuring employee behavior, leadership style, and employee retention and employee commitment, this determines their effects on the performance of universities. In the last two decades, organizations have embarked on making more profits, while employee perceptions of lifetime employment have been shattered by corporate downsizing and static wages. Staff loyalty is not just a virtue, but it acts as a key to profitability and organization growth, and also it fuels the drivers to financial success in every organization (Furnham, 2010).

According to Mueller, Wallace and Price (2012) trust and employee loyalty have become more difficult to obtain and achieve in the work place and staff loyalty seems to be like quality that is becoming increasing harder to find among employees in most of the organization. The last two decades organization have embarked on making more profits, employee perceptions of life time employment have been shattered by corporate downsing and static wages. Satisfied workers show greater lotalty to their firm, staff loyalty is not just a virtue but it act as a key to profitability and organization growth, and also it fuels the drivers to financial success in every organization (Furnham, 2010).

However, staff disloyalty results in low productivity and organizations that offer little or no career opportunities or provide fewer opportunities for equality in promotions, racial discrimination and weak or small rewards for improved performance are likely to face staff disloyalty. Staff loyalty has sometimes been viewed as a staff attitude (Pongsettakul, 2013). Thomas and Velthouse (2010), explains that staff loyalty has two dimensions, which are internal and external. The inner aspect includes the feeling of caring for affiliation and commitment that organizations should nurture and appeal to. The second dimension is external. This has to do with the way loyalty manifests itself. This dimension is comprised of the behavior that displays the emotional component, and it's the part of loyalty that changes most. The staff has a feeling that the organization wants the best outcome from them; they will continue to do their best. Therefore, staff loyalty is determined by how an organization has its plans and conveyed to the employees (Abdullah, 2009).

Amin (2013) explains that performance can be enriched with incentive and economic wellbeing. This means that when staff lack motivation to carry out tasks and their individual fulfillment is not achieved, the performance level was low; hence the university performance will decline as well as productivity levels. While Kinicki (2013), explains that employee's ability to establish the effectiveness of universities' performance is crucial for survival, and employees who are motivated and possess the right knowledge and sufficient skills will remain relevant in the universities hence increased output. Van Dierendonck and Nuijten (2011) categorized performance into business performance, financial performance, and organizational effectiveness. The financial performance focuses on outcome-based indicators assumed to reflect economic goals, while non-financial is

centered on operational performance, which includes efficiency, new product development, market share, and innovation. Performance measurement of overall organization effectiveness reflects a broader conceptualization that provides for the achievement of organizational goals, universities' reputation, universities' survival, perceived overall performance about competitors, and perceived overall performance.

A chartered university is one that is operating and regulated by the university Act 2012. Both private and public universities in Kenya (CUE, 2018). Public universities are defined as universities maintained and funded out of federal funds this is the universities that are supported through public funds and are owned by the state Kenya national law reforms (2012). On the other hand, private charter universities are universities, which are privately supported by private sponsors (NGO). In Kenya, we have 31 public chartered universities and 18 private chartered universities (CUE, 2018).

## **1.2 STATEMENT OF THE PROBLEM**

The Kenyan Universities faces challenges due to government shift to a market -based policy. Financing public universities heralded a new era of reduced state support for university education. Religious sponsored private universities, while the government using taxpayer's money funds public universities. Most chartered universities were to formulate new ways of raising funds. Staff loyalty leads to avoidance of unnecessary university strikes, and therefore, this is the primary way to make knowledge work and improve organizational efficiency, particularly in the education system (Mbirithi, 2013). The expansion of university education has experienced a crisis ranging from deteriorating quality, relevance, unsustainable financing, limited research, low staff morale, and inadequate facilities.

Most public chartered universities are unable to meet necessary operating expenses such as salaries, pensions, health care, and maintenance of plant and equipment. The future of the chartered universities in Kenya depends on how well the leadership of the universities responds to these challenges. One of the critical factors in assessing how universities respond to these challenges is their leadership style. (Abagi, 2007). Both private and public universities are recruiting the teaching staff neither permanently nor on a contract basis, casting uncertainty on their commitment to research and knowledge development. Effectively, Kenyan Universities must formulate strategies to attract larger student enrolments; collaborate with the private sector and development partners to be self-sufficient (Ogolla, Bolo, & Muchemi, 2011; Wanjala, 2013).

Therefore, there is a need to explore ways of reversing and addressing the above challenges through sound responses, to meet the best leadership style and staff loyalty practices for universities to remain competitive. To maximum employee performance, universities are forced to adopt modern strategies that ensure that these organizations achieve their strategic objective. To achieve these objectives, the leaders should equip the employees with required skills that will enhance job satisfaction, employee retention and staff motivation through training and development for the universities to perform.

### **1.3 OBJECTIVE OF THE STUDY**

To evaluate the intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya.

### **1.4 HYPOTHESES OF THE STUDY**

**H<sub>0</sub>:** There is no significant intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical Framework**

#### **2.1.4 Maslow's Hierarchy of Needs Theory**

This theory was proposed by Abraham Maslow in 1943 on his works on theory of human motivation; he subsequently extended the idea to be inclusive of his observation on human innate curiosity. Maslow used terms like safety; belonging and love; self-actualization; esteem and self-transcendence to explain the patterns that motivates humans in general and his goal was to attain sixth level of self-actualization. This theory was fully expressed in his book motivation and personality in 1954 and this hierarchy is used in sociology research, management training as well as secondary and higher psychology instruction. Maslow's Hierarchy of needs theory places employee's needs into five categories which include basic physical needs, needs for personal growth and career growth and development. According Maslow employers should meet each level of employee's needs, for the employee to fully commit to organizational goals. Employers who fail to meet employees need at any level of the hierarchy can easily create lack of fulfilment in staff professional lives which cause them to eventually try to fill these needs on their own way which is possibly finding a new employer who can provide better opportunities to satisfy their needs (Kaur, 2013).

Maslow hierarchy needs includes physiological needs that are found at the bottom of the triangle that is to explain this is the most basic need and the lowest in the pecking order; they include fundamental biological drives that a human needs in order to survive that is shelter, food, air and water. Maslow explains that organization must be in a position to remunerate employees in order to afford adequate living conditions. The rationale is that when an employee is hungry he or she will hardly make any fruitful contribution the organization. Safety needs occupies the second level of human needs. Maslow refers to the need as secure working environment that is activated after physiological needs are met. The working environment should be free from any harm and threats; the rationale is that employees should perform their duties without fear of being harmed. Maslow third need in the raw is social needs which are activated immediately safety needs are achieved; these needs are affiliation the need to be accepted and loved by other people (Folan & Browne, 2015).

Organization should allow their staff to participate in social functions within the organization such as team building and staff parties. Esteem needs is placed on the fourth level of needs which is associated with need for self-respect and approval by others; the rationale behind it is that organization should recognise and reward employee's achievements. The last level at the top of the triangle is self-actualization that means that one is capable of being developed to the fullest potential; this means that employees represent valuable asset to the organization human resource (Kaur, 2013). Maslow theory has been criticized for proposing that if individuals grew up in an environment which their needs are not met they would be unlikely to function healthy. Studies have tested Maslow theory and there have been a distinction between the deficiencies and growth needs but showed not all people are able to satisfy their higher order needs on the job. Studies results of research managers from higher echelons of organisation are able to satisfy both growth and deficiency needs lower managers are able to satisfy only their deficiency needs on the job.

Graham and Messner (1998) indicated there are three major criticisms directed to Maslow needs theory that is there are scant empirical data to support their conclusion; the theory assume employees are basically alike and finally they are not theory of motivation at all but rather theory of job satisfaction. Another critic is by Basset-Jones and Lloyd (2004) is that the Maslow need theory that is as a result of the natural feeling of employees to get credit for the needs that are met. Maslow's Hierarchy of needs theory was adopted in the model framework for development purpose and it does not assume the decision making that is rational, but rather it incorporates both unforced and thoughtful decision making. Human behaviour is assumed to follow a consistent, reasonable and often automatic path which may be biased, irrational and inaccurate (Folan & Browne, 2015). Human behaviour is based on various behavioral criteria such as occurrence, extent and contradiction. Interest behaviour in this study applied the underlying theory to launch and decide the dynamics under the current study. This study used the theory to address and evaluate the intervening role of staff loyalty that affects Performance of chartered universities in Kenya.

## **2.2 Empirical Review**

Tschannen-Moran and Gareis (2015) examined faculty members' trust in the principal as an essential ingredient in high performing schools. The purpose of the study was to explore the relationship among faculty trust in the principal leadership behavior, school climate, and student achievement. The study data were collected from a cross-sectional survey that obtained data from 64 elementary, middle, and high schools in two school districts that targeted 3,215 teachers. Data analysis was done through correlation and regression analyses. The findings of the study indicate that faculty trust in the principal was related to perceptions of both collegial and instructional leadership as well as to factors of school climate such as academic press, community engagement, and teacher professionalism. Student achievements were also correlated with trust, school climate, and principal leadership behavior.

Subrahmanyam and Shekhar (2017) investigated where to find loyalty in the contemporary university scene. The study aimed to ascertain the antecedents of student satisfaction and test the interrelationship between students' satisfaction motivation and commitment. The study used

survey research design and collected data from 738 respondents from three public universities in the state of Andhra Pradesh India. The study focused on academic facilities, support services, administration services, and university infrastructure. The findings established that student motivation serves as a mediation role between satisfaction and loyalty and also proved a direct effect of student loyalty. The research focused on satisfaction and motivation as essential inputs in creating student loyalty.

This study implies that the leadership and management of the universities acquire a better understanding of the relationship between satisfaction, motivation, and commitment to exercise better strategies to improve Performance. The study comes up with four previous circumstances: administration services, support services academic facilities, and campus infrastructure. The results found out that student motivation serves as a mediation role between satisfaction and loyalty and also proved a direct effect of student satisfaction on student loyalty. However, the findings were may not be conclusive since the study did not consider the moderating impact of internal environment hence further investigation by the current research. Therefore, the current study seeks to investigate the influence of leadership style on performance and how the relationship can be moderated by the internal environment. The previous studies have presented the construct gaps whereby the authors used different variables such as student satisfaction on student loyalty. In contrast, the current study used staff loyalty to mediate leadership style and Performance (Subrahmanyam & Shekhar, 2017).

Zhenxiong Chen, *et al* (2018) investigated the relationship between loyalty to supervisor and employee's in-role and extra-role performance in comparison with that of organizational commitment in the People's Republic of China. Two studies were conducted. In the first study, a five-dimension loyalty to supervisor scale was developed and validated. In the second study, the relationships between loyalty to supervisor, organizational commitment and employee performance were examined. His results indicated that loyalty to supervisor is positively related to job satisfaction and intent to stay. Loyalty to supervisor explained variance in these two outcome variables over and above that explained by organizational commitment. The results also confirm the previous findings that only the three extended loyalty to supervisor dimensions were significantly associated with employee outcomes, while the two original loyalties to supervisor dimensions were not. The findings are discussed in terms of their implications for future research and management practices in cross-cultural settings.

Guillon and Cezanne (2014) compared these indicators of loyalty in relation to their relevance to different indicators of performance. In the findings the authors pointed out ambiguity with respect to any practical means of measuring loyalty as a source of value for the organization. It was noticeable that two stratifications could be deduced from Guillon and Cezanne. The first relates to moral, emotion, and attitudinal approach that could be described as feelings. In this regards, many researchers have agreed that feelings are hard to observe. Researchers and practitioners rely on self-reported qualitative evaluation to measure feelings which outcomes are not condemned from ambiguity because of the diverse meaning that relate to these indicators. The second stratification

relate to the constructive behavioral approach. Guillon and Cezanne indicated that most of the related indicators are materialized in the relation between the employee and the organization.

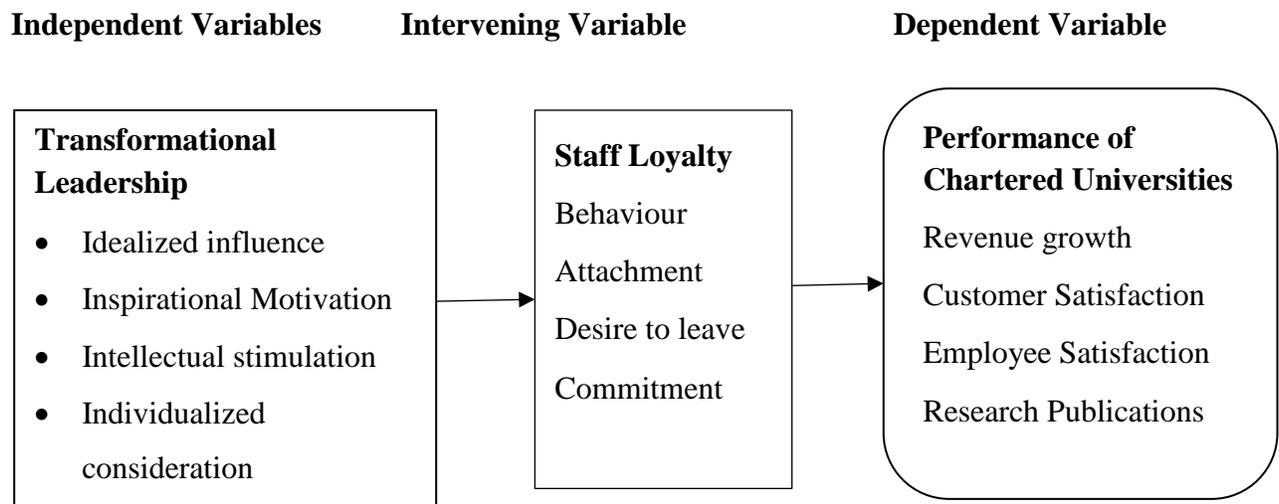
Rundle-Thiele (2015) examined how to simplify and shorten loyalty surveys for marketers and to summarize and categorize loyalty measures developed in previous academic surveys. The research helped in understanding the links between loyalty and performance because it considered a broad range of survey-based loyalty measures. In a marketing construct the issue of loyalty is in relation to customers or potential customers. Researchers, in this regard, suggested attitudinal loyalty as the most important dimension. In the marketplace, key loyalty issues are related to behavioral intentions, complaints about various issues, and acceptance or resistance to alternative choices affecting performance. The study concluded by affirming the existence of important managerial implications to the workforce. Perhaps the most significant is that loyalty measurement is complicated and researchers must take care to refine their understanding of what measures may be most appropriate for use and what their loyalty survey captures.

Brown et al. (2011) explored the determinants of a measure of worker commitment and loyalty (CLI). Their objective was to find out whether the CLI impacts workplace performance. They sought to ascertain whether worker commitment and loyalty influence labor productivity and financial performance at the firm level. In their discussions about loyalty, the authors indirectly subscribed three different dimensions to describe loyalty and those are affective commitment, attachment, and attitude. Nevertheless, a closer look to the literature revealed that among the various factors influencing affective commitment, the most relevant factors are organizational communication, employee empowerment through participation and involvement, and trust or better yet communication, involvement, and trust. The authors concluded that employee characteristics, specifically age and gender, play a great role in terms of the magnitude of the marginal effects across the CLI thresholds.

Mezel, Taher and Eslavath (2018) investigated the relationship between loyalty to supervisor and employee's in-role and extra-role performance in comparison with that of organizational commitment in the People's Republic of China. Two studies were conducted. In the first study, a five-dimension loyalty to supervisor scale was developed and validated. In the second study, the relationships between loyalty to supervisor, organizational commitment and employee performance were examined. Results indicated that loyalty to supervisor was more strongly associated with both in-role and extra-role performance than organizational commitment. The findings are discussed in terms of their implications for future research and management practices in cross-cultural settings.

### **2.3 Conceptual Framework**

The study's conceptual framework is the conceptualization of transformational leadership style, staff loyalty and the dependent variable is performance of chartered Universities in Kenya. The study's conceptual framework is illustrated in Figure 1.



**Figure 1: Conceptual Framework**

### 3.0 Research Methodology

Positivistic philosophy approach was adopted with a cross-sectional survey research design. The target populations for this study were 49 chartered universities in Kenya. Respondents comprised of university teaching staff, and non-teaching staff in Kenyan chartered universities. Teaching staff who participated in the study comprised of professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lectures, and Tutorial Fellows. For non-teaching staff that was selected for the study are top management levels, middle level, and lower-level staff. For a comparative analysis, each University was targeted, and the sample was drawn from each participating institution as per recommendation by Kombo and Tromp (2009) that a sample size of 10% to 30% of the target population is adequate to provide valid results on any research study. The study adopted the minimum which is 10% due to fact that 10 percent will present adequate sample and therefore final sample size of 3851 was recalculated using Yamane formula to arrive at the suitable sample population that adopted for the final study. The study sample size was 362 that included all the 49-chartered universities (CUE, 2018). The questionnaires were distributed equally in all participating institution. The researcher utilized questionnaire as the essential instrument for information gathering. Questionnaires were formatted to contain sections reflecting the study variables. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS).

The mediating effect was tested using a four step approach as suggested by Baron and Kenny (1986) where regression analysis are conducted and the significance of coefficients is tested at each step.

Step 1: A Regression analysis with TSL predicting P

$$P = \beta_0 + \beta_2 TSL + \varepsilon \dots\dots\dots (1)$$

Step 2: A Regression analysis with TSL predicting SL

$$SL = \beta_0 + \beta_3 TSL + \varepsilon \dots\dots\dots (2)$$

Step 3: A Regression analysis with SL Predicting P

$$P = \beta_0 + \beta_4 SL + \varepsilon \dots\dots\dots (3)$$

Step 4: A Regression analyses with TSL and SL Predicting P

$$P = \beta_0 + \beta_5 TSL + \beta_6 SL + \varepsilon \dots\dots\dots (4)$$

Where:

P = Performance in Chartered Universities

TLS = Composite of Idealized influence, Inspirational Motivation, Intellectual stimulation and individualized consideration

SL = Staff Loyalty

$\beta_0$  = Constant

$\beta_2 \dots \beta_6$  = Beta coefficients

$\varepsilon$  = Error term

Steps 1-3 was used to establish that zero-order relationship existed among the variables. Situations where one or more of the relations is non – significant depicts no possibility of mediation (Baron & Kenny, 1986). If they are significant relationships from step 1 through 3, one proceeds to step 4 where mediation is supported if the effect of TLS remains significant after controlling SL. If SL is not significant when TLS is controlled, there is full mediation, and if both TLS and SL significantly predict P, there is partial mediation.

## 4.0 RESULTS AND FINDINGS

### 4.1 Descriptive Statistics

#### 4.1.1 Descriptive Statistics for Transformational Leadership

The descriptive statistics were analyzed using the mean statements on idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. The descriptive statistics were run using SPSS software. The objective of the study was to establish the relationship between Transformational Leadership and performance in chartered universities. The results are as depicted in Table 1.

**Table 1: Descriptive Statistics for Transformational Leadership**

	<b>Idealized Influence</b>	<b>Inspirational Motivation</b>	<b>Intellectual Stimulation</b>	<b>Individualized Consideration</b>
N	307	307	307	307
Mean	3.3966	3.5	3.4194	3.4241
Median	3.5	3.5	3.5	3.4
Std. Deviation	0.567	0.556	0.522	0.549
Skewness	-0.517	-0.979	-0.590	-0.794
Kurtosis	0.869	1.007	0.268	1.184

The results shows the descriptive statistics that indicates central tendency and dispersion of all the measures of Transformational Leadership. The total number of respondents in each measured was 307. Distribution of data was measured using skewness and kurtosis whereas central tenancy was measured using mean, median and mode. The standard deviation was used to measure dispersion. The results show that Idealized Influence had a mean of 3.3966 and median of 3.5. The standard deviation of 0.567 showed that the members of the group differed from the mean value of 3.3966 for the group in the observation.

The measures of kurtosis and skewness are used to determine if indicators met normality assumptions (Kline, 2005). According to Bai and Ng (2005), if skewness is less than -1 or greater than 1, the distribution is highly skewed, if skewness is between -1 and -0.5 or between 0.5 and 1, the distribution is moderately skewed, if skewness is between -0.5 and 0.5, the distribution is approximately symmetric. Skewness for Idealized Influence was -0.517. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that Idealized Influence had 0.869. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers.

The results show that inspirational motivation had a mean of 3.5 and a median of 3.5. The standard deviation of 0.556 showed that the members of the group differed from the mean value of 3.5 for the group in the observation. Skewness for Inspirational Motivation was -0.979. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that inspirational motivation had 1.007. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers and met normality assumptions.

The results showed that Intellectual Stimulation had a mean of 3.4241 and a median of 3.4. The standard deviation of 0.522 showed that the members of the group differed from the mean value of 3.154 for the group in the observation. Skewness for Intellectual Stimulation was -0.590. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately

symmetric. Kurtosis results showed that Intellectual Stimulation had 0.268. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers.

#### 4.1.2 Descriptive Statistics for Staff Loyalty

Descriptive statistics were carried out on staff loyalty and the results are shown in Table 2.

**Table 2: Descriptive Statistics for Staff Loyalty**

	Staff loyalty
N	307
Mean	3.5721
Median	3.5
Std. Deviation	0.29884
Skewness	-0.019
Kurtosis	-0.291

The results shows the descriptive statistics for staff loyalty. The total number of respondents in each measured was 307. Distribution of data was measured using skewness and kurtosis whereas central tenancy was measured using mean, median and mode. The standard deviation was used to measure dispersion. The results show that Staff Loyalty had a mean of 3.5721 and median of 3.5. The standard deviation of 0.29884 showed that the members of the group differed from the mean value of 3.5721 for the group in the observation. The standard deviation of 0.29884 further implies that the data points tend to be very close to the mean of the data and a high standard deviation implies that the data points are spread over a wide range of the values.

Skewness for staff loyalty was -0.019. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that Staff Loyalty had -0.291. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers and met normality assumptions. Staff Loyalty was evenly distributed and the measure between the high and low score was small and exhibits normality in Staff Loyalty.

#### 4.1.3 Descriptive Statistics for Performance

Descriptive statistics were carried out on Performance in Chartered Universities and the results are shown in Table 3.

**Table 3: Descriptive Statistics for Performance in Chartered Universities**

	<b>Performance</b>
Mean	3.1412
Median	3.0667
Std. Deviation	0.45533
Skewness	0.289
Kurtosis	-0.487

The results shows the descriptive statistics for performance in chartered universities. The total number of respondents in each measured was 307. Distribution of data was measured using skewness and kurtosis whereas central tenancy was measured using mean, median and mode. The standard deviation was used to measure dispersion. The results show that performance in chartered universities had a mean of 3.1412 and median of 3.0667. The standard deviation of 0.45533 showed that the members of the group differed from the mean value of 3.1412 for the group in the observation. The standard deviation of 0.446 further implies that the data points tend to be very close to the mean of the data and a high standard deviation implies that the data points are spread over a wide range of the values.

Skewness for performance in chartered universities was 0.289. Since the values were between -0.5 and 0.5, we thus conclude that the distribution is approximately symmetric. Kurtosis results showed that performance in chartered universities had -0.487. Thus, we can conclude that the values were platykurtic since they are less than 3 and thus had a broad tail distribution and no outliers. Performance in chartered universities was evenly distributed and the measure between the high and low score was small and exhibits normality in performance in chartered universities.

#### 4.2 Correlation Analysis

Table 4 below presents the results of the correlation analysis.

**Table 3: Correlation Matrix**

<b>Variables</b>		<b>Performance</b>	<b>Transformational Leadership</b>	<b>Staff loyalty</b>
Performance	Pearson Correlation Sig. (2-tailed)	1.000		
Transformational Leadership style	Pearson Correlation Sig. (2-tailed)	.765** 0.000	1.000	
Staff loyalty	Pearson Correlation Sig. (2-tailed)	.422** 0.000	.314** 0.000	1.000

The results indicated that transformational leadership style was positively and significantly associated to Performance in Chartered Universities ( $r= 0.765, p=0.00<0.05$ ). This implied that since transformational leadership style had a positive and significant effect thus an improvement will lead to improvement in Performance in Chartered Universities. Staff loyalty was positively and significantly associated to Performance in Chartered Universities ( $r= 0.422, p=0.00<0.05$ ). This also implied that since staff loyalty had a positive and significant effect thus its improvement will lead to improvement in Performance in Chartered Universities.

### 4.3 Hypothesis Testing

The objective of the study was to evaluate the intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya. The second hypothesis stated in the null form is as follows:

**H<sub>0</sub>: There is no significant intervening role of staff loyalty on the relationship between Transformational Leadership style and performance of chartered Universities in Kenya**

The intervening effect of staff loyalty was assessed and results explained using coefficient of determination (R-Square), Analysis of Variance (ANOVA) and the regression coefficients. The intervening effect of staff loyalty on the relationship between Transformational Leadership style and performance of chartered Universities in Kenya was further analysed in 4 steps.

The first model for mediation was guided by the following equation:

$$P = \beta_0 + \beta_2 TSL + \varepsilon$$

The intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya was assessed and results explained using coefficient of determination (R-Square), Analysis of Variance (ANOVA) and the regression coefficients.

**Table 4: R<sup>2</sup> for Transformational Leadership style and performance of chartered Universities**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765a	0.585	0.584	0.29423

The Rsquared results shows that the first step for regressing Transformational Leadership style against performance of chartered Universities had an Rsquare of 58.5%. The model indicates that combined effect Transformational Leadership indicators explains 58.5% of the variation in performance of chartered Universities. This implies that there exist a significant relationship between Transformational Leadership style and performance of chartered Universities in Kenya.

**Table 5: ANOVA for Transformational Leadership style and performance of chartered Universities**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	37.263	1	37.263	430.425	.000b
	Residual	26.404	305	0.087		
	Total	63.667	306			

The F-Calculated (1, 306) = 430.425 which is greater than F-Critical (1, 306) = 3.96 at 95% confidence level. Results also show that p-value = 0.000 < 0.05. This further confirms that Transformational Leadership style positively and significantly influences performance of chartered Universities.

**Table 6: Regression Coefficients for Transformational Leadership style and Performance of Chartered Universities**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	2.3	0.044		52.265	0.000
Transformational Leadership style	0.304	0.015	0.765	20.747	0.000

The regression of coefficients results shows that in step one, the regression model of performance of chartered Universities on Transformational Leadership style was significant with  $\beta=0.304$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 20.747> T_{\text{Critical}} (0.05, 306)= 1.658$ .

This can be summarized by the following model:

$$P= 2.30 + 0.34TSL$$

Where;

P= Performance of Chartered Universities

TSL = Transformational Leadership Style

The second step involved regressing Transformational Leadership Style against staff loyalty. The second model for mediation was guided by the following equation:

$$SL = \beta_0 + \beta_3TSL + \varepsilon$$

**Table 7: R<sup>2</sup> for Transformational Leadership Style and Staff Loyalty**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.314a	0.301	0.095	0.28424

The Rsquared results shows that the second step for regressing Transformational Leadership Style against staff loyalty had an Rsquare of 30.1%. The model indicates that Transformational Leadership Style explains 30.158.5% of the variation in staff loyalty in chartered Universities. This implies that there exist a relationship between Transformational Leadership style and staff loyalty at Chartered Universities in Kenya.

**Table 8: ANOVA for Transformational Leadership Style and Staff Loyalty**

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	2.686	1	2.686	33.248	.000b
	Residual	24.641	305	0.081		
	Total	27.327	306			

The ANOVA results show, F-Calculated (1, 306) = 33.248 which is greater than F-Critical (1, 306) = 3.96 at 95% confidence level. Results also show that p-value = 0.000 < 0.05. This further confirms that Transformational Leadership style significantly influences staff loyalty in chartered Universities.

**Table 9: Regression Coefficients for Transformational Leadership Style and Staff Loyalty**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
2 (Constant)	3.346	0.043		78.711	0.000
Transformational Leadership style	0.082	0.014	0.314	5.766	0.000

The regression of coefficients results shows that in step two, the regression model of Transformational Leadership Style and Staff Loyalty was significant with  $\beta=0.082$ ,  $p=0.000<0.05$  and supported by  $T_{\text{Calculated}}=(1, 306)= 5.766 > T_{\text{Critical}}(0.05, 306)= 1.658$ .

This can be summarized by the following model:

$$SL = 3.346 + 0.082TL$$

Where;

SL= Staff Loyalty

TL = Transformational Leadership Style

The third step involved regressing staff loyalty against Performance of Chartered Universities. The third model for mediation was guided by the following equation:

$$P = \beta_0 + \beta_4SL + \varepsilon$$

**Table 10: R<sup>2</sup> for Staff Loyalty and Performance of Chartered Universities**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
3	.422a	0.417	0.175	0.41429

The Rsquared results shows that the third step for regressing staff loyalty against performance of Chartered Universities had an Rsquare of 41.7%. The model indicates that staff loyalty explains 41.7% of the variation in performance of chartered Universities. This implies that there exist a significant relationship between staff loyalty and performance of chartered Universities in Kenya.

**Table 11: ANOVA Staff Loyalty and Performance of Chartered Universities**

Model		Sum of Squares	df	Mean Square	F	Sig.
3	Regression	11.319	1	11.319	65.948	.000b
	Residual	52.348	305	0.172		
	Total	63.667	306			

The ANOVA results indicates that  $F_{\text{Calculated}} (1, 306) = 65.948$  which is greater than  $F_{\text{Critical}} (1, 306) = 3.96$  at 95% confidence level. Results also show that  $p\text{-value} = 0.000 < 0.05$ . This further confirms that staff loyalty significantly influences Performance of Chartered Universities.

**Table 12: Regression Coefficients for Staff Loyalty and Performance of Chartered Universities**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
3 (Constant)	0.844	0.284		2.973	0.003
Staff loyalty	0.644	0.079	0.422	8.121	0.000

The regression of coefficients results shows that in step three, the regression model of Staff Loyalty and Performance of Chartered Universities was significant with  $\beta=0.644$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 8.121 > T_{\text{Critical}} (0.05, 306)= 1.658$ .

This can be summarized by the following model:

$$P = 0.844 + 0.644SL$$

Where;

P = Performance of Chartered Universities

SL= Staff Loyalty

The fourth step involved regressing Transformational Leadership style and staff loyalty on performance of chartered Universities. The fourth model for mediation was guided by the following equation:

$$P = \beta_0 + \beta_5 TSL + \beta_6 SL + \varepsilon$$

**Table 13: R<sup>2</sup> for Transformational Leadership style and staff loyalty on performance of chartered Universities**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	.789a	0.622	0.619	0.28139

The Rsquared shows that the fourth step for regressing Transformational Leadership style and staff loyalty on performance of chartered Universities had an Rsquare of 62.2%. The model indicates that Transformational Leadership style and staff loyalty explains 62.2% of the variation in performance of chartered Universities. This implies that there exist a significant relationship between Transformational Leadership style and staff loyalty on performance of Chartered Universities in Kenya.

**Table 14: ANOVA for Transformational Leadership style and staff loyalty on performance of chartered Universities**

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	39.596	2	19.798	250.034	.000b
	Residual	24.071	304	0.079		
	Total	63.667	306			

The ANOVA results indicates that  $F_{\text{Calculated}}(2, 306) = 250.034$  which is greater than  $F_{\text{Critical}}(2, 306) = 3.96$  at 95% confidence level. Results also show that  $p\text{-value} = 0.000 < 0.05$ . This further confirms that Transformational Leadership style and staff loyalty significantly influences Performance of Chartered Universities.

**Table 15: Regression Coefficients for Transformational Leadership style and staff loyalty on performance of chartered Universities**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
4 (Constant)	1.27	0.194		6.538	0.000
Transformational Leadership style	0.279	0.015	0.702	18.898	0.000
Staff loyalty	0.308	0.057	0.202	5.428	0.000

In step four, the results show that the regression model of Transformational Leadership style and staff loyalty on performance of chartered Universities was significant with ( $\beta_1=0.279$ ,  $p=0.000<0.05$ ;  $\beta_2=0.308$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 18.898, 5.428> T_{\text{Critical}} (0.05, 306)= 1.658$ .

This can be summarized by the following model:

$$P = 1.270 + 0.279TSL + 0.308SL$$

Where;

P = Performance of Chartered Universities

TLS = Transformational Leadership Style

SL= Staff Loyalty

In summary, steps 1-3 was used to establish that zero-order relationship existed among the variables. Situations where one or more of the relations is non – significant depicts no possibility of mediation (Baron & Kenny, 1986). If they are significant relationships from step 1 through 3, one proceeds to step 4 where mediation is supported if the effect of Transformational Leadership style (TSL) remains significant after controlling staff loyalty (SL). If staff loyalty (SL) is not significant when Transformational Leadership style (TSL) is controlled, there is full mediation, and if both Transformational Leadership style (TSL) and staff loyalty significantly predict performance of chartered Universities (P) there is partial mediation.

Thus, step 1, 2 and 3 were met as the P-value were below 0.05. However, step 4 was not met as the p value for Transformational Leadership style was below 0.05. Therefore, this indicated that there exists a partial mediation effect on the mediating role of Staff Loyalty on the relationship between Transformational Leadership style and Performance in Chartered Universities. The study thus, rejected the null hypothesis and adopted the alternative hypothesis that there is a partial intervening effect of Staff Loyalty in the relationship between Transformational Leadership style and Performance in Chartered Universities in Kenya.

#### 4.4 Discussions

The regression of coefficients results shows that in step one, the regression model of performance of chartered Universities on Transformational Leadership style was significant with  $\beta=0.304$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 20.747> T_{\text{Critical}} (0.05, 306)= 1.658$ . In step two, the results show that the regression model of Transformational Leadership style on staff loyalty was significant with  $\beta=0.082$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 5.766> T_{\text{Critical}} (0.05, 306)= 1.658$ . In step three, the results show that the regression model of staff loyalty on performance of chartered Universities was significant with  $\beta=0.644$ ,  $p=0.000$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 8.121> T_{\text{Critical}} (0.05, 306)= 1.658$ . In step four, the results show that the regression model of Transformational Leadership style and staff loyalty on performance of chartered Universities was significant with ( $\beta_1=0.279$ ,  $p=0.000<0.05$ ;  $\beta_2=0.308$ ,  $p=0.000<0.05$ ) and supported by  $T_{\text{Calculated}}=(1, 306)= 18.898, 5.428> T_{\text{Critical}} (0.05, 306)= 1.658$ .

Thus, step 1, 2 and 3 were met as the P-value were below 0.05. However, step 4 was not met as the p value for Transformational Leadership style was below 0.05. Therefore, this indicated that there exists a partial mediation effect on the mediating role of Staff Loyalty on the relationship between Transformational Leadership style and Performance in Chartered Universities. The study thus, rejected the null hypothesis and adopted the alternative hypothesis that there is a partial intervening effect of Staff Loyalty in the relationship between Transformational Leadership style and Performance in Chartered Universities in Kenya.

This is in agreement with the study by Tschannen-Moran and Gareis (2015) who examined faculty members' trust in the principal as an essential ingredient in high performing schools and findings indicated that faculty trust in the principal was related to perceptions of both collegial and instructional leadership as well as to factors of school climate such as academic press, community engagement, and teacher professionalism. Rahimpour, Shirouyzedz, Asadpour and Karbasian (2020) established that sensitivity analysis performed show how input variable influence on output variable. The study also established that internal affairs, quality control, operations, and production planning were recognized as efficient units while human resource department was ranked last. It was also established that sensitivity analysis on input variables showed that order of impact intensity is customer capital, human capital and structured capital respectively.

In addition the findings from Subrahmanyam and Shekhar (2017) established that student motivation serves as a mediation role between satisfaction and loyalty and also proved a direct effect of student loyalty. Rahimpour, Shirouyzedz, Asadpour and Karbasian (2020) established that sensitivity analysis on input variables showed that order of impact intensity is customer capital, human capital and structured capital respectively. Zhenxiong Chen, et al (2018) results also confirm the previous findings that only the three extended loyalty to supervisor dimensions were significantly associated with employee outcomes, while the two original loyalties to supervisor dimensions were not.

## **5.0 Conclusions**

The study established that there is a significant influence of staff royalty and performance of chartered Universities in Kenya. The study concludes that a unit increase in staff loyalty index lead to an increase in performance index and the null hypothesis was rejected and the alternative hypothesis was accepted. Therefore the conclusion was that staff loyalty has significant intervening role of staff loyalty on the relationship between leadership style and performance of chartered Universities in Kenya.

## **6.0 Recommendations**

The study found that staff loyalty are different in various universities in Kenya, it has been a major interest for the long term organization relationship. Staff loyalty is significantly based on several moral factors and influenced by several intravenous and extraneous factors. University management board should pay more attention to improve organizational factors such as skill development opportunity, organizational work culture and employee's involvement in decision

making in building staff loyalty. University management board and institution leadership should measure staff loyalty in two aspects that is the longevity part and the substantive part. The longevity part is the tangible and physical responsibility that ties staff to the organization for a long lasting relationship. While the substantive part is the essential and actual part links the staff directly to performance and the cause of the university. When staff are happy they will look for stepping stone from one university to another.

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