

Linking Leadership Style With Employee Performance In Public Middle Level TIVET Institutions In Kenya

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Abstract: *Employee performance is important in the success of any organization. The study sought to establish the effect of leadership style on employee performance in the Public Middle Level Technical Training Institutions in Kenya. The study adopted a descriptive research design. Sample size was 287 targeting administrators, heads of department, teaching staff and non-teaching staff. A structured questionnaire with likert scale questions was used to collect data from the respondents. An interview was also conducted with the administrators, heads of department. The main finding of this study is that leadership style results strongly determined employee performance. The results of correlation analysis in this study demonstrated that leadership style have positive relationship with employee performance, which is statistically significant ($p\text{-value} < 0.05$). This study concludes that enhancing employee leadership style positively improves employee performance. The study recommends that the Government of Kenya and Human Resource Management should come up with an effective performance measurement system that rewards hard workers and penalizes ineffective workers.*

Keywords: *leadership style, Employee performance, Public middle level, TIVET Institutions.*

I. INTRODUCTION

Despite being a new area of application in the organizations leadership, employee performance as a practice in organizational development and effectiveness has been in use for a very long time and has been used in the improvement of, profitability, flexibility, adaptability, commitment, communication, relationship patterns, productivity and quality among other organizational variables.

Vision 2030 really contains the relativities of employee performance practices is on the duration of education. The Vision aspires for lifelong education that is tailored towards economic, social and personal developments. It also clearly touches on such effective leadership principles as equity, quality, general population empowerment and the need for participants to get involved in more social responsibility programs (Education Policy

Framework Republic of Kenya 2005a). Kenyan technical, industrial, vocational and entrepreneurship training (TIVET) institutions can play a central role in creating a human resource base to enhance science and technology in

industrialization, thus aiding the development of knowledge based economy. Given that the technical, Industrial, Vocational and entrepreneurship education sub sector is critical to the development of industry required human capacities, high quality training services must be delivered by the sector to enhance the productivity and competitiveness. All organizations are moving towards a participatory leadership and motivational orientations, associated with constant training and development, open communication, collaborative social approach and group decision making. In order to survive, compete and prosper, public middle level TIVET institutions must design their employee performance attributes and styles with the aim of improving productivity, increase efficiency and improve their communication and relationships networks, remain competitive, flexible, adaptable, committed, open and positive towards the changes taking place in the educational sector in Kenya and the East African region.

Some Public Middle level TIVET institutions have also been criticized for inefficient and poor leadership. They are said to create some of the problems hindering economic growth such as relying on traditional approaches in running

their institutions. Many studies have acknowledged skills and ability as a crucial ingredient for the success of a leader. They found that good leaders display a style that define and communicate the work that must be done by their followers, how it will be done, and the rewards their followers will receive for completing the stated objectives (Senior, 2001; Bass & Avolio, 2000; Waldman & Yammarino, 2006; Meyer & Botha, 2000).

THEORETICAL REVIEW

INFLUENCE OF LEADERSHIP THEORIES ON LEADERSHIP STYLE

There are various theories of leadership, which attempt to explain the factors involved in the emergence of leadership, the nature of leadership, or the consequences of leadership (Bass, 1990). These theories attempted to identify various leadership styles, which is the general manner in which leadership is practiced (Barling, Fullagar & Bluen, 1983). The various evolutionary approaches to leadership are categorized as those that are traditional in nature (trait, behavioural and contingency approaches) and those that centre on new approaches to leadership, transactional and transformational leadership. Each of these leadership approaches describes different dimensions of leadership, and has its own effect on the association between the leader and his followers (Senior, 1997).

The earliest research conducted on the concept of leadership focused on identifying the unique qualities or traits that appeared common to effective leaders' idea that leaders are born and not made (Swanepoel, et al., 2000). The fact that leaders were naturally born and developed meant that selection would be the key to effective leadership within an organization, rather than other factors such as training and development (Robbins, 1996). The trait approach, however, focuses almost entirely on the physical and personality characteristics (Gerber, et al., 1996). More recently, researchers moved away from assessing individuals in terms of traits, and towards assessing how leader behaviour contributes to the success or failure of leadership (Draft, 1999).

Alternative approaches to leadership began to develop after the decline in popularity of trait theories (Swanepoel, et al., 2000). Researchers moved away from assessing individuals in terms of traits, and focused on assessing how leaders' behaviour contributes to the success or failure of leadership (Draft, 1999). The behavioural approach to leadership suggests that the leader's behaviour, not the leader's personal characteristics, influence followers (Shriberg, Lloyd, Shriberg & Williamson, 1997).

The restrictions of these behavioural theories are their omission of situational factors on the level of leader effectiveness. One concern is whether one particular method of leading is appropriate for all situations, regardless of the development stage of the organization, the business environment in which it operates, or the type of people employed by the organization (Senior, 1997). The perception of leadership progressed past the view that there is one best

way to lead, and the theorists began to focus on how a leader ought to behave in order to be effective.

Dissatisfaction with the trait and behavioural theories gave rise to the situational /contingency approach to leadership. This approach to leadership examined how leadership changes from situation to situation. According to this model, effective leaders diagnose the situation, identify the leadership style that will be most effective, and then determine whether they can implement the required style (Mullins, 1999; Swanepoel, et al., 2000).

The situational approaches emphasize the importance of the situation as the dominant feature in effective leadership, together with the leader and the followers (Mullins, 1999). Different environments require different types of leadership (Hersey & Blanchard, 1988). Situational leadership does not promote an ideal leadership style, but rather considers the ability of a leader to adapt to the environment. Situational leadership studies the behaviour of leaders and their followers in varying situations (Hersey & Blanchard, 1988).

Hersey and Blanchard (1988) argued that there was no best leadership style, but rather that there could be best attitudes for managers. Leadership styles can therefore be defined as the behaviour of an organization's leader as influenced by the situation surrounding that leader (Senior, 1997). Yukl (1998) states that although situational leadership theories provide insights into reasons for effective leadership, conceptual weaknesses limit the approach's utility. Thus, it is difficult to derive specific testable propositions from the approach, with the approach not permitting strong inferences about the direction of causality (Yukl, 1998). There have been many criticisms of the traditional approaches discussed above. One such criticism, by Bass (1990), is that these approaches have not been rigidly tested in practice and are too specific either in defining leadership in terms of traits, behaviour or situation.

Transactional leaders are able to entice subordinates to perform and thereby achieve desired outcomes by promising those rewards and benefits for the accomplishment of tasks (Bass, 1990). Transactional leaders focus their energies on task completion and compliance and rely on organizational rewards and punishments to influence employee performance, with reward being contingent on the followers carrying out the roles and assignments as defined by the leader (Bass & Avolio, 2000; Mester, et al., 2003). In other words, the leader rewards or disciplines the followers depending on the adequacy of the follower's performance (Senior, 1997).

Bass (1985) suggests that transactional leadership uses satisfaction of lower order needs as the principal basis for motivation. The focal point of transactional leadership is on role elucidation. The leader assists the follower in understanding precisely what needs to be achieved in order to meet the organization's objectives (Bass, 1985). Leaders who display a transactional leadership style define and communicate the work that must be done by their followers, how it will be done, and the rewards their followers will receive for completing the stated objectives. Transactional leadership occurs when leaders approach followers either to correct a problem or to establish an agreement that will lead to better results. Additionally, transactional leadership concerns the style of leadership where the leader makes work behaviour

more instrumental for followers to reach their own existing goals while concurrently contributing to the goals of the organizations (Brand, et al., 2000).

Transactional leaders are suited to a more stable business environment with little competition, as characterized by the business arena prior to the 1980s (Tichy & Devanna, 1986). In a stable environment, transactional leaders manage what they find and leave things much as they found them when they move on (Howell & Avolio, 1993). However, the current competitive business environment requires a new style of leadership in order to ensure the organization's survival and performance, namely transformational leadership (Bass, 1985; Brand, et al., 2000).

Transformational leaders therefore teach their followers to become transformational leaders in their own right (Bass, 1994). Transformational leaders encourage subordinates to adopt the organizational vision as their own, through inspiration (Cacioppe, 1997). Transformational leadership communicates a vision that inspires and motivates people to achieve something extraordinary. Transformational leadership extends transactional leadership to attain higher levels of subordinate performance, but achieves this addition by utilizing various motivational methods and diverse types of objectives and goals (Bass, Avolio & Goodheim, 1987). Barling, et al., (2000) found that subordinates' organizational commitment was positively correlated with the transformational leadership behaviour of their supervisors.

MODEL THAT SUPPORT THE STUDY

FULL RANGE LEADERSHIP DEVELOPMENT MODEL

According to Bass and Avolio's (1999), Full Range Leadership Development Model identifies seven leadership factors and the development of transformational and transactional styles of leadership. This model describes the extent to which each of these seven leadership behaviour are active, passive, effective and ineffective, and the frequency with which these behaviour are practiced within an organization. These seven leadership factors are grouped as either a transformational, transactional or laissez-faire style of leadership (Bass & Avolio, 2000).

Transactional factors emerging from this model include contingent reward and management-by-exception. Contingent reward involves an interaction between the leader and the follower in which the leader uses rewards, promises and praise to motivate followers to achieve performance levels contracted by both parties.

Management-by-exception is defined as being either active or passive. Management-by-exception occurs when the leader monitors followers' performance for deviations from rules and standards, taking corrective action in anticipation of irregularities. In short, the leader intervenes in a follower's work when he is not putting forth the effort expected of him. In contrast, passive management-by exception occurs when a leader waits passively for mistakes to occur, intervening only if standards are not met (Bass & Avolio, 1990; Bass & Avolio, 2001; Mester, et al., 2003).

The transformational leadership style is characterized in the Full Range Leadership Development Model by four

underlying dimensions, all of which are seen by Bass and Avolio (2001) as the most active and effective behaviour of leadership. These include idealized influence, intellectual stimulation, individualized consideration and inspirational motivation and are referred to as the 'Four I's' (Bass, 1999). Yukl (1998) defines Idealized influence (charisma) as behaviour that arouses strong follower emotions and identification with the leader.

Bass and Avolio (1999, further state that through such idealized influence, leaders become role models for their followers and are admired, respected and trusted. Inspirational motivation includes behaviour that motivates and inspires followers by communicating high expectations and expressing purposes in simple ways, which provides meaning and challenge to their followers' work (Bass, 1999). This inspirational motivation arouses individual and team spirit with enthusiasm and optimism (Yukl, 1998; Bass & Avolio, 1999). Individualized consideration includes mentoring, support, encouragement and coaching of followers (Yukl, 1998; Lagomarsino & Cardona, 2003).

Transformational leaders link the individuals' current needs to the organization and new learning opportunities are created (Bass & Avolio, 1999; Mester, et al., 2003). Intellectual stimulation involves leaders stimulating their followers' effort to be innovative and creative by questioning, assumptions, reframing problems and approaching old situations in new ways (Bass & Avolio, 1999).

The above behaviour of the transformational style of leadership are contrasted to a passive, ineffective laissez-faire leadership style, where no attempt is made by the leader to motivate others or to recognize and satisfy individual needs. Laissez-faire or "hands-off" leadership was identified by Bass and Avolio (1999) in the Full Range Leadership Development Model as a non-transactional factor. Furthermore, laissez-faire leadership style is characterized by leaders who avoid decision-making, the provision of rewards and the provision of positive or negative feedback to their subordinates, with the leader clearly abdicating responsibility to others (Bass & Avolio, 2001; Hartog & van Muijen, 1999; Mester, et al., 2003). Inherent in these leadership approaches is the need to be skilled in varying degrees of emotional intelligence, so as to adaptively manage environmental demands (Stuart & Pauquet, 2001). Many studies have acknowledged skills and ability as a crucial ingredient for the success of a leader (Senior, 2001).

II. EMPIRICAL LITERATURE

Institutions and their environments have changed rapidly over the past years and as a result a new style of leadership, one that is less bureaucratic and more democratic, is needed in order to ensure the survival of institutions. A research carried out by Bass and Avolio (2000) revealed that transactional leadership style is based on traditional bureaucratic authority and legitimacy. The researchers recommended that the transactional leaders are able to entice subordinates to perform, and thereby achieve desired outcomes by promising those rewards and benefits for the accomplishment of tasks.

Bass (1999) revealed that transactional leader's relationship with the subordinates has three phases. Firstly, he recognizes what subordinates want to get from their work and ensures that they get what they want given that their performance is satisfactory. Secondly, rewards and promises of rewards are exchanged for employee's effort. Lastly, the leader responds to his employee's immediate self-interests if they can be met through completing the work. Senior (2001) conducted a research that revealed that transactional leaders are those leaders who implement structure and are understanding towards their employees.

Research has shown that employees focus their energies on task completion, compliance and rely on institutional rewards and punishments to influence employee performance, with reward being contingent on the followers carrying out the roles and assignments as defined by the leader (Bass & Avolio, 2000; Mester, et al., 2003). In other words, the leader rewards or disciplines the followers depending on the adequacy of the follower's performance. Bass (1998) further, specifically argued that a transactional leader pursues a cost-benefit, economic exchange to meet subordinates' current material and physical needs, in exchange for 'contracted' services rendered by the subordinates. Therefore, transactional leaders are thought to have an exchange-based relationship with their followers (Burns, 2001; Senior, 2005).

Bass (1999) suggests that transactional leadership uses satisfaction of lower order needs as the principal basis for motivation. He further argued that the focal point of transactional leadership is on role elucidation. The leader assists the follower in understanding precisely what needs to be achieved in order to meet the organization's objectives. A research carried out revealed that leaders who display a transactional leadership style define and communicate the work that must be done by their followers, how it will be done, and the rewards their followers will receive for completing the stated objectives (Burns, 2003, Bass & Avolio, 2000; Avolio, Waldman & Yammarino, 2006; Meyer & Botha, 2000).

Transactional leadership occurs when leaders approach followers either to correct a problem or to establish an agreement that will lead to better results (Brand, et al., 2000). Additionally, transactional leadership concerns the style of leadership where the leader makes work behaviour more instrumental for followers to reach their own existing goals while concurrently contributing to the goals of the organizations.

Tichy and Devanna (2004) found that transactional leaders are suited to a more stable business environment with little competition, as characterized by the business arena prior to the 1980s. Howell and Avolio (2003) argued that in a stable environment, transactional leaders manage what they find and leave things much as they found them when they move on. However, the current competitive business environment requires a new style of leadership in order to ensure the institution's survival and performance, namely transformational leadership (Bass, 1999; Brand, et al., 2000). Through leadership style, transformational leadership concerns the transformation of followers' beliefs, values, needs and capabilities (Brand, et al., 2000). Bass (1999) asserts that transformational leaders therefore teach their

followers to become transformational leaders in their own right. Cacioppe (2007) argued that transformational leaders encourage subordinates to adopt the organizational vision as their own, through inspiration.

Burns (2001) revealed that, it is widely accepted that transformational leadership occurs when people engage with each other in such a way that leaders and followers raise each other's levels of motivation. Furthermore, these leaders attempt to elevate the needs of the follower in line with the leader's own goals and objectives. Transformational leadership communicates a vision that inspires and motivates people to achieve something extraordinary. Hughes, Ginnett and Curphy (2000) believe that transformational leaders also have the ability to align people and the systems so there is integrity throughout the organization.

Transformational leadership is the leaders' ability to motivate followers to achieve beyond what was originally thought possible. Bass (1985) proposed four factors that were characteristics of transformational leadership, commonly referred to as the 'four I's: Idealized influence (followers idealize and emulate the behaviour of their trusted leader), Inspirational motivation (followers are motivated by attainment of a common goal), Intellectual stimulation (followers are encouraged to break away from old ways of thinking and are encouraged to question their values, beliefs and expectations), and Individualized consideration (followers needs are addressed both individually and equitably (Bass & Avolio, 1997).

Bass (1998) conducted a research that revealed that transformational leaders are responsible for motivating their employees to go beyond ordinary expectations by appealing to their higher order needs and moral values. This leadership has consistently shown advantages on a range of individual and organizational outcomes, such as objectives and performance. A study found that through setting more challenging expectations and raising levels of self and collective efficacy, such a leadership style typically achieves significantly higher performance and commitment levels from their employees (Yukl, 1998; Arnold, Barling & Kelloway, 2001; Hater & Bass, 2006; Mester, et al., 2003).

Judge and Piccolo (2004) conducted a meta-analysis of 87 studies measuring transformational, transactional, and laissez faire leadership styles. From the study, the authors found that the transformational leadership had shown the highest overall validity, while contingent reward leadership was a close second. The authors found more validity with transformational leadership than contingent rewards when looking at leader effectiveness. Contingent reward was found to be more valid for leader performance. The authors found the differences in validity were not significant for follower motivation and group performance. The authors found, through their meta-analysis, Transformational Leadership had a positive relationship with follower job satisfaction, follower leader satisfaction, follower motivation, leader job performance, group performance and rated leader effectiveness.

When some organizations seek efficient ways to enable them to outperform others, a longstanding approach is to focus on the effects of leadership (Mehra et al., 2006). This is because team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their

environments, and coordinating collective action. This leader centered perspective has provided valuable insights into the relationship between leadership and team performance.

In summary, empirical literature indicates that transformational leadership is positively connected with leaders' effectiveness (Bass, 1999). Research by Pruijn and Boucher (2004) shows evidence that transformational leadership is an extension of transactional leadership; therefore these two leadership styles are not mutually exclusive, leaders in TIVET institutions may display a varying degree of transactional or transformational leadership.

III. METHOD OF DATA COLLECTION AND ANALYSIS

A descriptive research design was carried out in an attempt to investigate the effect of Leadership style on employee performance in public middle level technical institutions in Kenya. The population for this study concentrated on administrators, heads of department, teaching staff and non-teaching staff. A total of 287 employees participated in the study. Administrators and heads of department were also interviewed. A questionnaire and interview guide were used to find out the effect of Leadership style on employee performance in public middle level technical training institutions in Kenya. A Cronbach alpha coefficient was used to determine the reliability of the instrument. Descriptive statistics such as frequency counts, means and standard deviation were determined. Correlation analysis was used to determine the effect of Leadership style on employee performance. Analysis of variance (ANOVA) test was used to establish whether there were statistically significant differences in Leadership style items between employees in different groups/ job categories (Teaching staff, Non-teaching staff, Administrative staff and HODs). Statistical Package for Social Science (SPSS) version 20 was used for analyzing the data.

IV. RESEARCH FINDINGS AND DISCUSSION

A. LEADERSHIP STYLE

Effective leaders diagnose the situation, identify the leadership style that will be most effective, and then determine whether they can implement the required style (Mullins, 1999; Swanepoel, et al., 2000). Different environments require different types of leadership (Hersey and Blanchard, 1988). Leadership styles can therefore be defined as the behaviour of an organization's leader as influenced by the situation surrounding that leader (Senior, 1997). Table 1.1 summarizes the perceptions of respondents regarding the leadership style of the head of the institution.

Leadership Style	N	Never	Very rarely	Occasionally	Most of the time	Always	Mean Score	SD
Friendly	287	15.3%	29.6%	27.5%	17.8%	9.8%	2.8	1.2
Encourages staff to express ideas and feelings fully	287	16.4%	30.3%	28.9%	15.3%	9.1%	2.7	1.2
Shares information	287	12.9%	28.9%	34.5%	16.7%	7%	2.8	1.1

Willing to take risk	287	34.8%	30.3%	22%	7.3%	5.6%	2.2	1.2
Encourages employees to give new changes and creative ideas	287	8.4%	19.9%	50.9%	14.3%	6.6%	2.9	1.0
Allows to be questioned	287	44.6%	28.6%	12.9%	9.8%	4.2%	2.0	1.2
Staff treated equally	287	34.5%	26.1%	19.9%	11.1%	8%	2.4	1.4
Give credit and recognition	287	14.3%	36.6%	34.5%	7%	7.7%	2.6	1.1
Avoids dominating discussions	287	18.5%	39.4%	25.4%	10.8%	5.9%	2.5	1.1
Head doesn't impose decisions	287	17.8%	33.4%	31.7%	9.8%	7.3%	2.6	1.1
Does not blame others	287	30%	23.7%	21.3%	17.1%	8%	2.5	1.3
Set goals for the group	287	8%	12.2%	38%	34.1%	7.7%	3.2	1.0
Concerned about individual interests	287	9.1%	15%	50.9%	17.1%	8%	3.0	1.0
Head makes his/her attitude clear to staff	287	10.5%	25.1%	34.5%	22%	8%	2.9	1.1
Does not speak in a manner to be questioned	287	22.3%	31.7%	20.6%	16.7%	8.7%	2.6	1.2
Assignment of duties to staff	287	3.8%	10.1%	39.7%	35.2%	11.1%	3.4	0.9
Emphasizes on deadlines	287	4.2%	8.7%	29.6%	40.8%	16.7%	3.6	1.0
Encourages the use of uniform procedures	287	5.2%	9.1%	31.7%	39%	15%	3.5	1.0
Lets staff to know what is expected of them	287	3.8%	10.1%	32.8%	38.7%	14.6%	3.5	1.0
Clearly communicated goals	287	4.5%	10.1%	36.6%	37.6%	11.1%	3.4	1.0

Table 1.1: Leadership Style

Interview with administrators and heads of department indicated that there is no single leadership style that leaders could adopt to offer solution to institution challenges as different situations demand different leadership style. THE RESULTS CORROBORATE THE FINDINGS WITH (Hersey & Blanchard, 1988; Bass, 1985) that leaders who display a transactional leadership style define and communicate the work that must be done by their followers, how it will be done, and the rewards their followers will receive for completing the stated objectives. In other words, the leader rewards or disciplines the followers depending on the adequacy of the follower's performance (Senior, 1997).

B. DESCRIPTIVE ANALYSIS OF THE DEPENDENT VARIABLE

The dependent variable for this study was "employee performance". Performance is generally defined as effective and efficient use of resources to achieve outcomes (Brumbach (1988). Employee performance was measured using a five point likert-type scale. Table 1.2 summarizes the responses of respondents on employee performance.

Working Space	N	Never	Very rarely	Occasionally	Most of the time	Always	Mean Score	SD
Staff believe have ability to achieve goals	287	31%	41.8%	6.3%	17.4%	3.5%	3.9	0.9
Creative Employees	287	30%	42.9%	8%	16.7%	2.4%	3.6	0.8
Employees set and achieve challenging goals	287	6.6%	43.9%	14.6%	32.1%	2.8%	3.5	0.9

Employees adhere to culture of institution	287	9.8%	39.7%	13.2%	34.8%	2.4%	3.4	0.9
Employees adhere to policy guidelines	287	8.7%	40.4%	16.7%	28.6%	5.6%	3.1	1.0
Institution rated the highest among the rest	287	6.3%	31.7%	14.3%	42.9%	4.9%	3.6	0.9
Meet realistic deadlines	287	13.9%	38%	11.5%	30.3%	6.3%	2.7	1.0
Employees job description is clear	287	2.1%	13.6%	41.1%	33.4%	9.8%	3.4	0.9
Employees encouraged by their supervisors	287	9.1%	29.3%	12.5%	42.2%	7%	2.5	1.0

Table 1.2: Descriptive analysis of employee performance

Interviews with administrators and heads of department on type of leadership style(s) they use in their institution and whether it affects the performance of employees indicated that they use all styles and apply where necessary and it improves productivity and employees meet deadlines and are able to achieve goals. These findings agree with Keller (2006), in that when you expect the best from your employees they will give you their best. On the other hand, when you expect little from employees they will give you low performance in return, which was named by Manzoni and Barsoux (2004) as set-up-to fail syndrome.

(I) Type of Staff	(J) Type of Staff	Mean Difference (I-J)	Std. Error	Sig.
Administrative	HoD	-.252	.244	.784
	Non-Teaching Staff	.631*	.197	.018
	Teaching	.318	.210	.515
HoD	Administrative	.252	.244	.784
	Non-Teaching Staff	.883*	.195	.000
	Teaching	.571	.208	.060
Non-Teaching Staff	Administrative	-.631*	.197	.018
	HoD	-.883*	.195	.000
	Teaching	-.312	.152	.238
Teaching	Administrative	-.318	.210	.515
	HoD	-.571	.208	.060
	Non-Teaching Staff	.312	.152	.238

Table 1.3: Scheffe's Post Hoc Multiple Comparisons of job categories in Relation to communication with leaders

The results of Scheffe's Post Hoc Multiple Comparisons indicate that there was statistically significant differences between the administrative staff and the non-teaching staff in relation to communication with leaders ($p = .018$). Table 1.3 shows that administrative staff felt that there was good communication with leaders compared to Non-teaching staff. The mean scores on this item were: Administrative (3.16) and Non-teaching Staff (2.53). Similarly there were statistically significant differences between HODs and Non-teaching staff ($p=0.000$). The mean scores were HODs (3.41) and Non-teaching Staff (2.53). Heads of Departments (HODs) felt that there was good communication with leaders as compared to non-teaching staff.

V. FINDINGS

Results indicated that Public Middle Level Technical Training Institutions do not have good leadership style. Specifically, the leaders do not always share information

freely with employees and never treated all members of staff equally. In addition, the leaders rarely give credit and recognition for good performance. It was also observed that from the results, leaders are occasionally concerned about individual interests in their work, occasionally assigned staff members to particular duties, employees lacked good communication from their leaders, some leaders are not sensitive to employees' wellbeing and they don't listen to their grievances. Some leaders use dictatorial leadership style, others have strongholds (friends and family members) who update the leader about the institution and some time they are promoted faster. In some institutions, meetings are not held regularly and employees are not given opportunity to give their views. Good performers are not rewarded and some leaders give false promises to employees. Some employees are not given immediate feedback after performance of duties and they don't participate in decision making.

The results of correlation analysis in this study have demonstrated that leadership style of institution heads have positive relationship with employee performance, which is statistically significant ($p\text{-value}<0.05$). This means that enhancing employee leadership style positively improves employee performance. The results of Structural Equation Modeling (SEM) indicated that there is a statistically significant relationship between work performance and leadership issues. This leads to rejection of hypothesis HO_4 developed in this study, an indication that leadership style of institutions' heads is a significant predictor of employee performance in Public Middle Level Technical Training Institutions in Kenya.

VI. CONCLUSIONS

The study concludes that leadership style practices are ineffective. Employees of Public middle level TIVET institutions have negative view about the quality of leadership style employed by the leaders. This indicated that in some institutions, employees lack good communication from their superiors, not sensitive to employees wellbeing and they don't listen to their grievances. Meetings are rarely held between leaders and employees in some institutions and employees don't participate in decision making. It is important for leaders to share knowledge with employees, involve them in decision making, treat them equally and continually meet them to find out what they want in order to improve performance. The study concludes that there is no single leadership style that leaders could adopt to offer solution to institution challenges as different situations demand different leadership style. The study concludes that there is a negative and significant relationship between leadership style and employee performance.

VII. RECOMMENDATIONS

The Government of Kenya should allocate more funds to the Ministries with Public middle level TIVET institutions so as to be able to employ more people to cater for the deficit. The Ministries should come up with a policy to guide the

length of time the administrators and HODs should remain in the office and leaders to carry out team building activities to allow staff to bond. Leaders should try to improve the interpersonal relationship among the employees. This can be done by making work more interesting through job rotation and not adding more responsibilities to their work load as this seems to be one of the de motivators.

Leaders of the institution should make sure the payment and distribution of production unit (PU) workload is done fairly and in an open manner as this affects the performance of employees. The ministries should come up with ways of monitoring the activities of TIVET institutions regularly and ensure the four categories (administrators, HOD, teaching staff and non-teaching staff) of employees are involved in all activities. The human resource management needs to devote a lot of time and effort to update and develop ways of how a leader manages employees to improve performance. Human Resource Management can improve on health and safety of employees by training them and providing an environment that is conducive for working.

In the area of leadership style, the study recommends that ministries should come up with measures of curbing down nepotism in the institutions as it affects performance. The heads of institutions should find out sources of illegal items sold to students and get the culprits as this may also affect performance of students, employees and organization. Another strategy for team effort will be creating multiple avenues for dialogue on about everything concerning the institution. Inviting dialogue help to draw employees together and provide for open discussion and generation of innovative ideas. It is important to develop such an atmosphere where employees are well satisfied with their jobs and cooperative with each other. In this way employees will be in position to utilize their full potential in their jobs. Involve employees in decision making because they are the ones that know the problems they encounter.

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