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**EFFECT OF STRATEGIC LEADERSHIP ON COMMITMENT
OF ACADEMIC STAFF IN TERTIARY INSTITUTIONS IN
NAKURU MUNICIPALITY, KENYA**

22 JAN 2015

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**A Research Project Submitted to the Graduate School in Partial Fulfillment of the
Requirements for the Award of the Degree of Master in Business Administration.**

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DECLARATION AND APPROVAL

Declaration

This research project is my original work and has not been submitted for examination in this or any other institution.

Signed 

Date 30/07/2013

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Approval

This research project has been submitted for examination with our approval as University supervisors.

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DEDICATION

I would like to dedicate this work to my mother and sister for their encouragement during my studies. Their boundless love and support were with me throughout the study.

ACKNOWLEDGEMENT

This study would not have been possible without the energy, moral support, vast knowledge, abundance of ideas and time devoted by the individuals I had the privilege of working with. I wish to thank my friends and colleagues at work for the valuable support and feedback I have received throughout the project. My thanks go to my supervisors Henry Kombo and Dr. Maina Waiganjo, from whom I learnt a lot about research work. Their valuable ideas, recommendations and support were very helpful throughout the project work.

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Big thanks to my nephews: Theophilus and Wallace and Faith for their joy of life. May you all be blessed.

ABSTRACT

Employee commitment is important for organizational functioning as it determines the extent to which employees act in the interests of their organization and/or the customers being served by the organization. Strategic leadership is one of the variables that have been theoretically linked to have an influence on employee commitment. Despite the theoretical link between strategic leadership and employee commitment, little empirical work has been done to determine how strategic leadership affects employee commitment particularly in tertiary institutions. This study sought to investigate the relationship between strategic leadership on employee commitment of academic staff in tertiary institutions in Nakuru Municipality. The objectives of the study were to determine the effect of transformational leadership style and transactional leadership style on commitment of academic staff in the tertiary institutions. The study adopted correlational survey research design. The target population comprised of all 206 lecturers. A sample of 139 lecturers working in these institutions participated in the study. A questionnaire was used to collect data from a sample of academic staff regarding their perception of strategic leadership style in their organizations and its effect on commitment. Descriptive statistics namely, percentages, means and standard deviations were used to summarize data. Pearson's correlation was used to establish nature and strength of relationship between the strategic leadership styles and commitment of academic staff in the tertiary institutions. Independent sample t-test was used to determine whether there were sector differences in employee commitment. Multiple regression analysis was used to test the effect of strategic leadership style on commitment of academic staff. The results show that both transformational and transactional leadership styles had a positive influence on commitment of academic staff, however, transactional leadership style was found to have more effect on commitment of the staff. R^2 was 0.242 indicating that strategic leadership styles explain 24.2% variation in commitment of academic staff. Given that strategic leadership style influences employee commitment, managers need to adopt appropriate leadership styles to enhance employee commitment in their organizations. The findings indicate that there are other factors besides leadership style ($R^2 = 24.2\%$) which influence employee commitment. Therefore, the study recommends further research to identify the other factors which influence employee commitment.

TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	ix
LIST OF FIGURES	x
LIST OF ABBREVIATIONS AND ACRONYMS.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.1.1 Strategic Leadership	2
1.1.2 Employee Commitment.....	3
1.1.3 Tertiary Institutions	4
1.2 Statement of the Problem.....	5
1.3 Objectives of the Study.....	5
1.4 Research Hypothesis.....	6
1.5 Significance of the Study	6
1.6 Scope and Limitation of the Study	6
1.7 Definition of Terms	7
CHAPTER TWO: LITERATURE REVIEW.....	9
2.1 Strategic Leadership	9
2.2 Employee Commitment	14

2.3 Strategic Leadership and Employee Commitment 18

2.4 Conceptual Framework..... 21

CHAPTER THREE: RESEARCH METHODOLOGY 23

3.1. Research Design 23

3.2 Target Population..... 23

3.3 Sample Design 23

3.4. Data Collection 26

3.5 Reliability and Validity..... 26

3.6 Data Analysis and Presentation 26

CHAPTER FOUR: RESULTS AND DISCUSSION..... 28

4.1 Background Information..... 28

4.2 Strategic Leadership 31

4.3 Employee Commitment 38

4.4 Strategic Leadership and Employee Commitment 43

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS..... 48

5.1 Summary 48

5.2 Conclusion 49

5.3 Recommendation 49

REFERENCES 51

APPENDICES 59

Appendix I: Questionnaire..... 59

Appendix II: List of Tertiary Institutions in Nakuru Municipality..... 62

Appendix III: Reliability Test..... 63

LIST OF TABLES

Table 3.1: Distribution of Lecturers and the sample size	25
Table 3.6.1 Summary of Analysis of Study Objectives.....	27
Table 4.1.1: Sample Distribution of the Respondents	29
Table 4.2.1: Transformational Leadership.....	31
Table 4.3.1: Transactional Leadership	34
Table 4.2.3: Frequencies of Institutions on Strategic Leadership Style	37
Table 4.3.1: Employee Commitment	39
Table 4.3.2: Frequencies of Institutions on Employee Commitment	42
Table 4.3.3: T-test of institutions on Employee Commitment	43
Table 4.4.1 Correlation Matrix on Transformational Leadership.....	44
Table 4.4.2 Correlation Matrix on Transactional Leadership.....	45
Table 4.4.3 Regression Model Summary	47
Table 4.4.4 Coefficients Model Summary.....	48

LIST OF FIGURES

Figure 2.4: Conceptual Framework	21
Figure: 4.1.2: Ownership of tertiary institutions in Nakuru Municipality.....	30
Figure 4.2: Transformational Leadership	33
Figure 4.3: Transactional Leadership	36
Figure 4.4: Employee Commitment	41

LIST OF ABBREVIATIONS AND ACRONYMS

- MLQ: Multi-Factor Leadership questionnaire
- ECQ: Employee Commitment questionnaire
- SPSS: Statistical Package for Social Scientists
- SWOT: Strength, Weakness, Opportunities and Threats

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Today's global environment in general and the tertiary education sector in particular face growing pressures that will further strain their capabilities and inhibit their ability to meet growing stakeholder's demands. The changing educational environment, the diverse educational needs of students, the high expectations from the public, and the policy reports strongly demand educational change not only at the education system level but also at the institution level in local and international contexts. Research on leadership has shown that how a leader acts and communicates with followers during very challenging periods can create the foundation for future trust in the leader (Kasper-Fuehrer & Ashkanasy, 2001).

Over time the leader's capability is therefore shaped by the quality top teams as well as with the capabilities of the whole organization. These can provide invaluable support for the changes a leader wants to make and render those changes possible. Hence the best leaders pay a great deal of attention to the design of the elements around them. They articulate a lucid sense of purpose, create effective leadership teams, prioritize and sequence their initiatives carefully. They redesign organization structures to make execution easier and most importantly, integrate all these tactics into one coherent strategy. This design of strategic leadership is therefore an integrated group of practices that build an organization's capacity for change and ability to perform. To develop and maintain this capacity, critical elements need to be integrated together: the commitment to the organization's purpose, the composition of the top management team, the capabilities and motivation of the people throughout the organization and a sequence of well-chosen strategic initiatives that can take the organization forward (Wheeler, McFarland & Kleiner, 2008).

In general, leaders have a powerful source of influence on employees' work behaviors. The leader sets the tone for his or her followers through his or her own visible behavior that communicates assumptions and values to others as well as through informal messages (Yukl, 2002). For this to happen, strategic leadership is important to any organization which seek to

have a competitive edge. This will enable the leader to accommodate and integrate both the internal and external business environment of the organization.

1.1.1 Strategic Leadership

In many organizations, while top management formulate and implement its strategies, inputs from lower levels of management and employee networks contribute in a collaborative effort particularly in the implementation of the strategies. Strategic leadership emerges in processes of strategic decision-making. The processes by which such decisions are made become vehicles for individuals and groups to shape organizational strategies. Strategic leaders must learn how to effectively influence human behavior, often in uncertain environments. The ability to manage human capital may be the most critical of the strategic leader's skills (Hitt & Ireland, 2002). Competent strategic leaders also establish the context through which stakeholders (such as employees, customers, and suppliers) can perform at peak efficiency (Post, Preston & Sachs, 2002). The primary responsibility for effective strategic leadership rests at the top, particularly the top management. Regardless of their title and organizational function, strategic leaders have substantial decision-making responsibilities that cannot be delegated. Strategic leaders envision the organization's future, articulate that vision to organizational members, and inspire and facilitate a higher level of motivation than those members have thought possible. According to Hitt, Ireland and Hoskisson (2007), Strategic leader has the ability to anticipate, envision, maintain flexibility, and empower others to create strategic change as necessary.

The idea of strategic leadership was derived from the work of Bass (1985) on transformational and transactional leadership. The basic premise of Bass's approach is that in order to create a high performing organization, leadership has to move from a more traditional, transactional view to transformational leadership. Transactional leadership is a traditional management process through which the leader brings about desired actions from followers by using certain behavior, rewards, and incentives. This leadership is based on the premise that a transaction takes place between follower and leader. This type of leadership can result in acceptable organizational performance (although not optimal) in periods of high certainty, as well as low need for growth or change.

Strategic leadership is multifunctional and it involves managing through others, and helps organizations cope with change that seems to be increasing exponentially in today's globalized environment (Huey, 1994). It requires the ability to accommodate and integrate both external and internal conditions, and to manage and engage in complex information processing (Hitt et al., 2007).

1.1.2 Employee Commitment

Employee commitment is defined as the degree of identification and involvement that individuals have with their organization's mission, values and goals (Mowday, 1999). According to Johnsrud (2002), employees stay where they feel mentored, they experience a sense of community, autonomy; where institutional support is clear and pervasive (Mellow 2003); where they feel their voices are heard, their contribution sought and valued, and they are given a chance to participate in leadership and decisions that affect them (Turner & Myers, 2000). Naris and Ukpere (2010) suggest that attracting and retaining skilled, knowledgeable and competent employees in tertiary educational institutions is important for effective delivery of services in the changing environment. Stredwick (2005) indicates that a number of researchers use the level of commitment as a key reflection of organizational success from a people management view. Thus, Pierce and Dunham (2001) found that individuals identify with their work at a variety of levels as their job, profession or organization. Kanter (1999) suggests that in order to build commitment to change, managers should: allow employees to participate; provide a clear picture or vision of the future; share information; demonstrate commitment to the change; tell employees exactly what is expected of them; and offer positive reinforcement. This removes uncertainty in members of the organization in terms of what their roles are and the future direction of the organization. Meyer and Allen (1991) conceptualized commitment as a three-dimensional construct: Affective, normative and continuance commitment. They define affective commitment as an emotional attachment to the organization. Employees with affective commitment continue employment with the organization because they want to do so. Meyer and Allen (1991) describe continuance commitment as a form of psychological attachment to an employing organization. Employees are seen to calculate the costs of leaving the organization versus the benefits of staying with the organization. Employees with continuance commitment also continue employment with the organization because they need to do so. Finally, employees

who display normative commitment possess a feeling of obligation to continue employment with the organization (Meyer & Allen, 1991).

1.1.3 Tertiary Sector in Kenya

Higher education institutions are complex organizations with a strong sense of tradition and a distinct culture. According to Vroom (1984) institutions of higher Education are also characterized by vagueness in their educational mission statement and a tendency toward anarchy. The absence of a political environment signifies confusion in the internal governing structure. The organizational structure is generally bifurcated between academic and administrative components. One of the strong values of the academic component is the "academic freedom" where it may not tolerate any interference from outside sources. The pressure of factors such as tenure creates a unique situation at higher education institutions. Kenya's human resource is central to the country attaining its goal of industrial development and technological advancement (Ministry of Education, 2005). The Kenyan government has instituted capacity building programmes to ensure that education personnel and managers handling the added responsibilities have adequate capacity. The success of these institutions in achieving this target makes it necessary for them to have an appropriate strategic leadership. Consequently, their performance must be based on a set of objectives that are linked to the mission of the institution and its vision for future. These define the customers and their requirements that the organization needs to satisfy. Tertiary colleges in Nakuru are no exception to the above mentioned environment. The Kenyan Education Sector has since the year 2003 embarked on plans to institute reform at all levels. They ask where we are now. Where do we want to go? How do we get there? In the face of changing circumstances, these are important questions to ask (Mutuku & Mutuku, 2004). These questions ought to force them to evaluate the conditions in their operating environments, examine competitive pressures, carry out SWOT analysis and identify strategic issues. This requires development of a strategic orientation and execution of strategies capable of moving the universities and colleges to their desired future states. In short, the universities and colleges must engage in practical strategic leadership. For this reason, the leadership in these institutions should be able to provide strategic leadership that would make their employees committed in what they are doing. This will enable the institution achieve its vision and objectives. Thus, commitment of competent employees is critical to the

success of the organization. These positive benefits of committed employees are recognized as important determinants of organizational effectiveness which is brought about by strategic leadership.

1.2 Statement of the Problem

Employee commitment is important for the functioning of organization and its success. Nijhof, de Jong and Beukhof (1998) argues that the success of the organization depends not only on how the organization exploits its human capital and competencies, but also on how it stimulates commitment of employees to the organization. Employee's commitment to the organization reduces their intentions to leave it. They remain the part of organization and work more effectively and loyally (Pascal et al., 2011). Strategic leadership has influence on employee motivation and performance, and has a great potential to aid institutions in their quest for committed employees. Theoretically there is a link between strategic leadership of top management and employee commitment (Cogliser, 2002). Research on strategic leadership has mainly focused on the banking industry (Johan, 2011; Sagaodeaun, 2007; Stumpf & Mullen, 1991), however little has been done to empirically test the relationship between strategic leadership and employee commitment in tertiary institutions. Therefore, this study sought to empirically examine the effect of strategic leadership on employee commitment for academic staff in tertiary institutions.

1.3 Objectives of the Study

The general objective of the study was to examine the effect of strategic leadership on commitment of academic staff in tertiary institutions in Nakuru municipality, Kenya.

The specific objectives of the study were as follows:

- i) To determine the difference in on employee commitment between public and private tertiary institutions.
- ii) To determine the effect of transformational leadership style on commitment of academic staff in the tertiary institutions.

- iii) To determine the effect of transactional leadership style on commitment of academic staff in the tertiary institutions.
- iv) To determine the joint effect of transformational and transactional leadership styles on commitment of academic staff in the tertiary institutions.

1.4 Research Hypotheses

This study tested the following hypotheses:

- H₁: There are no significance differences on employee commitment in public and private tertiary institutions
- H₂: Transformational leadership has no effect on employee commitment.
- H₃: Transactional leadership has no effect on employee commitment.
- H₄: The combined level of transformational leadership and transactional leadership has no effect on employee commitment.

1.5 Significance of the Study

The research findings and recommendation will be important in enriching literature and stimulating further research. It will also enhance understanding on the relationship between the two variables

The findings and recommendation will be useful to practitioners in that the results would contribute to the establishment of effective strategic leadership. It suggests strategies on how leaders could improve their skills through adopting recommended styles and procedures that suit their organizations in the management of employee commitment.

1.6 Scope and Limitations of the Study

1.6.1 Scope of the Study

The research studied the effect of Strategic leadership on employee commitment of academic staff. It focused on tertiary institutions within Nakuru Municipality in the year 2012.

1.6.2 Limitations of the Study

The limitation of the study was that the researcher experienced unwilling respondents who did not give accurate information for fear that the information may be sensitive. Besides, these respondents considered certain information as classified and confidential, and were unwilling to share it. The researcher therefore took the necessary steps and measures to ensure that proper communication was made on the purpose of the study and assured the respondents of confidentiality in the use of information provided. The study was also limited by financial constraint since the time required to collect data as per the study work plan was extended since some respondents could not easily be found due to their busy schedule. To overcome this, the researcher did a daily follow up on the respondents.

1.7 Definition of terms

The following definition of terms has been adopted as working definition in this study:

Affective commitment: refers to the employee's emotional attachment to, identification with and involvement in the organization.

Continuance commitment: refers to a form of psychological attachment to an employing organization reflected the employees' participation.

Employee/organization commitment: is the degree of identification and involvement that individuals have with their organization's mission, values and goals.

Leadership: refers to the ability to anticipate, envision, maintain flexibility, and to empower others.

Normative commitment: refers to the degree to which an individual is psychologically attached to an employing organization through internalization of its goals, values and missions.

Strategic leadership: refers to the practice of both transformational and transactional leadership style.

Tertiary Institutions: These are middle level colleges offering diploma and certificate courses.

Transactional leadership: this is the traditional management process through which the leader brings about desired actions from followers by using certain behavior, rewards, and incentives.

Transformational leadership: this is the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organizational mission and objectives.

CHAPTER TWO

LITERATURE REVIEW

2.1 Strategic Leadership

Most of the literature on strategic management portrays the strategic leader as a planner, decision formulator, and implementer of structure and processes (Alban-Metcalfe & Alimo-Metcalfe, 2000; Borrill et al., 2005). Since the mid-1980's a growing body of leadership research has focused on strategic leadership, in contrast to managerial and visionary leadership. It focused on how top leadership makes decisions in the short term that guarantees the long-term viability of the organization. The best performing organizations are consciously strategic in their leadership planning. These top leaders also have the ability to align human resources in an effective way directly to the business strategy (House & Aditya, 1997). According to Boal (2004) Strategic leadership forges a bridge between the past, the present, and the future, by reaffirming core values and identity to ensure continuity and integrity as the organization struggles with known and unknown realities and possibilities. Strategic leaders should focus on developing strong and cohesive ties to reinforce existing values, identities, and belief systems for organizational members to promote procedural and transactive memories (Boal & Hooijberg, 2001). This means that strategic leaders should seek to promote weak and bridging ties to raise aspiration levels and to encourage double-loop and exploration learning. In doing so, strategic leaders can influence the organization directly through their transformational behavior to increase employee commitment (Amabile, Schatzel, Moneta, & Kramer, 2004). Strategic leader initiates the strategic thinking process, creates a vision for himself or herself, shares the vision with others, enables them create their own visions, empowers them to pursue their vision and in the process carry them all to their dream destinations. The quality of an organization's leadership determines the quality of the organization itself.

Research on strategic leadership focuses on executives who have overall responsibility for an organization (Hambrick & Mason, 1984), based on the principle that "ultimately, they account for what happens to the organization (Hambrick, 1989). In its origins transformational leadership was primarily focused on the micro-level relationship between leaders and their immediate followers. It is relatively recently that Bass's (1985, 1998) framework of transformational and

transactional leadership behaviors has been used to describe top executives (Elenkov, Judge & Wright, 2005; Ensley, Hmieleski, & Pearce, 2006; Jung, Chow, & Wu, 2003; Waldman et al., 2006; Zhu, Chew, & Spangler, 2005) and extended to address organizational-level variables such as structure, culture, learning, and innovation (Elenkov et al., 2005; Pawar & Eastman, 1997; Vera & Crossan, 2004).

Bass, Avolio, Jung, & Berson, (2003) studied two types of strategic leadership variables, that is, transformational and transactional leadership style. Transformational leadership behaviors include inspiration motivation, intellectual stimulation, individualized consideration and idealized influence (Morakul & Wu, 2001). Transactional leadership behaviors include contingent rewards, management by exception-active and management by exception-passive (Balster, 2002). These leadership behaviors have been described as having a direct effect on individual and organizational outcomes by Yukl (1999). Bass et al. (2003) viewed the transformational/transactional leadership paradigm as being comprised of complementary rather than polar constructs, with transformational leadership building on transactional leadership, but not vice versa. They integrated the transformational and transactional styles by recognizing that both styles may be linked to the achievement of desired goals and objectives. This view proposes that the two styles are complementary in the sense that the transformational leadership style is ineffective in the total absence of a transactional relationship between leaders and subordinates.

2.1.1. Transformational Leadership Style

According to Burns (1978) transformational leaders are to ensure that followers are consciously aware of the importance of sharing organizational goals and values. They also find ways to ensure that followers know how to achieve these goals. Burns (1978) further states that transformational leaders motivate their followers to go beyond their own self-interests and give effort on behalf of the organization by appealing to the higher order needs of followers.

Bass and Jung (1999) identified five factors which represent behavioral components of transformational leadership: idealized influence (attributes); idealized influence (behavior); inspirational motivation; intellectual stimulation and individualized consideration.

In idealized influence, Bass (1985) views the chairman as forming the element of transformational leadership (Bass, & Avolio, 1993). This type of leader was described by Weber (1947) as extraordinarily people, to get the respect, pride, trust and confidence of followers; they transmit a strong vision and mission. Bass (1985) indicated that trust is a result of transformational leadership and also forms an essential part of charismatic leadership (Bass, 1990) or is an antecedent to charismatic leadership. Idealize influence is charismatic part of transformational leadership in which the leader becomes a role model who is admired respected and emulated by followers (Avolio & Bass, 2002). They also indicated that transformational leaders are ready to take and share the risks with followers and indicated that transformational leaders show charisma by articulating a reasonable vision and a sense of purpose that can be shared. Transformational leaders inspire subordinates through example, stimulate them intellectually, and give rise to individual concern and make them feel happy with the organization. They also concluded that these leaders are admired, respected and trusted by their followers, and always share the risks with the faithful. This may lead the faithful to identify with these leaders and want to emulate them. Therefore, it should be noted that this aspect would give more empowerment to the subordinates.

Inspirational motivation is one of the concepts of transformational leadership. It motivates and inspires the leaders' subordinates, by putting in place practices to create attractive vision statements, moving up the follower goals and inspiring their interest and optimism (Bass & Avolio, 2004). In other words, the employee is fully satisfied, and feels an obligation toward the organization and is willing to do anything in order to achieve the organization goal. Bass (1990) defined it as a source of inspiration for those leaders who set ambitious targets as a way to get followers to succeed. They remain calm in a crisis, are competitive targets, and plan an attractive future. Transformational leaders inspire and motivate others to "provide direction and challenge to their followers work" (Avolio & Bass, 2002). In addition, the inspirational leader shows motivation and freedom commitments in achieving the objectives, and provides a realistic view of the future. With this kind of management, employees can get more than what they originally thought. Therefore, the transformational leaders pay attention to the concerns and needs of developing subordinates, to help them study the problems through different viewpoints, and are able to inspire and excite achievement (Armandi, Oppedisano & Sherman, 2003). Idealize

influence motivation and inspiration are usually grouped together to form the charismatic leadership of inspiration (Bass, 1998).

Intellectually stimulating leader's help followers learn to recognize and respond to the variety of needs, problems and motivations (Bass & Avolio, 1994) which means that this kind of leader can increase the confidence and responsibility of the subordinates. Bass and Avolio (2002) stated that transformational leaders stimulate their followers' efforts "to be innovative and creative in calling into question the assumptions, reframing problems, and approach situations in a new way". Transformational leaders ask their subordinates for ideas and innovative solutions to problems, and include followers in problem solving (Stone, Russell & Patterson, 2004). Intellectually stimulating leader encourages followers to try new approaches, while emphasizing rationality (Bass, 1990). Therefore, intellectually stimulating leaders try to encourage the subordinates to be innovative and to be aware of the new styles of performance.

In individualized consideration the leader personal attention is paid to followers based on individual needs of followers for the achievement and growth (Avolio & Bass, 2002). The head of consideration recognizes and demonstrates the acceptance of the followers of individual differences in terms of the needs and desires (Stone, Russell & Patterson, 2004). This type of leadership is listens to each member organization needs and interests, consequently increasing their personal potential (Bass & Avolio, 1994). Numerous studies have found that the leaders who show these four behaviors are able to realign their followers' values and standards, to promote both personal and organizational changes, and help them to overcome their early adopters' performance expectations. This implies how leaders give their faithful personal attention, coaching, personal advice, and opportunities for the followers' development.

2.1.2 Transactional Leadership Style

Bass (1999) referred to transactional leadership as an exchange relationship between leader and follower. Transactional leadership theory is grounded in the social learning and social exchange theories, which recognize the reciprocal nature of leadership (Deluga, 1990). Transactional leadership involves contingent reinforcement where followers are motivated by their leaders' promises, rewards and praises. At the same time, the leaders react to whether the followers carry

out what the leaders and followers have 'transacted' to do (Bass & Steidlmeier, 1999). It may take the form of employees being rewarded accordingly and the leader will clarify to the followers through direction or participation (Erkutlu, 2008). This implies that subordinates who work under transactional leaders would have a greater power and the ability to affect the strength of a leader's influence, style of behavior and the performance of the group (Hollander, 1993). Conversely, this type of leadership may take the form of passive leadership, especially when the leader practices passive managing-by-exception by waiting for issues or problems to surface before taking corrective measure (Northouse, 2001). According to Bass and Avolio (1994), transactional leaders employ three factors: contingent reward; management-by-exception active; and management-by exception passive.

Contingent reward is one of the primary characteristics of transactional leadership. Contingent reward is based on economic and emotional exchanges, by clarifying role requirements, and rewarding and parsing desired outcomes. As Bass (1985) stated, transactional leadership involves contingent reinforcement that can be positive or negative. This type of characteristic can be implemented as a reward or increase in pay, or praise that occur when the subordinate performs at acceptable levels. When they have not performed in an acceptable level, they would get negative consequences: for example, withholding bonus, or pay decrease. Therefore, to be effective, contingent reinforcement must be augmented by adding transformational leadership behavior (Avolio & Bass, 2004).

Management by Exception Active is one of the main characteristics of transactional leadership which can happen when the leader has a system for actively monitoring errors and gaps in performance and tasks; it is a corrective action (Bass & Avolio, 1990). Therefore, management by exception active is a negative transaction, because the leader monitors deviations from norms and provides corrective actions.

Management by exception passive is not that different. Passive leaders just wait until deviations occur before intervening. This means that leaders pay attention more to the subordinate when corrective actions are important. Therefore, there are no preventive actions or attempts by the leader to monitor or influence performance (Bass & Avolio, 1990).

2.2 Employee Commitment

Generally, organizational researchers agree that a consensus has not yet been reached over the definition of employee commitment (Zangaro, 2001). Accordingly, employee commitment is defined as either as an employee attitude or as a force that binds an employee to an organization. Allen and Meyer (1997) proposed that commitment as a psychological attachment may take the following three forms: the affective, continuance and normative forms. Stallworth (2003) considers the three types of commitment to be psychological states in which employees experience in differing degrees and varying strengths. Stredwick (2005) indicates that a number of researchers use the level of commitment as a key reflection of organizational success from a people management view. Thus, Pierce and Dunham (2001) found that individuals identify with their work at a variety of levels such as their job, profession or organization. Without commitment, employees are not prepared to develop their skills and competencies, take on board the enhanced responsibilities for quality, work organization and problem solving, and 'go the extra mile' to come up with improvements and innovations.

Meyer and Herscovitch (2001) have pointed out that there are differences in the dimensions, forms or components of commitment that have been described in the different multidimensional conceptualizations of organizational commitment. They attribute these differences to the different motives and strategies involved in the development of these multidimensional frameworks. Meyer and his colleagues (Allen & Meyer, 1990; Meyer & Allen, 1991; 1997; Meyer & Herscovitch, 2001) came up with a three-component model of organizational commitment which incorporates affective, continuance and normative as the three dimensions of organizational commitment.

2.2.1 Affective Commitment

Allen and Meyer (1990) refer to affective commitment as the employee's emotional attachment to, identification with and involvement in the organization. Affective commitment involves three aspects: the formation of an emotional attachment to an organization, identification with, and the desire to maintain organizational membership. Allen and Meyer (1990) argue that individuals will develop emotional attachment to an organization when they identify with the goals of the organization and are willing to assist the organization in achieving these goals. They further

explain that identification with an organization happens when the employee's own values are in harmony with organizational values and the employee is able to internalize the values and goals of the organization. Mowday, Steers and Porter (1979) also described affective organizational commitment as an active relationship with the organization such that individuals are willing to give something of themselves in order to contribute to the organization's well-being. From the above descriptions, a psychological identification and pride of association with the organization is evident. Employees with a strong affective commitment continue to be a member of the organization because they want to do so. This is primarily because of its association with desirable work behaviors such as increased productivity, personnel stability, lower absenteeism rate, job satisfaction and organizational citizenship. Meyer and Herscovitch (2001) report that affective commitment has been found to correlate with a wide range of positive outcomes with respect to turnover, absenteeism, job performance and organizational citizenship behavior.

2.2.2 Continuance Commitment

The second of Allen and Meyer's (1990) dimensions of organizational commitment is continuance commitment, which is based on Becker's (1960) side-bet theory. The theory states that as individuals remain in the employment of an organization for longer periods, they accumulate investments, which become costly to lose the longer an individual stays. These investments include time, job effort, and organization specific skills that might not be transferable or greater costs of leaving the organization that discourage them from seeking alternative employment, work friendships and political deals. Allen and Meyer (1990) describe continuance commitment as a form of psychological attachment to an employing organization that reflects the employees' participation as the loss that would otherwise be suffered if they were to leave the organization. Allen and Meyer (1990) explain that continuance commitment involved awareness on the employee's part of the costs associated with leaving the organization. This then forms the individual's primary link to the organization and the decision to remain with the organization is an effort to retain the benefits accrued.

Romzek (1990) argues that employees calculate their investments in the organization based on what they have put into the organization and what they stand to gain if they remain with the organization. Sometimes employees express continuance commitment because of personal

investments in non-transferable investments. The investments could include time and money tied up in an organization's retirement plan, special skills that are unique to a particular organization, close working relationships with co-workers and other benefits that make it too costly for one to leave the organization and seek employment elsewhere. In addition to the fear of losing investments, individuals develop continuance commitment because of a perceived lack of alternatives. Allen and Meyer (1990) argue that such an individual's commitment to the organization would be based on perceptions of employment options outside the organization. This occurs when employees start to believe that their skills are not marketable or that they do not have the skills required to compete for positions in another field. Such employees would feel tied to their current organization. Employees who work in environments where the skills and training they get are very industry specific can possibly develop such commitment. As a result, such employees could feel compelled to commit to the organization because of the monetary, social, psychological and other costs associated with leaving the organization. Unlike affective commitment, which involves emotional attachment, continuance commitment reflects a calculation of the costs of leaving versus the benefits of staying.

2.2.3 Normative Commitment

The third dimension of organizational commitment is normative commitment, which reflects a feeling of obligation to continue employment. Employees with a high level of normative commitment feel they ought to remain with the organization (Allen & Meyer, 1990). Researchers have overlooked this view of organizational commitment, as relatively few studies explicitly address normative commitment. Randall and Cote (1991) as well as Allen and Meyer (1990) are some of the few who have attempted to differentiate normative commitment from the other components of organizational commitment. Randall and Cote (1991) regard normative commitment in terms of the moral obligation the employees develop after the organization has invested in them. They argue that when employees start to feel that the organization has spent either too much time or money developing and training them, such employees might feel an obligation to stay with the organization. For example, individuals whose organization paid for their tuition while they were improving qualifications might believe that they can reimburse the organization by continuing to work for it. In general, normative commitment is most likely when individuals find it difficult to reciprocate the organization's investment in them. Jaros, Jermier,

Koehler and Sincich (1993) agree with Allen and Meyer (1990) and refer to normative commitment as moral commitment. They emphasize the difference between this kind of commitment and affective commitment, because normative commitment reflects a sense of duty, obligation or calling to work in the organization and not emotional attachment. They describe it as the degree to which an individual is psychologically attached to an employing organization through internalization of its goals, values and missions. This type of commitment differs from continuance commitment, because it is not dependent on the personal calculations of sunken costs.

The multidimensionality of organizational commitment reflects its highly complex nature. The three aspects of organizational commitment, as we have seen, seem to have different foundations. As all those forces, that are attributed to be variables associated with the different forms of commitment, co-exist in an organization, it can be assumed that the three types of commitment can also co-exist. It is important to realize that the three different dimensions of organizational commitment are not mutually exclusive. An employee can develop one, any combination or all of the three aspects of commitment. These aspects of organizational commitments differ only on the bases of their underlying motives and outcomes (Becker, 1992). For example an employee with affective commitment will stay with an organization and be willing to exert more effort in organizational activities while an employee with continuance commitment may remain with the organization and not be willing to exert any more effort than is expected.

One reason organizational commitment has emerged as a focus in the study of work attitudes and behavior is due to demonstrated links with turnover intention and turnover (Allen & Meyer, 1996). Meyer and Allen (1991) suggest that disparate outcomes are associated with the different factors motivating employees to remain with the organizations. A longitudinal study by Porter (1974), found that “leavers” of organizations were consistently characterized by lower levels of commitment than “stayers”. Meyer and Allen (1997) argue that the different components of commitment may have different consequences for work-related behaviors. For example, employees high in affective commitment demonstrate emotional attachment, identification with and involvement in the organization. These employees are less likely to engage in withdrawal

behavior and more willing to accept change (Meyer & Allen, 1997). Normative commitment is also expected to have similar consequences as affective commitment. This type of commitment focuses on moral obligation which derives in part from the socialization practices of the organizations. Employees have an obligation to reciprocate to the organization and therefore they are less likely to leave, be absent and be more receptive to change (Bycio, Hackett & Allen, 1995,). The third form of commitment, continuance, anticipates having a similar relationship as affective commitment with both turnover intentions and absenteeism, but employees with high levels of continuance commitment generally react negatively to change (Bycio et al., 1995).

2.3 Strategic Leadership and Employee Commitment

The literature has shown that transactional and transformational can get result from subordinates that are beyond expectations. All managers throughout the organization should be strategic leaders, to some extent, to effectively formulate and implement business-unit and corporate-level strategies (Hitt, Ireland, & Hoskisson, 1995). Employees' trust in the institutional leaders has become a critical issue. Specifically, the approach taken by leaders in handling negative events such as layoffs or budget cuts may directly affect followers' subsequent trust in their leaders (Korsgaard, 2002; Tourish, 2004). Having trust in one's leader or direct supervisor has been linked to desirable performance out-comes such as satisfaction, retention, commitment and organizational citizenship behavior (Connell, 2003; Corbitt & Martz, 2003; Costa, 2003; Dirks & Ferrin, 2002). According to Schuler (2004), most people who experience low morale in the work environment blame management or their immediate supervisor for their leadership-related competencies such as communicating vision, energizing staff, demonstrating trust and loyalty, and developing teams. According to Johnsrud (2002), academics stay where morale is high, where they feel mentored; where they experience a sense of community, autonomy, and intellectual challenge (Magner, 1999); where institutional support is clear and pervasive (Mellow et al., 2003); where they make a decent living (Kerlin & Dunlap, 1993); where the definition of scholarship is sufficiently broad to encompass their teaching and scholarship (Antonio, 2002); and where they feel their voices are heard, their contribution is sought and valued, and they are given a chance to participate in leadership and decisions that affect them (Turner & Myers, 2000). According to Stum (1999), employee commitment reflects the quality of the leadership in

the organization. Therefore it is logical to assume that strategic leadership behavior would have a significant relationship with the development of organizational commitment.

Each of the approaches describes different dimensions of leadership and their effects on the relationship between leaders and their followers. The Full Range Leadership Development Model, developed by Bass and Avolio (1994), provides the development of transformational leadership from transactional leadership. This was supported by Pruijn and Boucher (1994) when they stated that transformational leadership is an extension of transactional leadership. According to them a leader may display various degrees of transactional or transformational leadership style depending on the situation. Transformational leadership is generally associated with desired organizational outcomes such as the willingness of followers to expend extra effort (Yammarino & Bass, 1990). A willingness to expend extra effort indicates some degree of commitment. Contingent reward behaviors that represent transactional leadership have been found to be reasonably associated with performance and work attitudes of followers although at a lower level than transformational leadership behaviors (Bass & Avolio, 1990). According to Shamir, Zakay, Breinin & Popper (1998) suggested that transformational leaders are able to influence followers' organizational commitment by promoting higher levels of intrinsic value associated with goal accomplishment, emphasizing the linkages between follower effort and goal achievement, and by creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission and organizational goals. Transformational leaders influence followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential. By encouraging followers to seek new ways to approach problems and challenges and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organizational commitment (Walumbwa & Lawler, 2003).

Billingsley and Cross (1992) reported a positive relationship between leader support and commitment. Tao and his colleagues (1998) also found that supervisory behavior predicted internalization. In three separate studies, Popper, Mayseless and Castelnovo (2000) found

evidence to support the hypothesis that a positive correlation existed between transformational leadership and attachment. Zeffane (2003) argued that the answer to the question of employee commitment, morale, loyalty and attachment may consist not only in providing motivators, but also to remove de-motivators such as styles of management not suited to their context and to contemporary employee aspirations. Thus, a leadership or management style that encourages employee involvement can help to satisfy employees' desire for empowerment and demand for a commitment to organizational goals. Gaertner (2000) argues that more flexible and participatory management styles can strongly and positive enhance organizational commitment. Kanter (1999) suggest that, in order to build commitment to change, managers should: allow employees to participate; provide a clear picture or vision of the future; share information; demonstrate commitment to the change; tell employees exactly what is expected of them; and offer positive reinforcement. This removes uncertainty in members of the organization in terms of what their roles are and the future direction of the organization.

2.4 Conceptual Framework

The framework for this study examines strategic leadership as a key component in affecting employee commitment. The conceptual framework for this study is illustrated in figure 2.1.

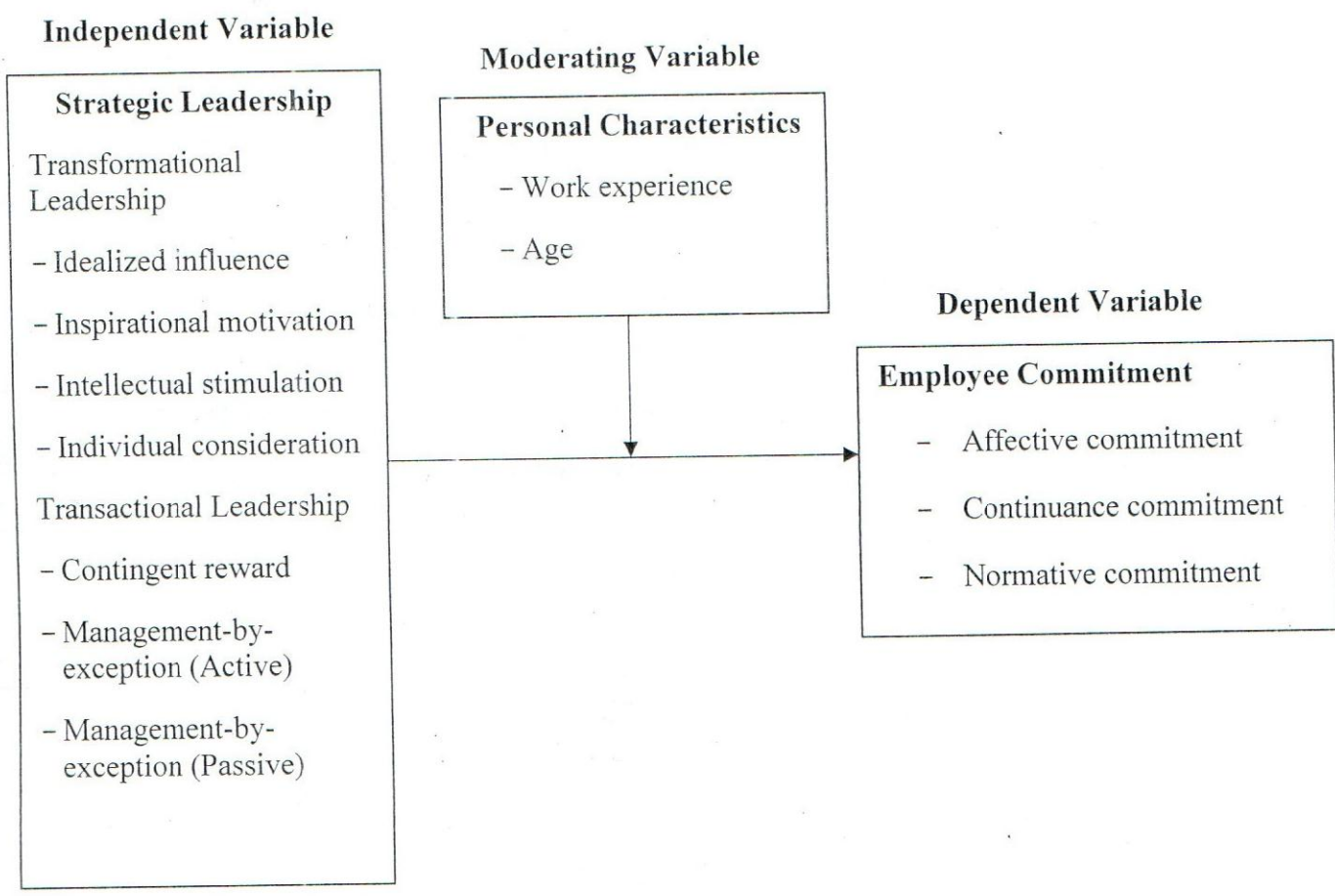


Fig: 2.1: Relationship between strategic leadership, personal characteristics and employee commitment

Source: Author (2012).

According to this framework, strategic leadership constitutes independent variable whereas employee commitment is the dependent variable. In this regard, Strategic leadership practice will be assessed through the specific activities in areas of transformational leadership and transactional leadership. On the other hand employee commitment will be assessed in relation to affective commitment, continuance commitment and normative commitment. A relationship

between commitment and leadership style has been reported in the organizational and management literature. Billingsley and Cross (1992) reported a positive relationship between leader support and commitment. The personal characteristics may have an effect on employee commitment. They can become an obstacle in achieving employee commitment.

Employee age has been regarded as a positive predictor of commitment for a variety of reasons. Kaldneberg et al. (1995) argue that as workers get old, alternative employment options generally decrease, making their current job more attractive. They pointed out that older individuals may have more affective commitment to the organization because they have greater history with the organization than younger workers.

According to Meyer and Allen (1997), work experience variables have the strongest and most consistent correlation with affective commitment in most studies. Job challenge, degree of autonomy and variety of skills used have promoted stronger affective commitment to the organization among employees whose leaders allow them to participate in decision making (Rhodes & Steers, 1981) and those who treat them with consideration (DeCottis & Summer, 1987).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

This study used correlation survey design in which opinions of the academic staff from tertiary institutions were sought. This design was chosen because it is the most appropriate method when the researcher seeks to determine the strength of relationship between variables (Sekaran, 2004). The data collected were both qualitative and quantitative in nature as it attempted to collect data from members of a population in order to determine the current status with respect to one or more variables (Mugenda & Mugenda, 1999).

3.2 Target Population

The study comprised of academic staff in tertiary institutions within Nakuru Municipality. There are 16 tertiary institutions (Municipal Council of Nakuru, 2012) as seen in table 3.1.

3.3 Sample and Sample Design

Data for the study was collected from a sample of academic staff. To determine the sample size the study adopted the formula of Israel (1992) as shown in equation 1 below.

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n = sample size,

N = target population

e = margin of error (the desired precision, i.e., 0.05 for 95% confidence level).

The population comprise of 206 lecturers in tertiary institutions within Nakuru Municipality. Substituting N (206) and e (0.05) in the equation gives the sample size (n).

$$n = \frac{206}{1 + 206(0.05)^2} \approx 139$$

Thus the sample size (n) = 139

To ensure each tertiary institution was represented in the sample, proportionate stratified random sampling technique was used. This sampling method ensured that different groups of the population are adequately represented in the sample so as to increase the level of accuracy when estimating parameters.

Table 3.1: Sample determination.

No.	Name of the institutions	Lecturers (N)	Sample (n)
1	RIFT VALLEY INSTITUTE OF SCIENCE AND TECHNOLOGY	30	23
2	TRACOM COLLEGE	40	27
3	AFRICAN INSTITUTE OF RESEARCH AND DEVELOPMENT STUDIES	18	14
4	SEREIN EDUCATION CENTRE	5	3
5	MIS SCHOOL OF ACCOUNTACY	7	4
6	INTRAGLOBAL TRAINING INSTITUTE	10	7
7	STEPUP COLLEGE	12	8
8	RIFT VALLEY INSTITUTE OF PROFESSIONAL STUDIES	12	8
9	KENYA INSTITUTE OF JUSTICE AND CRIMINOLOGY	9	5
10	KENYA INSTITUTE OF PROFESSIONAL COUNSELLING	5	3
11	MWANGAZA COLLEGE	7	4
12	JOGOO COLLEGE	14	9
13	RIFT VALLEY INSTITUTE OF HAIR DRESSING BEAUTY AND THERAPY	4	2
14	RIFT VALLEY INSTITUTE OF DEVELOPMENT STUDIES	12	8
15	ARCHIEVERS PROFESSIONAL CENTRE	6	4
16	KENYA MEDICAL TRAINING COLLEGE	15	10
TOTAL		206	139

3.4. Data Collection

Data was collected regarding the perception of the lecturers on the strategic leadership and employee commitment. Two sets of structured questionnaires targeting the respondents were used. Composite averages score of transformational and transactional were used. The two types of questionnaires consisted of Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2002) for both transformational and transactional leadership and questionnaire on employee commitment (ECQ) developed by Meyer and Allen (1997). The researcher administered the questionnaires and picked them after the respondents had filled them.

3.5 Reliability and Validity

Cronbach's alpha reliability coefficients was calculated to estimate the reliability of the MLQ and ECQ instrument. The results are given in appendix III. The average Cronbach's alpha reliability coefficient obtained for the MLQ does substantiate the reliability of the MLQ.

The average Cronbach's alpha reliability coefficient for the MLQ instrument is 0.8780 and 0.901 for ECQ. These are above the threshold of 0.7 which is considered good (Sekaran, 2000). Therefore, for this research, the MLQ instrument and ECQ were reliable measures of strategic leadership and employee commitment respectively.

3.6 Data Analysis and Presentation

The data collected was coded, keyed into SPSS computer software, organized and checked for any errors that could have occurred during data collection. Descriptive statistics was used to analyze the mean scores and standard deviations for each of the factors of transformational, transactional and employee commitment. T-test was used to determine whether there were sector difference in employee commitment. Effect of transformational and transactional leadership styles were tested using Pearson correlation analysis while multiple regression analysis was used to test the effect of strategic leadership and employee commitment of academic staff in tertiary institutions. To measure aspects of strategic leadership (transformational and transactional leadership) likert type scale was used as shown in appendix 1. This helps to look for the relationship between interval variables (Saunders et al., 2007). The results were presented using

tables and bar graphs. Table 3.2 presents a summary of the study objectives and the mode of analysis used.

Table 3.2: Summary of hypotheses and analysis techniques

Research Hypotheses	Independent Variables	Dependent Variables	Statistical Analysis
Sector difference has no effect on employee commitment of academic staff	Strategic Leadership	Employee Commitment	T-test analysis
Transformational leadership has no effect on commitment of academic staff.	Strategic Leadership	Employee Commitment	Pearson Correlation
Transactional leadership has no effect on commitment of academic staff.	Strategic Leadership	Employee Commitment	Pearson Correlation
The combined level of transformational leadership and transactional leadership has no effect on commitment of academic staff.	Strategic Leadership	Employee Commitment	Regression analysis

Source: Author (2012).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Background Information

This chapter presents the research findings and discussions of the results with reference to the specific research objectives. The general objective of the study was to determine the effect of strategic leadership on commitment of academic staff in Nakuru Municipality, Kenya.

4.1.1 Profile of the Respondents

The research focused on the effect of strategic leadership on commitment of academic staff as seen in tertiary institutions within Nakuru municipality. Descriptive statistics was used to summarize quantitative data. A sample of 139 lecturers was used for the study out of the total population of 206. Out of the 139 sample units that were targeted, 119 lecturers completed and returned the questionnaires representing a response rate of 85%. The sample distribution of the respondents is as shown in table 4.1.

Table 4.1: Sample Distribution of Respondents

Gender of the Respondents		
	Frequency	Percent
Male	51	42.9
Female	68	57.1
Total	119	100.0

Age of the Respondents		
	Frequency	Percent
26-34	54	45.4
35-44	48	40.3
45-54	5	4.2
55 And Above	12	10.1
Total	119	100.0

Education of the Respondents		
	Frequency	Percent
Diploma	44	37.0
Bachelors	56	47.1
Masters	19	16.0
Total	119	100.0

Academic Institutions		
	Frequency	Percent
Private	86	86.5
Public	33	33.5
Total	119	100.0

Source: Field data (2012).

From table 4.1, there were 51 male respondents representing 43% of the total sample. The females were 68 of the respondents, representing 57% of the respondents.

Information concerning the age of respondents was also analyzed. As shown in table 4.1, most of the academic staff members both in public and private tertiary institutions were within the age of 26-34 years representing 45.4% of the respondents, followed by those aged 35-44 years (40%); 55 years and above (10%) and the lowest being those aged between 45-54 years at (4%) . These findings show that a significant proportion of the respondents are aged between 26 - 34 years.

Regarding the educational level of the respondents, they were divided according to their qualification. Table 4.1, shows that majority of the respondents had Bachelor's degrees (47%), followed by Diploma holders (37%) and finally those with Masters Degrees (16%). It is apparent that, most of the academic staff members had degrees compared to other qualifications.

From the table, most of the academic staff members were lecturing in private institutions compared to public institutions. Most of the tertiary institutions were privately owned (86%) compared to public institutions (39.5%). They offer certificate and diploma courses while others offer degree courses in collaboration with specific universities. Private institutions had a larger number of staffs (86), compared to public institutions (33). This may be because the government is no longer the major employer. This information has been diagrammatically represented in figure 4.1:

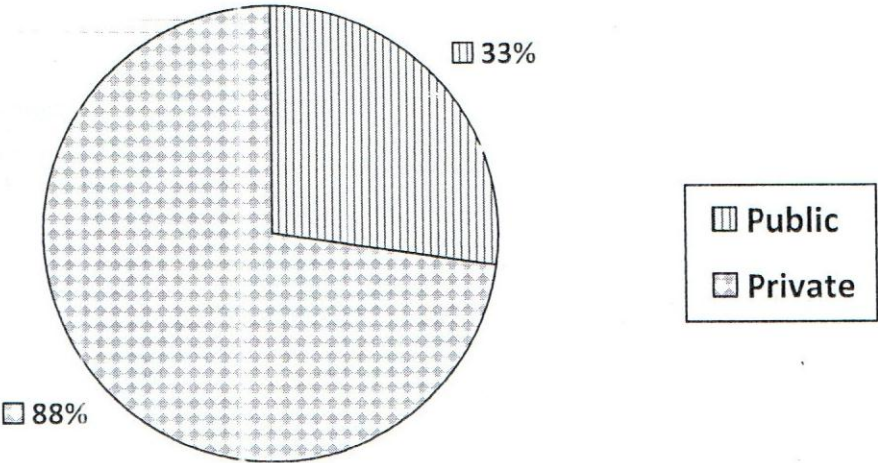


Figure: 4.1. Ownership of Tertiary Institutions in Nakuru Municipality
Source: Field data (2012).

4.2 Strategic Leadership in Tertiary Institutions

To establish the extent to which strategic leadership was being practiced in the tertiary institutions, the researcher sought responses on both transformational and transactional leadership styles.

4.2.1Transformational Leadership

Table 4.2.1 shows the respondents responses on transformational leadership style as practiced by principals on scale ranging from not at all as the lowest to a very great extent on the higher side.

Table 4.2.1: Transformational leadership

Statements	Percentage Responses (%)				
Aspects of TFL	Not at all	Little extent	Moderate extent	Great extent	Very great extent
Display power	2.5	11.8	23.5	47.1	15.1
Respect decisions	10.1	21	25.2	35.3	8.4
Reduces duties	12.6	15.1	30.3	26.1	16
Encourages Innovativeness	14.3	16.8	21.8	29.4	17.6
Prompt alternativeness	5	21	37	21.8	15.1
Recognize individuals	5	15.1	18.5	38.7	22.7
Display pride	15.1	21.8	19.3	17.6	26.1
Encourage Purposefulness	1.7	12.6	29.4	30.3	26.1
Coaches subordinates	14.3	26.1	10.9	21.8	26.9
Optimistic	11.8	1.7	14.3	35.3	37
Re-examines assumptions	7.6	16	36.1	38.7	1.7
Brings change	6.7	7.6	31.9	23.5	30.3
Considerate of others	11.8	9.2	26.1	26.9	26.1
Gives feedback	18.5	14.3	19.3	30.3	17.6

Source: Field data (2012).

As shown in table 4.2.1, the proportion of respondents gave their opinion on the extent of transformational leadership style as practiced in their institutions. The responses were between moderate to a great extent. Most of the respondents agreed that the principal displayed sense of power and confidence (47.1%) and respects employee decisions (35.3%). This implies that principals are ready to take and share the risks with followers and that they show charisma by articulating a reasonable vision and a sense of purpose. The data further indicates that the principals treat others as individuals rather than just as a member of a group (38.7%) and re-examine critical assumptions to determine whether they are appropriate (38.7%). Leaders who demonstrate individual consideration often coach, mentor and counsel their subordinates.

Further, 26.1 % agree that, their principal displays pride in the institution and encourage purposefulness to a greater extent (30.3%). Leader behavior towards the employees or subordinates should be reflecting respect, trust and faith. As the principal display these elements the subordinates identify with them and want to emulate them. Therefore it should be noted that these qualities of leadership are basic for management success. In addition, 37% agree to a very great extent agree that principals are optimistic about the future and 38.7% agree to a great extent that principals re-examine critical assumptions to question whether they are appropriate. Managerial ability is another quality which is essential of a leader. A transformational leader cannot implement successfully without some major attributes of leadership which include creativity and teaching power.

Finally, the respondents agree that principals are considerate of their employees (26.9%) to a great extent and give feedback to employees on timely basis (30.3%). It can be deduced that principals recognize and demonstrate acceptance of individual differences among the followers in terms of the needs and desires. Those leaders who demonstrate self-determination and commitment to attaining objectives and present an optimistic and achievable view of the future stimulate employee commitment.

Distribution of respondents regarding the practice of transformational leadership style has been diagrammatically represented in figure 4.2.1:

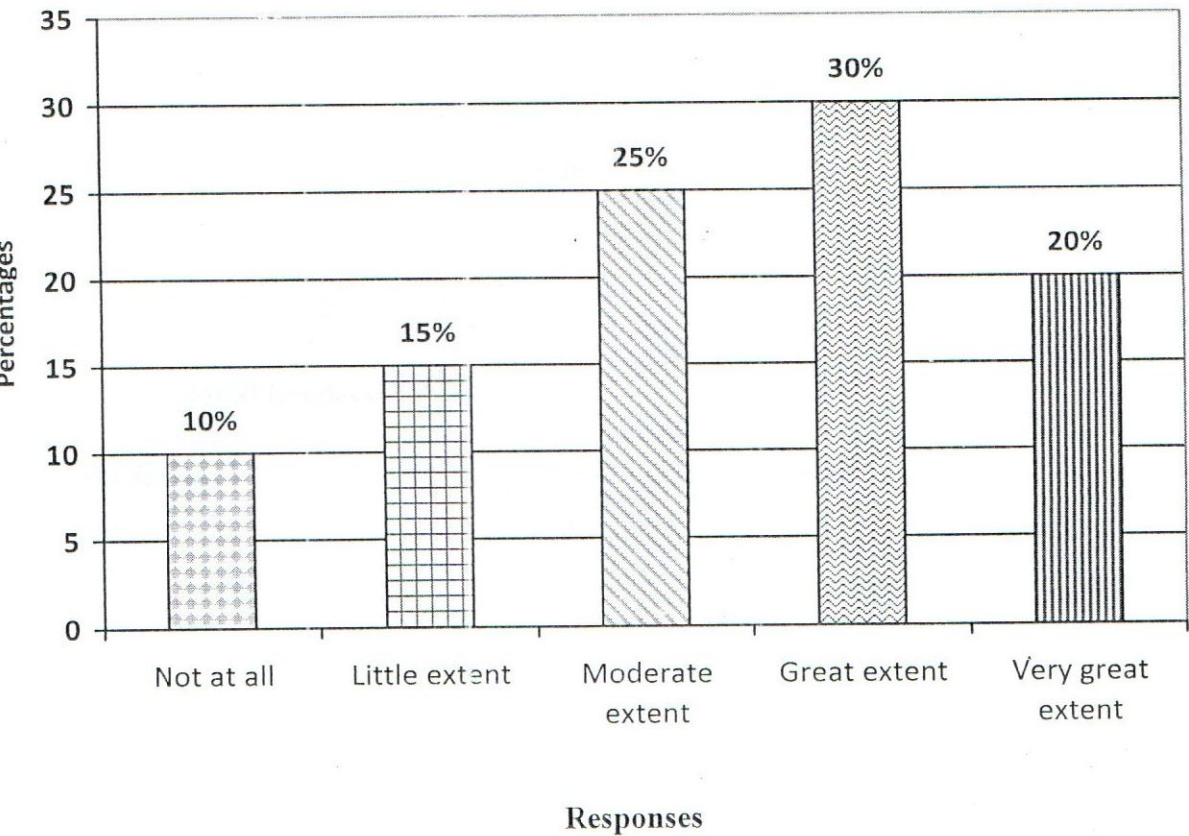


Figure 4.2.1: Transformational Leadership
Source: Field data (2012)

From the figure 4.2.1, it can be concluded that transformational leadership is moderately practiced to at a great extent in most institutions. These scores suggest that some employees perceived their immediate managers as displaying the ideal levels of transformational leadership behaviors. Some employees perceived their immediate managers as doing an above average job of clarifying expectations and recognizing accomplishments (38.7%). The results presented concur with literature that suggest that transformational leadership generally elicits greater levels of employee buy-in, with leaders encouraging employees to adopt the organizational vision as their own, through inspiration (Cacioppe, 1997 & Botha, 2001). Thus, employees feel a sense of

belonging to the organization and remain with the organization because they want to, thus exhibiting commitment.

Some employees perceived their immediate managers as taking corrective action in a timely manner while others perceived that their immediate managers tended to wait too long before resolving a problem or taking corrective action. The findings support the work of Stup (2005), that those employees who are pleased with their supervisors/leaders and feel that they are being treated with respect and value by their management experience more attachment with their organizations

4.2.2 Transactional Leadership

To establish the extent to which transactional leadership was being practiced in the tertiary institutions, the researcher sought responses on the aspects of transactional leadership being practiced. The response is ranked from not at all, as the lowest, to very great extent on the higher side. The table 4.2.2 shows the respondents responses on transactional leadership style as practiced by principals.

Table 4.2.2: Transactional leadership

Statements	Percentage Responses (%)				
	Not at all	Little extent	Moderate extent	Great extent	Very great extent
Aspects on TAL					
Provide assistance	12.6	11.8	21.8	47.1	6.7
Focuses on deviations	0	23.5	20.2	25.2	31.1
Reward employees	19.3	24.4	21	20.2	15.1
Monitors employees	2.5	16	22.7	43.7	15.1
Does not interfere	19.3	26.9	17.6	20.2	16
Takes action on chronic issues	27.7	25.2	18.5	17.6	10.9
Express satisfaction	1.7	6.7	28.6	16.8	46.2
Outcome of goals	10.1	17.6	14.3	34.5	23.5

Source: Field data (2012).

The proportion of respondents who felt that transactional leadership style was being practiced in the institution was relatively moderate. Most of the respondents agree that principals provide assistance in exchange of their efforts (47.1%). By providing contingent rewards, a transactional leader might inspire a reasonable degree of involvement, loyalty, commitment and performance of subordinate. However, 31.1% believe that principals focus their attention on irregularities, mistakes, exceptions and deviations from standards and 24.4% agree to a little extent that they were rewarded once they achieved the set goals. This may be challenging to the institutions as transactional leadership is based on contingent reinforcement where followers are motivated by their leaders' promises, rewards and praises.

In addition, 43.7% agree to a great extent that, principals monitor employees to ensure mistakes are not made, and 26.9% interfere before the problem becomes serious. This means that leaders react to as whether the followers carried out what they had transacted to do. This implies that subordinates who work under transactional leaders would have a greater power and ability to

affect the strength of a leader’s influence, style of behavior and the performance of the group. This means that leaders pay attention more to the subordinates when corrective actions are important.

Finally, study findings revealed that 46.2% agree to a very great extent that the principals express satisfaction when one meets expectation and makes it clear what one can expect to receive when performance goals are achieved. These are represented by 34.5% of the respondents. This reinforcement is augmented by contingent rewards as provided by the principals.

Distribution of institutions regarding the practice of transactional leadership was also summarized diagrammatically as represented in figure 4.2.2:

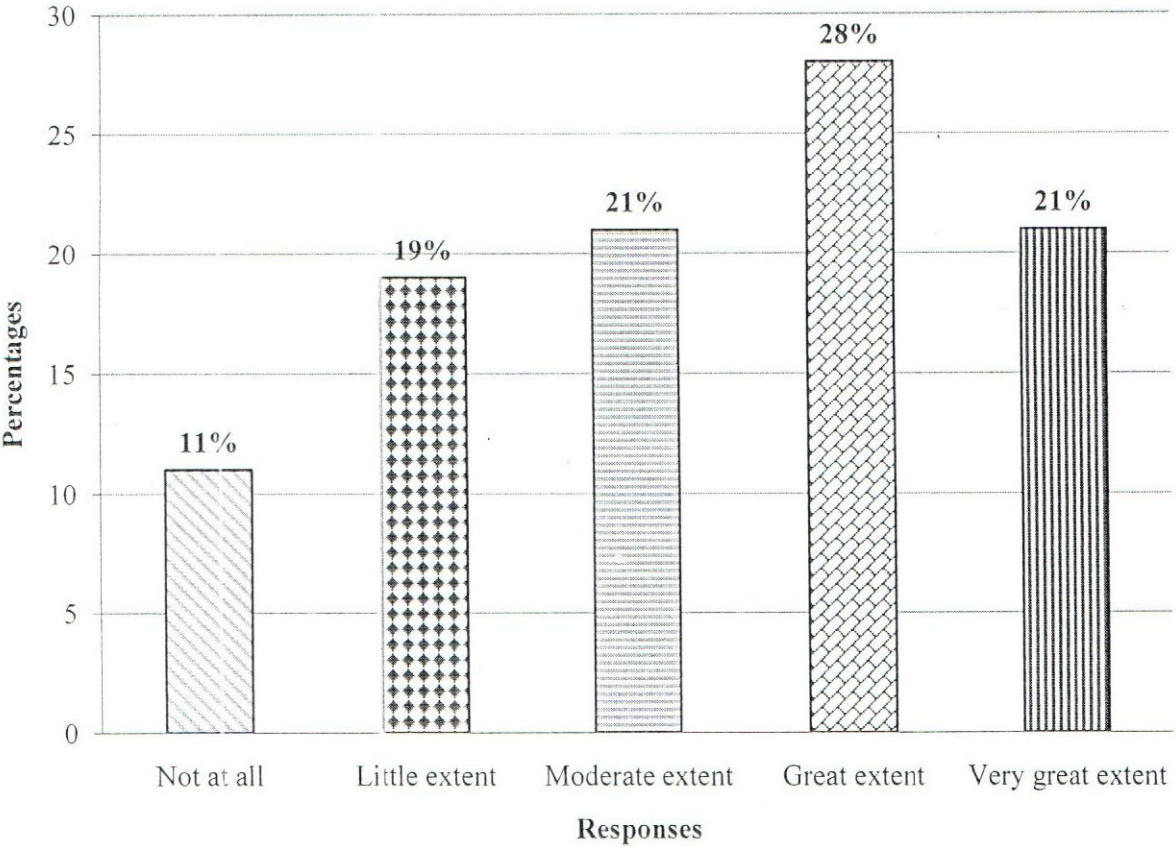


Figure 4.2.2: Responses on Transactional leadership.

Source: Field data (2012).

From figure 4.2.2, the study findings revealed that 11% of the respondents do not agree that transactional leadership is being practiced. Of the respondents 19% believe that transactional leadership is being practiced to a little extent, but mostly agree that transactional leadership is being practiced to a greater extent as represented by 28%. This could be attributed to employees' value of incentives as a form of motivation. The major focus of transactional leaders is role clarification for followers and leaders have to know the needs of employees in achieving organizational goals. These findings agree with Sosik & Jung (2010) that transactional leaders monitor follower performance and take necessary corrective actions to force followers to change their work attitudes and behaviors. As a result, one's identification with the organization is likely to be enhanced. This line of reasoning is supported by prior empirical and theoretical work. Specifically, Epitropaki and Martin (2005) proposed that transactional leadership promotes followers' identification with the organization by triggering followers' self-categorization processes. It can be concluded that transactional leadership is practiced to a large extent as it is dominant in most institutions.

But as subordinates feel that principals focus attentions on irregularities, mistakes, and deviations from standards they tend to be less committed. Rewarding employees once they have achieved the agreed goals, monitoring employees to ensure mistakes are not made; the leader helps the follower to identify what needs to be done to accomplish the desired results. The leader, however, only takes the follower's basic needs into account. Therefore, the findings support the work of Bass (1985) who contends that transactional leadership uses satisfaction of lower order needs as the primary basis for motivation. The focus on transactional leadership is on role clarification. The leader helps the follower to understand exactly what needs to be done in order to meet the organization's objectives and goals.

Table 4.2.3: Frequencies of institutions on strategic leadership

	N	Mean		Std. Deviation	Variance
	Statistic	Statistic	Std. Error	Statistic	Statistic
Transformational	119	3.61	.089	.967	.936
Transactional	119	3.24	.105	1.148	1.317
	119				

Source: Field data (2012).

In table 4.2.3, the overall scores for the transformational and transactional leadership subscales are what Bass and Avolio (1997) consider ideal levels for effective strategic leadership. For the most effective strategic leadership, they suggest mean scores of greater or equal to 3.0. These scores suggest that employees in both public and private institutions perceive their immediate principal as having greater to moderate display of ideal levels of transformational leadership behaviors with a mean of 3.61 for transformational and 3.24 for transactional leadership. Whereas standard deviations of the variables were either close to or exceeded 1.0, this shows that there is not much difference in variability of the scores of the two variables.

4.3 Employee Commitment

To establish the extent to which academic staff were committed to their institutions, the staff were asked to indicate by responding to aspects of employee commitment on a Likert- type scale. The responses were ranked from; strongly disagree, as the lowest, to strongly agree on the higher side as shown in table 4.3.1.

Table 4.3.1: Employee Commitment

Statements	Percentage Responses (%)				
Description on EC	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
Happy about organization	10.1	21.8	21	37	10.1
Discusses organization positively	12.6	5.9	20.2	42.9	18.5
Identifies with organization problems	25.2	13.4	20.2	21.8	19.3
Have sense of attachment	7.6	9.2	31.9	37	14.3
No sense of Family belonging	46.2	31.9	11.8	5	5
No sense of Emotionally attachment	34.5	32.8	16	4.2	12.6
Have sense of meaning	4.2	13.4	20.2	46.2	16
Have sense belonging	35.3	31.1	16.8	12.6	4.2
Not afraid	22.7	24.4	22.7	16	14.3
Hard to leave organization	34.5	14.3	26.1	19.3	5.9
Disruption of life	18.5	29.4	12.6	31.9	7.6
Not costly	22.7	36.1	16.8	14.3	10.1
Necessity of staying	13.4	19.3	22.7	31.9	12.6
Few options for leaving	22.7	40.3	17.6	15.1	4.2
Scarcity of alternatives	20.2	42	10.9	25.2	1.7
Personal sacrifice	34.5	10.9	20.2	31.1	3.4
No sense of loyalty	39.5	18.5	24.4	10.9	6.7
Unethical movement	26.1	22.7	14.3	21	16
Sense of moral obligation	12.6	26.9	20.2	19.3	21
Non-considerate of other offers	40.3	28.6	13.4	15.1	2.5
Value of loyalty	31.1	26.1	11.8	21.8	9.2

Source: Field data (2012).

As shown in table 4.3.1, the respondents had different views concerning their commitment to the institution. Most of the employees are happy to spend the rest of their career with the organization (37%) and enjoy discussing their organization with people outside it (42.9%). When employees have an active relationship with the organization such that individuals are willing to give something of themselves in order to contribute to the organization's well-being, a psychological identification and pride of association with the organization is evident.

Furthermore, although most of the employees don't take the organization's problem as their own (25.2%), there is a significant proportion who feels that the organization's problems are part of them (27.8%). Employees with strong affective commitment continue to be members of the organization because they want to do so. Most of the employees feel that their organization has a great deal of personal meaning to them (46.2%), as many of them are afraid of what might happen to them if they leave the organization (24.4%). As individuals remain in the employment of an organization for longer periods they find it costly to leaving the organization.

In addition, most employees feel that it won't be hard for them to leave the organization (34.5%), but a considerable number are uncertain of this fact (26.1%). This might be as a result of fear that it may disrupt their lives if they leave immediately (31.9%) as many believe that staying with the organization is a matter of necessity as much as desire (31.9%). This suggests that most employees remain in the organization because of the loss that would otherwise be suffered if they were to leave the organization. This then forms the individual's primary link to the organization and the decision to remain with the organization in an effort to retain the benefits accrued.

The study findings reveal that most of the employees feel that they do not have few options to consider for leaving the organization (40.3%), and scarcity of available alternatives is not an issue to them (42%). In addition many employees who do not leave the organization require considerable personal sacrifice (34.5%), but a considerable number believe that leaving the organization requires a considerable personal sacrifice (31.1%). This could suggest that most of the employees look at personal investment that they have invested in the organization, fear of losing that investment and believe that their skills may not be marketable or that they do not have the skills to compete for positions in another field.

In conclusion, many employees feel that jumping from organization to organization is unethical to them (26.1%), but they are not driven by a sense of moral obligation to remain in the organization (26.9%). A significant number report that they consider other offers no matter how they feel about their organization (40.3%) as many believe that one is not required to remain loyal to one's organization (31.1%). This implies that employees may not have a high level of normative commitment to remain in the organization as they have not internalized organizations' goal, values and missions.

Distribution of institutions regarding employee commitment has been diagrammatically represented in the figure 4.3.1:

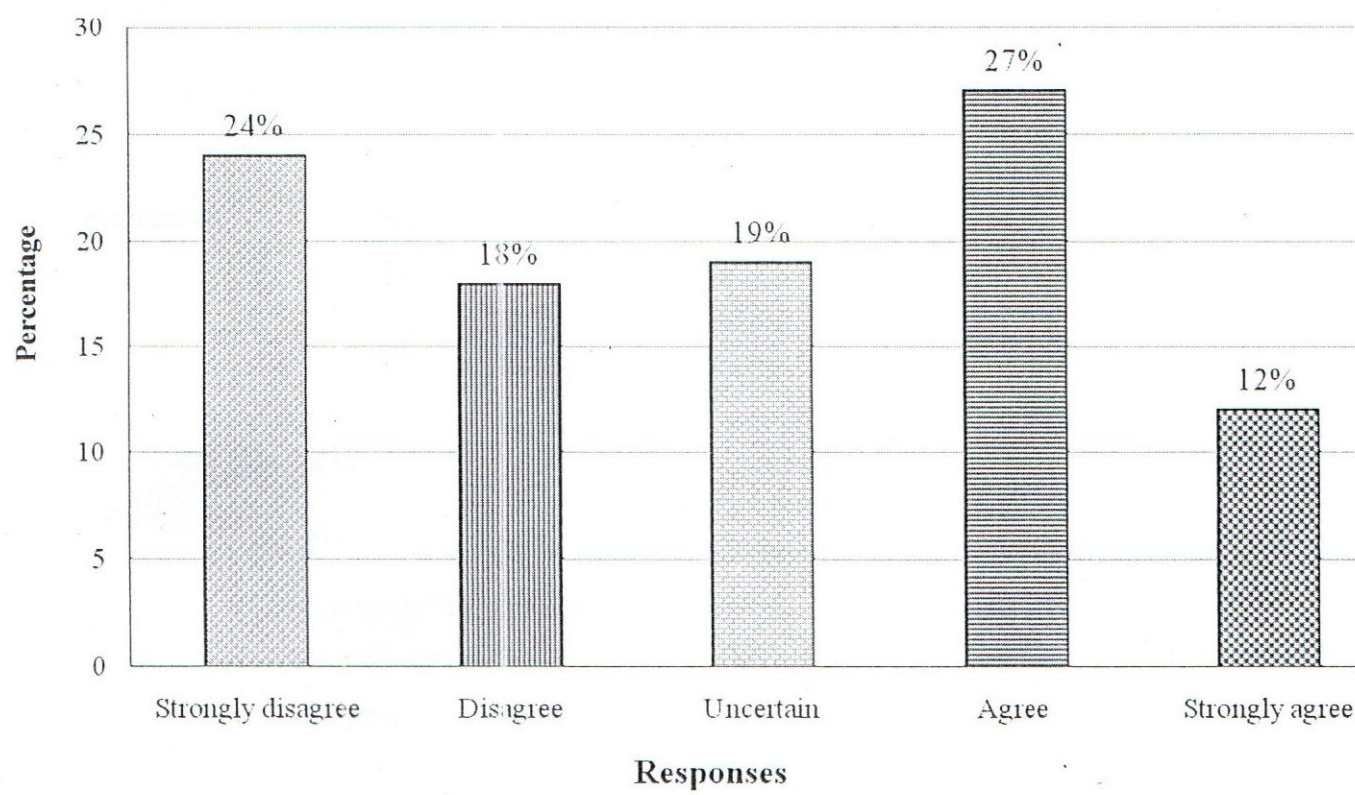


Figure 4.3.1: Responses on employee commitment

Source: Field data (2012).

From the figure 4.3.1, it can be concluded that most employees agree that they are committed to their institutions but attributed their commitment by employees is based on different factors as seen by Meyer and Allen (1991) who suggested that disparate outcomes are associated with the different factors motivating employees to remain with the organizations. The findings also agree with views of Pierce and Dunham (2001) who found that individuals identify with their work at a variety of levels such as their job, profession or organization and as employees develop one, or any combination of all the three aspects of commitment (affective, continuance and normative) the aspects of organizational commitments differ on the basis of their underlying motives and outcomes. It is important to realize that the three different dimensions of organizational commitment are not mutually exclusive. An employee can develop one, any combination or all the three aspects of commitment.

Academic staff were asked to indicate their level of commitment to the institutions. The results are presented in table 4.3.2 showing the mean and standard deviation of their responses.

Table 4.3.2: Frequencies of institutions on Employee commitment

Institutions	Mean	N	Std. Deviation
Public	2.74	33	1.122
Private	3.23	106	1.157
Total	3.15	119	1.176

Source: Field data (2012)

The scores in table 4.3.2 clearly suggest that a significant amount of central tendency existed, as the means of all components are relatively greater than 2. Academic staff in public institutions had a mean of 2.74 with a standard deviation of 1.122. This implies that employees were commitment to the institution. Those lecturing in private institutions had a mean of 3.23 with a standard deviation of 1.122. This implies that employee working in private institutions were also committed. The standard deviations on academic staff commitment between the two institutions show that there is less deviation from the mean concerning their commitment. Although the guidance on desired, average, or ideal means for employee commitment is not clearly known, the findings tend to agree with other researchers: Allen and Meyer, (1996); Dunham, Grube and

Castaneda (1994) who examined whether there was a positive or negative relationship between the different types of employee commitment, the outcomes that are being measured, as well as the pattern for those findings. The desired pattern is having the greater mean score of 2 and above.

The t-test was performed to test if there was a significance difference in employee commitment between the two groups (public and private institutions). The results are presented in 4.3.3 showing the variance.

Table 4.3.3: T-test of institutions on Employee commitment

	Test Value= 2					
	t	df	Sig. (2-tailed)	Mean Differences	95% Confidence Interval of the Difference	
					Lower	Upper
Public Institutions	11.171	5	.000	3.2333	2.4893	3.9774
Private Institutions	13.442	5	.000	2.7483	2.2228	3.2739

Source: Field data (2012)

Based on the result from the t-test, it can be argued the private institutions more were committed (t=13.442) compared to public institutions (t=11.171). There is significant difference among the number of respondents regarding their commitment in both sectors. The numbers of committed individuals are significantly high in private institutions than public institutions. One of the possible reasons for such attitude may be that individuals in private institutions feels competent in work role as it fulfills the employee’s needs and wants to be the part of the institutions, while in public institutions these needs are not observable.

4.4 Strategic Leadership and Employee Commitment

The study sought to determine the effect of strategic leadership on academic staff commitment. The study was determined using two-tailed Pearson correlation analysis. This provided correlation coefficients which indicated the strength and direction of linear relationship. Thus, both the strength of the relationship between variables and the level of statistical significance were assessed. The p-level represents the probability of error that is involved in accepting the observed result as valid, that is, as a representative of the population (MacColl, 2004). Devore and Peck (1993) provided a guideline for assessing resultant correlation coefficients as follows: coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5, but less than 0.8, represent a moderate relationship and coefficients greater than 0.8 represent a strong relationship.

The individual research hypotheses documented earlier in section 1.4 of this research were tested. As mentioned earlier, the hypothesis of the study is concerned with establishing the effect of strategic leadership on commitment for academic staff in tertiary institutions. Thus, it is necessary to use statistical tests to test the strength and direction of the relationship between these two variables of the hypothesis. The overall index score of various aspects of strategic leadership (transformational and transactional leadership styles) were correlated with overall index scores of employee commitment. The results of these hypotheses are given in table 4.4.1 and 4.4.2.

Table 4.4.1 Correlation matrix

		Transformational leadership	Employee commitment
Transformational leadership	Pearson Correlation	1	.333**
	Sig. (2-tailed)		.000
	N	119	119
Employee commitment	Pearson Correlation	.333	1
	Sig. (2-tailed)	.000	
	N	119	119

** Correlation is significant at the 0.05 level (2-tailed).

Source: Field data (2012).

From Table 4.4.1, the results reveal that there is a relatively weak positive relationship between transformational leadership and commitment ($r = 0.33$, $p < 0.05$). Hypothesis states that a positive relationship exists between transformational leadership and employees' commitment. The researcher accepts the alternative hypothesis (H_A) and concludes that there is sufficient evidence, at 5% level of significance that there is a positive relationship between transformational leadership and employee commitment. On the basis of these statistical findings it has been found that transformational leadership has significantly positive effect on the level of overall job satisfaction. Therefore the findings of the study support hypothesis and prove that by adopting transformational leadership style, leaders can achieve more committed staff. The results are consistent with various studies conducted by Arnold, Basling and Kelloway (2001) who claimed that transformational leadership style helps the leader in enhancing their employees' trust and commitment. Transformational leader gives solution to problems frequently, which enhances motivation and commitment of employee (Lawler, 2003).

The study found that if managers encourage employees' innovative thinking, spends time to teach and coach them, consider their personal feelings before implementing decisions, help them to develop their strengths, employees will have increase the level of emotional attachment to their organizations. Ismail and Yusuf (2009) and Avolio et al. (2004) who studied the impact of transformational leadership on followers' commitment concluded that there is significant positive relationship between the two variables and agree with the views of the research.

Table 4.4.2 Correlation matrix

		Transactional leadership	Employee commitment
Transactional leadership	Pearson Correlation	1	.431**
	Sig. (2-tailed)		.000
	N	119	119
Employee commitment	Pearson Correlation	.431**	1
	Sig. (2-tailed)	.000	
	N	119	119

**. Correlation is significant at the 0.05 level (2-tailed).

Source: Field data (2012).

From Table 4.4.2, the results reveal that there is a relatively weak, but significant positive relationship between transactional leadership and employee commitment ($r = 0.431$, $p < 0.05$). The researcher accepts the alternative hypothesis (H_A) and concludes that there is sufficient evidence, at 5% level of significance, that there is a weak positive relationship between transactional leadership and employee commitment. This suggests that leadership behaviors involving exchange of rewards for meeting agreed-on objectives, highlighting problems, ignoring problems or waiting for problems to become serious before taking action, may be related to how employees feel about having to stay in the organization. This supports the work of Bass & Avolio (1990) that there is little action or attempts that a leader can do to monitor or influence performance of staff. Other factors may have an impact on their commitment as seen in empirical studies of Dunham, Grube and Castaneda (1994) who suggested that this relationship could vary based on employees' perceptions of their ability to find another job with similar characteristics and the fear of loss that commits the person to the organization (Meyer & Allen, 1984).

4.4.1 Effect of Strategic Leadership on Employee Commitment

The study sought to determine the effect of strategic leadership on employee commitment. Regression analysis was conducted between independent variables and the dependent variable. To determine the effect of strategic leadership (transformational and transactional leadership styles) on commitment of academic staff in the tertiary institutions multiple regressions was used to address this objective as shown in table 4.4.3 and table 4.4.4

The results in table 4.4.3 show the model summary of multiple regression analysis of Independent variables and dependent variable.

Table 4.4.3 Regression Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.515 ^a	.265	.242		.372

a. Predictors: (Constant), TSL, TFL

Source: Field data (2012).

The results in table 4.4.3 show that there is a positive relationship between strategic leadership and employee commitment (R=0.515). The Coefficient of determination adjusted R² is 0.242 shows that 24.2% variation in employee commitment is explained by strategic leadership.

The results were also presented in a full regression model as shown in table 4.4.4

Table 4.4.4: Full regression model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	1.358	.320		4.248	.000		
Transformational leadership	.112	.058	.207	1.921	..059	.990	1.000
Transactional leadership	.318	.068	.508	4.708	.000	.990	1.000

a. Dependent Variable: Employee Commitment

Source: Field data (2012).

As shown in table 4.4.4, elements of Strategic leadership namely; transformational leadership ($\beta = 0.207$, $P = 0.059$) and transactional leadership ($\beta = 0.508$, $P = 0.000$) were found to significantly influence employee commitment in tertiary institutions. This means that the two independent variables do contribute significantly to the employee commitment the alternative hypothesis that strategic leadership does have significant influence on employee commitment in tertiary institution in Nakuru municipality was accepted. The results show that transactional leadership ($\beta = 0.508$) has a greater effect on employee commitment than transformational leadership ($\beta = 0.207$)

These results support the research done earlier by Bass et al., (2003) who viewed transformational/transactional leadership paradigm as being comprised of complementary rather than polar constructs in influencing employee commitment. This view proposes that the two styles are complementary in the sense that the transformational leadership style is ineffective in the total absence of a transactional relationship between leaders and subordinates.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The objective of this study was to determine the effect of strategic leadership on commitment of academic staff in tertiary institutions in Nakuru municipality. The variables were classified into two major groups, that is, transformational leadership and transactional leadership style on employee commitment. As the principals make decisions to influence employee commitment, the variables were moderated by age and type of institution, that is, private or public institution. The behavior of both leadership styles is considered a strong determinant of employee commitment.

This study found that the transformational leadership behaviors were positively related to commitment of academic staff, although not very strongly ($r = 0.33, p < 0.05$). This means that the leadership behaviors which involve engendering trust, inspiring a shared vision, generating enthusiasm, encouraging creativity, providing coaching and recognizing accomplishments, do explain some of the variation in how employees feel about wanting to, needing to, or feeling obligated to, stay with the organization. The more they display these behaviors, the more employees may want to, need to, or feel obligated to stay.

Transactional leadership style was positively related to commitment of academic staff although weak ($r = 0.431, p < 0.05$). Major focus of transactional leaders is follower role clarification and leaders have to know about the needs of employees which require meeting the organizational goals. Transactional leadership provides benefits at the achievement of goals and penalties when targets are not achieved.

Finally, the study revealed that although both leadership styles are practiced in institutions, transactional leader tend to have more impact on commitment of academic staff ($\beta = 0.318, P = 0.000$) compared to transformational leadership ($\beta = 0.112, P = 0.059$).

5.2 Conclusion

From the findings, there is a positive relationship between transformational leadership and commitment of staff, although weak. The result also indicated a weak but significant positive relationship between transactional leadership and commitment of academic staff. These views propose that the two styles are complementary in the sense that the transformational leadership style is ineffective in the total absence of a transactional relationship between leaders and subordinates. Furthermore, transactional leadership was found to have more effect on employee commitment compared to transformational leadership. This may suggest that leadership behaviors involving exchange of reward for meeting the agree objectives contribute more to commitment of academic staff.

5.3 Recommendations

5.3.1 Recommendations for Practice

Institutions that require their employees to develop organizational commitment should provide comprehensive training that will encourage leadership to exhibit leadership behaviors such as building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing accomplishments. Leaders can play a role in building commitment by ensuring that the organization makes effort to address both the work content and the work context by engaging in management practices to minimize employee alienation. They should demonstrate their commitment to the employees by sharing information, provide for the development and growth of employees within the organization and offer more than market related incentives. In this era of empowered employees and teams, leaders still need to communicate to their subordinates the sense that the organization respects them and values the contributions they make. Both transformational and transactional leadership behaviors have similar influence on employee commitment. This means that transformational and transactional leadership behaviors are interdependent and have an interactive effect on employee commitment. Because both transformational and transaction leadership has been found to have a significant positive relationship with employee commitment, the organization should attempt to develop these leadership styles in the institution as committed employees are most desirable. By implementing

programmes that encourage leaders to develop transformational leadership style, the institution will be able to improve the commitment levels of its employees.

Therefore, the principals might be able to increase employees' levels of commitment by improving both transformational and transactional leadership behaviors. They should demonstrate their commitment to the employees by sharing information, providing for the development and growth of employees within the organization and offering more than market related incentives.

5.3.2 Recommendations for Further Research

This study focused on the effect of strategic leadership (transformational and transactional leadership styles) on commitment of academic staff in tertiary institutions. The study acknowledges that institutions practice strategic leadership to different degrees. As explained by variation of 51.5% in employee commitment at strategic leadership indicates that there are other factors which influence employee commitment. These factors may include culture, introduction of new technology in the organization or industry and change in higher level management can also provide base for future research.

As far as the findings are concerned possible enlargement of the sample in other institutions in different municipalities, both in public and private sectors would be highly desirable. Institutions should perform a detailed study to evaluate the exact strategic leadership currently being practiced so that relevant training can be provided to encourage a leadership style which is conducive to the development of employee commitment.

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QUESTIONNAIRE

Appendix 1: RESEARCH QUESTIONNAIRE

Please answer all the questions honestly and exhaustively. Tick (✓) or fill up the box at the appropriate blank

SECTION A: GENERAL INFORMATION

1. Kindly indicate your gender

Male ☐ Female ☐

2. Age

Below 25 ☐ 26-34 years ☐ 35-44 years ☐ 45-54 ☐ 55 and above ☐

3. Highest education level

Diploma ☐ Bachelors ☐ Masters ☐ Any other

4. Type of Institution

Public ☐ Private ☐

SECTION B: STRATEGIC LEADERSHIP STYLE

Please indicate the extent to which the statements characterize strategic leadership as practiced by your principal using the key (Where: 1-Not at all; 2 – Little extent; 3 – Moderate extent; 4 – Great extent, and; 5 – Very great extent)

No.	Statements	Rating				
		1	2	3	4	5
1.	Transformational					
2.	Displays a sense of power and confidence					
3.	Respects employee decision					
4.	Searches to reduce employee’s duties and workload by using creative work methods.					
5.	Encourages employees to be innovative by refraining problems and approaching old situations in new way					
6.	Prompts employees to provide alternative solutions to the problems and challenge					
7.	Treats others as individuals rather than just as a member of a group					
8.	Instills pride in others for being associated with him/her					
9.	Specifies the importance of having a strong sense of purpose					
10.	Talks optimistically about the future					
11.	Spends time teaching and coaching					
12.	Re-examines critical assumptions to question whether they are appropriate					
13.	Focuses on bringing change to employees and encourage them to be more proactive					
14.	Considering others as having different needs, abilities, and aspirations from others					
15.	Gives feedback to the employee concerning their performance					
16.	Transactional					
17.	Provides others with assistance in exchange for their efforts					
18.	Focuses attention on irregularities, mistakes, exceptions and deviations from standards					
19.	Rewards employees once they have achieved the agreed goals					
20.	Monitors employees to ensure mistakes are not made					
21.	Doesn’t interfere until problems become serious					
22.	Demonstrate that problems must become chronic before taking action					
23.	Expresses satisfaction when one meet expectations					
24.	Makes clear what one can expect to receive when performance goals are achieved					

SECTION C: EMPLOYEE COMMITMENT

Please describe your personal views of the following statements as objectively as you can, by ticking the appropriate box that best reflects your views.

1-Strongly Disagree; 2 - Disagree; 3 - Uncertain; 4 - Agree; 5 - Strongly Agree

No.	Statements	Rating				
		1	2	3	4	5
1.	I would be very happy to spend the rest of my career with this organization					
2.	I enjoy discussing my organization with people outside it					
3.	I really feel as if this organization's problem are my own					
4.	I think that I could easily become as attached to another organization as I am to this one					
5.	I do not feel like part of the family at my organization					
6.	I do not feel emotionally attached to this organization					
7.	This organization has a great deal of personal meaning to me					
8.	I do not feel a strong sense of belonging to my organization					
9.	I am not afraid of what might happen if I quit my job without having another one lined up					
10.	It would be very hard for me to leave my organization right now, even if I wanted to					
11.	Too much in my life would be disrupted if I decided I wanted to leave my organization now					
12.	It wouldn't be too costly for me to leave my organization					
13.	Right now, staying with my organization is a matter of necessity as much as desire					
14.	I feel that I have too few options to consider leaving this organization					
15.	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives					
16.	I continue to work for this organization is that leaving would require considerable personal sacrifice					
17.	I do not believe that a person must always be loyal to his or her organization					
18.	Jumping from organization to organization does not seem at all unethical to me					
19.	I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain					
20.	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization					
21.	I was taught to believe in the value of remaining loyal to one organization					

APPENDIX III: RELIABILITY TEST

Table 4.2.1: Cronbach’s Alpha Reliability Coefficient Scores for the MLQ

Cronbach's Alpha	Cronbach's Alpha		Based on		N of Items
	Standardized Items				
.878	.884				22
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	69.67	187.900	.515	.711	.872
Q2	70.17	186.107	.485	.689	.872
Q3	70.10	185.498	.458	.761	.873
Q4	70.08	176.196	.707	.783	.865
Q5	70.07	185.301	.536	.715	.871
Q6	69.69	186.843	.458	.684	.873
Q7	70.10	187.651	.328	.517	.878
Q8	69.61	186.104	.532	.659	.871
Q9	70.07	180.233	.518	.731	.871
Q10	69.44	188.774	.345	.608	.877
Q11	70.17	184.243	.669	.742	.868
Q12	69.65	178.705	.706	.854	.865
Q13	69.82	177.220	.685	.738	.866
Q14	70.13	173.100	.761	.868	.862
Q15	70.04	180.617	.666	.857	.867
Q16	69.64	183.911	.550	.600	.870
Q17	70.40	181.988	.513	.767	.871
Q18	69.75	189.224	.438	.648	.874
Q19	70.41	204.261	-.093	.538	.891
Q20	70.69	203.182	-.065	.646	.890
Q21	69.29	192.409	.296	.550	.877
Q22	69.84	183.152	.502	.669	.872

Appendix II: List of Institutions

No.	NAME OF THE INSTITUTIONS
1.	RIFT VALLEY INSTITUTE OF SCIENCE AND TECHNOLOGY
2.	TRACOM COLLEGE
3.	AFRICAN INSTITUTE OF RESEARCH AND DEVELOPMENT STUDIES
4.	SEREIN EDUCATION CENTRE
5.	MIS SCHOOL OF ACCOUNTACY
6.	INTRAGLOBAL TRAINING INSTITUTE
7.	STEPUP COLLEGE
8.	RIFT VALLEY INSTITUTE OF PROFESSIONAL STUDIES
9.	KENYA INSTITUTE OF JUSTICE AND CRIMINOLOGY
10.	KENYA INSTITUTE OF PROFESSIONAL COUNSELLING
11.	MWANGAZA COLLEGE
12.	JOGOO COLLEGE
13.	RIFT VALLEY INSTITUTE OF HAIR DRESSING BEAUTY AND THERAPY
14.	RIFT VALLEY INSTITUTE OF DEVELOPMENT STUDIES
15.	ARCHIEVERS PROFESSIONAL CENTRE
16.	KENYA MEDICAL TRAINING COLLEGE

Source: Municipal Council of Nakuru, 2012

Table 4.2.2 Cronbach's Alpha Reliability Coefficient Scores for the Employee Commitment Questionnaire (ECQ)

Cronbach's Alpha	Cronbach's Alpha Based on N of Items				
	Standardized Items				
.901	.904				21
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	23.07	94.707	0.587	.345	0.895
Q2	23.19	92.901	0.630	.396	0.892
Q3	23.10	93.040	0.605	.366	0.894
Q4	22.78	94.920	0.619	.383	0.893
Q5	23.26	95.269	0.492	.242	0.900
Q6	23.36	95.674	0.523	.273	0.898
Q7	23.43	91.791	0.630	.396	0.892
Q8	23.82	91.251	0.659	.434	0.891
Q9	22.92	93.146	0.658	.432	0.891
Q10	23.12	88.650	0.747	.558	0.886
Q11	23.73	92.401	0.678	.459	0.890
Q12	23.55	93.591	0.634	.401	0.892
Q13	23.19	95.674	0.605	.366	0.886
Q14	23.10	91.791	0.619	.383	0.890
Q15	22.78	91.251	0.492	.242	0.894
Q16	23.26	93.146	0.523	.273	0.893
Q17	23.36	92.901	0.630	.396	0.900
Q18	23.43	93.040	0.659	.434	0.898
Q19	23.82	94.920	0.630	.396	0.892
Q20	22.92	95.269	0.605	.366	0.891
Q21	23.12	95.269	0.619	.383	0.891

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