EFFECT OF STRATEGIC LEADERSHIP ON CORPORATE SOCIAL PERFORMANCE IN PUBLIC UNIVERSITIES IN WESTERN KENYA REGION

BY

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DECLARATION

I declare that this research report has not been presented anywhere for any award and that all sources of information have been acknowledged by means of references.

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DEDICATION

I dedicate this thesis with love and appreciation to my late father Walter Ogolla Oguma. May he rest in peace! Gratitude to God.

ABSTRACT

Strategic leadership continues to gain prominence in organization's management within unpredictable operating environment of the 21st century. Today, Corporate Social Performance (CSP) which is also allied to organizations has spread to all sectors, until it has become practically global. Universities around the world thus tend to embrace strategic leadership styles and integrating corporate social performance into their research and teaching mission statements, particularly to cope with the uncertainties and enhance institutional performance. Despite the spread of public universities in western Kenya, their effect on CSP and the communities are unknown. Moreover, it is uncertain whether the universities effectively integrate social, environmental, and economic objectives into their strategic management to achieve sustainable social goals. The study aimed at determining the effect of strategic leadership on CSP in public universities in western region of Kenya. The specific objectives were to; establish effect of responsible leadership on CSP in public universities in western Kenya; examine effect of authentic leadership on CSP, and investigate effect of servant leadership on CSP. The study was founded on especially stakeholder theory. The sample size used was 118 respondents drawn from five public universities in western Kenya with 112 actual responses representing 94.91% response rate. Structured multi-factor questionnaire employed showed reliability of between 0.796 and 0.901 Cronbach's Alpha coefficient. Validity was established through expert review. Descriptive and regression analysis test of relationship between strategic leadership styles on corporate social performance was conducted. Results established a positive effect of responsible leadership on CSP ($B_1 = .383, p = 0.000$) authentic leadership on CSP ($B_2 = .458, p = 0.000$) and servant leadership on CSP ($B_3 = .480, p = 0.000$). Overall, R^2 value of 0.473 was obtained indicating moderate explanation on the relationship between the dependent variables (authentic, responsible and servant leadership) with corporate social performance. Similarly, servant leadership was found to have the greatest positive effect on CSP. The study established that all public universities in western Kenya had an element of CSP in their objectives and mission statements, although few implement them. Based on the findings the study recommends that universities leadership should focus on identifying their social values and adjust institutional operations for the successful implementation of CSP activities. Finally, the results of the study may be useful for institutions policy makers particularly in selection processes and training leaders. The study adds to the body of knowledge on strategic leadership and urges future research on Public Universities' CSP.

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LIST OF ABBREVIATIONS AND ACRONYMS

MAS	Mongolian Academy of Sciences
RL	Responsible Leadership
AL	Authentic Leadership
SL	Servant Leadership
CSP	Corporate Social Performance
CSR	Corporate Social Responsibility
TF	Transformational Leadership
KM	Knowledge Management
OE	Organizational Effectiveness
R&D	Research and Development
MLQ-5X	Multifactor Leadership Questionnaire
AMOs	American Muslim Organizations
FRL	Free Reign Leadership
FRLM	Full Reign Transformational Leadership Model
SEM	Structural Equation Modelling
LMX	Leader-member Exchange
NYSC	National Youth Service Corps
ESP	Ethical Social Performance
OCB	Organizational Citizenship Behaviour
IT	Information Technology
OLS	Ordinary Least Square
CEO	Chief Executive Officer
OECD	Organization for Economic Cooperation and Development

OPERATIONAL DEFINITION OF TERMS

Strategic Leadership: is the managerial ability to anticipate, envision, maintain flexibility, and empower others to create strategic change as necessary".

Public University: is a university that is predominantly funded by public means through a national or subnational government.

Western Region: geographical areas of Kisumu County, Homabay County, Siaya County, Migori County, Kakamega County, Busia County, Bungoma County, Kakamega County and Vihiga County.

Responsible Leadership: is about making sustainable business decisions which take into account the interests of all stakeholders, including: shareholders, employees, clients, suppliers, the community, the environment and future generations.

Authentic Leadership: is an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation. Generally, authentic leaders are positive people with truthful self-concepts who promote openness.

Servant Leadership: is the natural feeling that one wants to serve, to serve first, rather than accrue power or take control.

Social Performance: Social performance is defined as "the effective translation of an institution's mission into practice in line with accepted social norms and values."

Corporate Social Performance: (CSP) refers to the principles, practices, and outcomes of businesses' relationships with people, organizations, institutions, communities, societies, and the earth, in terms of the deliberate actions of businesses toward these stakeholders as well as the unintended externalities of business activity.

Corporate Social Responsibility: (CSR) refers to the firms consideration of, and response to, issues beyond the narrow economic, technical, and legal requirements of the firm to accomplish social benefits along with the traditional economic gains which the firm seeks.

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CHAPTER ONE

INTRODUCTION

This section presents the background to the study, statement of the problem, research objectives, hypotheses, justification for the study and the conceptual framework. It also highlights the context of the study which is strategic leadership in public universities in western region of Kenya.

1.1 Background of the Study

The role of Universities' management has attracted the attention of educational policy makers globally, recently (de Schrevel and Jost, 2013). Moreover, the involvement of heads of departments, faculty members and other staffs in key decision making has been acknowledged (Dearing, 1994). Both top management and other staff often involved in designing the strategic plans of the institutions, primarily by contributing on drafts of the whole institutional plan.

One of the take home lessons that emerged from debates about public management in many Sub-Saharan African countries over the past three decades is that the mandates and strategies of public agencies are majorly influenced by its leadership, economic, environmental as well as socio-cultural factors (IMF Working Paper, 1997). With the Kenya's devolved government on its infancy, public universities are becoming wide spread in counties and the institutions are fighting to stay afloat in the face of inadequate public funding and poor returns from investments. And, with distinctive strategic management approaches that impacts on organizational cultures and core competences, their performance can be realized. In this instance, the study gap is to determine which leadership style impact positively on their operations at local level; moreover, there have been little research on effects of strategic leadership on the universities corporate social performance, therefore implementing the study is an attempt to bridge the gap on how styles of leadership affects corporate social performance is highly required.

Strategic leadership and organization performance represent two sides of the same coin. Strategic leadership is critical in ensuring that the planned goals of the organization are effectively realized. Companies need competent leaders who are able to translate planned initiatives into actions and then results. Strategic leaders are no longer responsible for simply

maximizing shareholder wealth, but instead are expected to meet an increasing array of stakeholder expectations. From sustainability initiatives to socially driven demands from customers, strategic leaders and their top management teams (TMTs) are trying to meet the challenges of diverging stakeholder expectations. As the roles of strategic leaders expand, there is need to understand how these leaders have the greatest positive impact on the organizations while meeting societal expectations. Leadership styles of strategic leaders differentially affect multiple dimensions of organizational performance. According to Hsieh and Yik (2005), the best conceptualized vision is worthless if it can't be translated from concept to reality, and even the best vision can fail if a corporation doesn't have a cadre of leaders with the right capabilities at the right levels of the organization. Leadership in general is considered a means of influencing followers within an organization in such a way as to direct them and motivate them towards achieving specific shared goals (Cyert, 2006). Strategic leadership on the other hand has been defined by Hitt Ireland & Hoskisson, (2007) as bility by the leader to anticipate, prepare and position for the future; It is also the leader's ability to anticipate, create a vision, empower others and exercise flexibility, to create a strategic and viable future of the organization. Strategic leadership is versatile. It involves managing through subordinates and helps organizations to cope with changes that seem to be increasing dramatically in today's globalized business environment. Huey (1994). Monte (2016), Mostashari and Randeree (2009) argued that today's organizational leaders require strategic leadership practice to be able to manage leadership and management challenges coming from the hyper-turbulent environments. Several scholars have also observed that the 21st-century environment in most organizations will need different kind of leadership. For the purpose of this study, strategic leadership will be viewed as being concerned with the leadership "of" organizations as opposed to "in" organizations (Boal & Hooijberg, 2000).

Several leadership styles are relevant to strategic leadership, particularly those that focus on leader behavior and that have been the subject of more recent investigation like Transformational and Transactional. There are also emerging theories that reflect the approaches of leaders that attend to multiple stakeholders to a greater extent than in the past which this study focuses on like responsible leadership, authentic leadership, and servant leadership. There is evidence from other disciplines as to the influence of leader behavior on performance of groups and organizations. Previous researchers have also used different leadership strategies to evaluate performance; Edoka (2012) studied impact of effective leadership on organizational performance in Nigeria using National Youth Service Corps

Kogi State office. His research revealed that there is positive and significant relationship between effective leadership and organizational performance.

On the other hand, Uchenwamgbe (2013) examined effects of leadership styles on organizational performance in small and medium scale enterprises in Lagos state. The findings of the study revealed that good leadership style enhances employee morale and that there is what is known as participatory leadership style of management where both employers and employees take decisions that have positive impact on the growth of the organization and good welfare facilities for the employees. Iqbal and Anwar (2015), sought to investigate the effect of leadership styles practiced in an organization and their effect on employee performance. At the end it was concluded that the autocratic leadership is useful in the short term and democratic leadership style is useful in all time horizon. On the other hand, Participation leadership style is most useful in long term and effect on employees is positive.

In today's organizations one key strategic goal is CSP which involves a range of activities such as working in partnership with local communities, socially sensitive investment, developing relationships with employees, customers and their families, and involving in activities for environmental conservation and sustainability. Iatridis (2011) affirms that many firms fail to effectively gain from CSP initiatives because they only use them reactively for compliance requirements rather than holistically integrating them into their corporate policies. However, global trends and increasing competition have pushed organizations to incorporate CSP into their policies as a deliberate ploy to gain economically as a competitive advantage (Njeri, 2013).

Although most analysts argue that responsible leadership may contribute to making firms more profitable (Lynham and Chermack, 2006; Paton, 2009; Lynham et al., 2010), there are many managers who are not yet convinced of the validity of this argument. The reason is that most sustainable development initiatives have been developed in isolation of business activity and are not yet directly linked to business strategy. Responsible leadership is not simply about the attributes of the individual leader, but must also take into consideration the entire system, which includes factors such as the contextual environment, the internal environment, management style and the process system (Koh, 2014). Lyhan et al., (2010) further argue that for leadership to be responsible it must add value to the whole organizational as opposed to individual performance. According to Holt et al., (2004), having aspects such as ethics and

corporate social responsibility is no longer considered enough, as the leadership should implement a detailed managerial approach. Mirmohhamdi and Merfat (2014) elaborate the idea that the scope of organizational commitment differs from culture to culture and from individual to individual. With these conflicting information from different authors this study became necessary to find out the effect of responsible leadership on corporate social performance with particular focus to public universities of western region of Kenya.

A number of researches (Cropanzano and Greenberg, 1997; Dirks and Ferrin, 2002; Rhoades, et al., 2001; Zaheer, et al., 1998) supports the relevance of authentic leadership behaviour in an organizational performance by stating that when employees are treated in a caring manner, they become committed, engage in positive attitudes, and this in turn leads to trust in their leader and the system as a whole. Authentic leadership has been defined as an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation. Avolio and Walumbwa (2006), as well as Luthans and Avolio (2003), argue that authentic leaders, through processes of personal and social identification, enhance positive emotions that result in increased performance.

Although there has been considerable attention focused on the topic of authentic leadership in recent years, empirical research on authentic leadership has been limited. Given recent attention being paid to the role that leaders play in organizations, and suggestions that engagement at work is best enhanced when employees feel that they are supported, recognized and developed by their managers (Harter et al., 2002), research on authentic leadership may be especially timely and relevant to organizations' corporate social performance. Moreover, given the spate of high-profile unethical cases of leadership, the authentic leadership may prove to be a useful means of providing early evidence to identify those leaders who may not always adhere to the highest ethical and moral principles in terms of their decisions, actions and behaviours. Such data could be used as the basis for recommending further leadership development, or for more closely monitoring of the leaders to avoid ethical meltdowns in organisations (Walumbwa et al., 2008). The above discussion evidently stresses the importance of authentic leadership, and as such the relationship between authentic leadership and corporate social performance may cast substantial insights on the successful management of the five public Universities in western Kenya region. The current study was designed to explore research that can give insight to that effect.

In contrast, debates by some researchers are aligned to preference of servant leadership, by stating that servant leadership has emerged overall best in the last 20 years Covey (2002). Bass (2000), points out that leaders who adopt transformational leadership style successfully motivate their employees, On the other hand, Storseth (2004) suggested that a leadership style that involve people increases appetite for work. So, most of these researches have been contradictory on which leadership style should be adopted. Particularly, empirical research on Servant Leadership has been scarce (Subramaniam, 2011), especially among public universities. A study on the effect of servant leadership on the corporate social performance of emerging localized universities in western Kenya region would therefore shed light on its importance in the organization at the local settings.

Public universities in Kenya are predominantly funded by public means through a national or subnational government. The first public university; University of Nairobi, was established in 1970 (Ref). Thereafter, there has been significant expansion of public universities in Kenya in response to higher demand for university education. Universities, as the Centre's of knowledge generation and sharing, play a very important role in solving world 's problems by ensuring a sustainable tomorrow. The quality of university education has become a high-profile issue, in the 21st century due to the changes and challenges that face the entire system worldwide. Today's university education sector has become so complex with fierce competition and heightened levels of rivalry which has forced many top managers to strive for better leadership talents to become more effective (Mostashari, 2009).

It was therefore appropriate to firm up that there being many contributory factors to the success and the failure of the organization at large according to Bass (2009); leadership is often regarded as the single most critical factor determining the success or failure of institutions. Different leadership styles have varying impact on the performance of institutions in both long and short term. Amongst the various leadership styles, strategic leadership has been observed to have immediate and long-term impact on performance. Several studies have delved on the subject of strategic leadership (Edoka, 2012, Uchenwamgbe 2013, Iqbal and Anwar 2015); Despite clarity of purpose for strategic leadership practice in organizational performance, to date as observed by some scholars (Phipps & Burbach, 2010), there have been little, if any, studies focusing on strategic leadership practices and corporate social performance on public universities in western Kenya. However, the available studies were found to have focused mostly on not for-profit

organizations and banks; (Nwachukwu et al., 2017; Monte 2016; Anyango, 2015) leaving a gap on strategic leadership approaches' application in public universities. It is against this background, that this current research sought to address the problem of corporate social performance of public universities from the context of strategic leadership. Therefore, this study sought to establish whether strategic leadership practices can be legitimately linked to corporate social performance in public universities in western Kenya. Corporate Social performance is also considered very important for the organization at the present time (Porter & Kramer, 2006), it could be of great value to know whether strategic leadership could play a role in increasing corporate social performance in the region. The study was also inspired by the work of Puukka (2008) who reported the findings from the OECD study on "Supporting the Contribution of Higher Education Institutions to Regional Development".

Considering the above facts therefore, the study sought to determine the effect of strategic leadership with particular regard to corporate social performance of public universities in the western region of Kenya.

1.2 Statement of the Problem

Universities as communities of scholars transforms societies for socio-economic development and upholds the cultural norms of the general public. The second ASEM conference report underscored the societal role of today's universities adopting corporate model of management. However, debate over strategic leadership practices, especially with regard to the Universities and their influence on Corporate Social Performance (USP) have surged. Since 1980, Kenya has witnessed phenomenal expansion of public universities in response to rising social demand for university education. In addition, political systems exerted influence over the proliferation of universities to satisfy community interests and perceived regional inequalities. Currently, Kenya has a total of 70 universities of which 33 are public institutions established under the universities Act and Statutes controlling their governance systems, policy decisions and practices in several critical areas of the universities' management. The expansion of public universities has been associated with high frequency of student and management conflicts and closure of the institutions resulting in backlog in student admissions and establishment of more universities. The administration of the institutions has become more cumbersome and unresponsive to the society's expectation. Similarly, there is simmering disquiet regarding public universities unethical practices manifest in ethnisization leading to more hostility between the universities and local communities. This raises

questions on whether public universities are adequately prepared and capable of fulfilling their social responsibility goals. Moreover, the consequences of unplanned expansion of public universities are the attendant governance challenges. The strategic management approaches of the universities are unknown thus the gap is to determine which leadership style impact on their operations at local level. Moreover, it is unclear whether the upsurge of public universities especially in Western Kenya region with 5 public universities between 2013 to 2017 experiences any positive social impact. The societal value of universities to a larger extent depends on the quality of leadership and management effectiveness and decision-making within the universities. Strategic leadership has been identified as a key driver for effective governance and achievement of university social goals which this study sought to examine. Particularly, the study surveyed strategic leadership roles and its effect on university corporate social performance in selected public universities in western region of Kenya.

1.3 Main Objective of the Study

The main objective of the study was to determine the effect of strategic leadership on corporate social performance in public universities in the western region of Kenya.

1.3.1 Specific Objectives

The study sought:

   i.   To establish effect of responsible leadership on corporate social performance in public universities in the western region of Kenya.

   ii.   To examine effect of authentic leadership on corporate social performance in public universities in the western region of Kenya.

  iii.   To investigate effect of servant leadership on corporate social performance in public universities in the western region of Kenya.

1.4 Research Hypotheses

   i. $H_0 1$ There is no significant effect of responsible leadership on corporate social performance in public universities in the western region of Kenya.

   ii. $H_0 2$ There is no significant effect of authentic leadership on corporate social performance in public universities in the western region of Kenya

iii. $H_0 3$ There is no significant effect of servant leadership on corporate social performance in public universities in the western region of Kenya

1.5 Scope of the study

The study was carried out in western region of Kenya. For the purposes of this the study all the public universities in western region of Kenya included were; Kibabii University, Masinde Muliro University, Jaramogi Oginga Odinga, Maseno University and Rongo University. The study was concerned with the objectives specified above within the period the public universities have been in place. It looked at effect of responsible leadership, authentic leadership and servant leadership on corporate social performance in Public Universities in western Kenya. The research was carried between the months of May and August 2018.

1.6 Significance of the study

The most important intent of this research is to contribute to the growing body of literature on CSP in higher education institution, particularly Kenya. Further still, as little research exists concerning CSP in public universities, this study was to attempt to fill this knowledge gap by providing a comprehensive insight into the effect of strategic leadership on CSP in public universities in the western Region and how it will be beneficial to them.

The findings of this study will also be valuable to researchers and academicians in providing the sector specific knowledge on the contributions of strategic leadership practices on corporate social performance of public universities in the western region of Kenya. The study also serves as a tool to the management of public universities and other tertiary institutions in Kenya and the world over, in appreciating the need for corporate social performance and will also give a direction to Kenyan government on policy formulation. This study makes contributions to the existing literature on strategic leadership practices and institutions corporate social performance in the context of public universities in the western region of Kenya.

The members of the public stand to benefit the most from the results of the CSP since they are the primary concern for CSP initiatives. In other words, given that the main agenda of CSP activities is to align corporate governance with societal objectives, the results of this study will provide useful reference for members of the public. More so, the study is important because it offers useful recommendations on how universities and other tertiary institutions

can better practice corporate social performance so as to win the goodwill and support of their stakeholders.

1.7: Conceptual Framework


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┌─────────────────────────────────────┐
│     Strategic Leadership Styles      │
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                  │
┌──────────────────────────┐         ┌──────────────────────────────┐
│  Responsible Leadership   │         │    Corporate Social          │
└──────────────────────────┘         │      Performance             │
                                      │ • Institutions Reputation    │
┌──────────────────────────┐         │ • Customer Satisfaction      │
│    Servant Leadership      │────────▶│ • Social investment          │
└──────────────────────────┘         │ • Environment protection and │
                                      │   conservation               │
┌──────────────────────────┐         └──────────────────────────────┘
│   Authentic Leadership     │
└──────────────────────────┘
        Independent Variables              Dependent Variable
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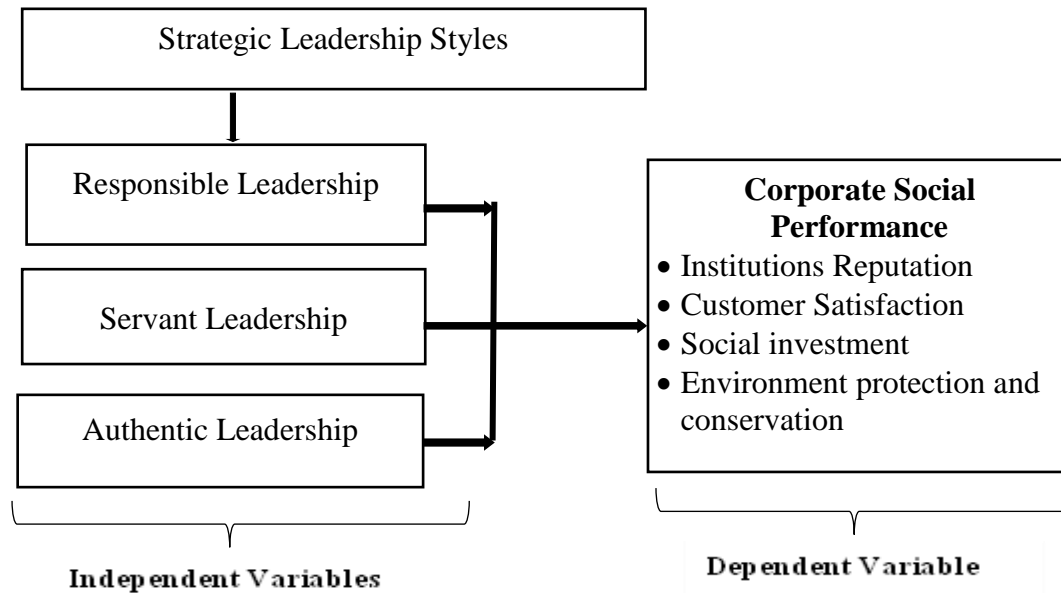
Figure 1.0 Expected Relationship between Strategic Leadership and Corporate Social Performance
Source: Adopted from (Hambrick, 2007)

Mugenda & Mugenda (2003) defines a conceptual framework as a scheme of concept (variables) which the researcher operationalizes in order to achieve the set objectives. A variable is a measured characteristic that assumes different values among subjects. Independent variables are variables that a researcher manipulates in order to determine its effect or influence on another variable. This study attempts to come up with a relationship between independent and dependent variables.

Figure 1.1 above depicts the expected relationship between Strategic leadership and corporate social performance. Strategic leadership as the independent variable can be manifested in the form of responsible leadership, authentic leadership and servant leadership. Corporate social performance as the dependent variable, is explained by institutions reputation, community involvement, social investment and environmental conservation.

CHAPTER TWO

LITERATURE REVIEW

This section focuses on the theoretical foundations on which the study is built and also explores comparative empirical literature which helps to explain the gap which the study seeks to address after discussing concepts.

2.1 Theories of the Study

The theories discussed forth are meant to address the objectives of this study. While reviewing literature, four theories were found to relate and inform this research work. They included; Stakeholder theory, Resource Based theory, Institutional Theory and Customer Value Theory. The aim is to address the study gap by establishing a theoretical foundation on which to synthesize information obtained through a review of relevant academic literature and management practices so as to eventually highlight and clarify the potential effect of leadership practices on corporate social performance of public universities in western Kenya.

2.1.1 Stakeholder Theory

The concept of Stakeholder theory was developed and championed by Edward Freeman in the 1980s. It posits that firms possess both explicit and implicit contracts with various constituents, and are responsible for honoring all contracts (Freeman, 1983, 1984; Donaldson and Preston, 1995; Jones, 1995). Stakeholder theory applies to organizational management and business ethics that addresses morals and values in managing an organization. Freeman (1983) identifies and models the groups which are stakeholders of a corporation and both describes and recommends methods by which management can give due regard to the interests of those groups. In short, it attempts to address the "Principle of Who or What Really Counts". The stakeholder theory of CSP is based on the assumption that organizations, whether private or public), have obligations to several groups that make up the society. These constituents are referred to as stakeholders- individuals and groups that are critical to the existence of Universities & Corporate Social Performance of the organization; Stakeholder's theory looks at both internal and external stakeholders. Employees and employers are internal stakeholders who directly participate in the operation of business. Attitudes of employees and support of corporate actions would be of critical interest to the management because employees are key in the success of and influence of corporate decision making (Spitzeck and Hansen, 2010). Company managers are primarily charged not with representing the interests

of shareholders but with the more social task of coordinating the interests of all stakeholders, balancing them in the case of conflict and maximizing the sum of benefits over the medium and long term. External stakeholders on the other hand, are individuals or groups outside the company that can affect or be affected by an organization's activities (Fassin, 2009). They equally have influence on decision making and thus it is important when they accept the firm's social responsibility activities. The stakeholder theory stipulates that management has a moral duty to protect not only the corporation but also the legitimate interest of all stakeholders. Thus, all stakeholders" interests must be maximized at all times. In this way, when an organization invests in the society, it is expected to reap this in form of improved reputation and understanding when things go wrong; and to equally maximize even the profit motive of the owners in the process. Firms have a choice between cooperating with stakeholders or "defecting", i.e., undertaking opportunistic action. When a firm act opportunistically, stake holders may respond by confronting the firm either directly (e.g., strikes, boycotts) or via a more powerful group or organization (e.g., government, unions). Because of stakeholder confrontations, firms may not only be forced to "undo their opportunism", but also to develop a reputation among stakeholders of closely monitoring performance to guard against future opportunism.

The stakeholder theory therefore has serious implication to this study. The underlying assumption is that since every organization needs the goodwill of the public, whether internal or external, to succeed therefore, universities have reasons to be socially responsible to their stakeholders. For any organization to be competitive, it must have its stakeholders in mind. Companies should continually engage in ethical activities which benefit the community at large.

The stakeholder theory is considered appropriate for this study because of its managerial nature. It alerts the organization to the existence of the array of parties that it is responsible to. In the context of this study therefore, the theory helps universities to become aware of the fact that they have publics (internal and external) that are affected by their actions and services, thus, they need to be socially responsible to them.

2.1.2 Resource-based Theory

Resource-based theory is anchored on the belief that successful organizational performance is the ability of the organization to accumulate resources and capabilities that are rare, valuable and difficult to imitate (Barney, 2000). This theory focuses on the organization as the unit of

analysis. A sub-sections or a unit of these resources enables the organization to achieve competitive advantage over others. Several scholars have argued that viewing an organization from resource perspective overlooks the importance of resources that are embedded in a network of an organization (Dyer and Singh, 1998). The purpose of practicing lean strategic management is to adopt quality management, eliminate waste in all areas of organizational operations, adopt low cost operations and embrace customer care and roll out customer satisfaction programmes that can ensure great performance. The main aim of all this is to create a firm that is both competitive and responsive to the customers. On that account therefore, Resource-based theory was an important theory embedded in this study.

2.1.3 Institutional Theory

Institutional theory dates back to the nineteenth century, and since then has received considerable attentions from the social sciences (Scott, 2004). The interests in understanding the behavior of certain organizations in the application of strategies that can ensure superior performance in regulated environment is described in the Institutional Theory. Critical institutionalists authors in relation to rational processes of choice and perspective based on efficiency reflects the approaches based on the strategic planning process, brings the premise that organizations are under pressure to adapt, (Meyer and Rowan, 1977). According to DiMaggio and Powell (1991) Institutional theory is the understanding that the rational decision-making capacity of the systems is affected by the contingencies of context. Moreover, this perspective is defined by the institutional environment, crucial to the organizational behavior, as an independent variable in relation to its performance. Scott (2004) on his part, argue that the institutional perspective relating the organizational structures and institutional forces act in a circular way, that is to say, the structures and actions are guided by environmental forces, and at the same time, these environmental forces enter the institutionalization process when there is correlation, responding positively to them. DiMaggio and Powell (1991) also highlight the various works that examine multinational organizations regarding the complexity from the Institutional Theory. But recently many institutions such as Universities analysis are based on literature called "new institutionalism", founded on three aspects (Morgan and Whitley, 2003; Geppert et al., 2006):

Institutionalism of rational decision or economic institutionalism: based on economic transactions as central units responsible for training markets, hierarchies and organizations;

Historical institutionalism or historical compared institutionalism: which analyzes social structures existing economic and political in a given context to check patterns or regularities in social interaction processes, making it possible to compare different political and economic contexts; and

Sociological institutionalism or organizational institutionalism: This deals with the understanding of rules and socially constructed norms inducing behavior of individuals and organizations.

These three streams allow for better analysis of the institutional environment in which organizations are grounded, and their use would depend entirely on the variables used to analyze the industry, that is, from the perspective of economic transactions; social structures, economic or political; or the rules and norms that shape the behavior of people and organizations. The institutional perspective therefore is a deterministic structure which places great emphasis on the rules of the environment and the weight of the institutions history to explain the organizational actions, and in the case of action of public universities in western Kenya region, it is essential to know the prospect institutional framework for understanding the factors affecting their performance.

2.1.4 Trait Theory

The trait approach to leadership was one of the earliest theories of leadership. The theory is often tied to the Great Man Theory of Leadership, which was first proposed by Thomas Carlyle (Fleener, 2006). Carlyle believed that "history is shaped by extraordinary leaders, and that the ability to lead is inherited at birth and not something that could be developed" (Cherry, 2016; Fleener, 2006). His ideas inspired researchers to look more into leadership as an inheritable trait. It is important to know that good leadership is being honest, forward looking, inspiring, and competent. Leaders that have these skills are the enthusiastic motivators of the group and they have an intense desire to lead others to reach shared goals. Their followers always look upon them because they have high levels of effort, ambition, energy and initiative. These leaders are also known to have charisma, creativity, self-confidence, intelligence, integrity, sociability, determination and flexibility (Cherry, 2016).

However, limitations to trait theory have been identified, which include a lot of subjective judgment. Some researchers have suggested that determining who is and isn't a successful leader should not solely be based on traits, since there are great leaders who do not possess

these traits. For instance, Cuddy et al., (2015), argue that sometimes, obstacles in life present limitations that can only be brought out in certain situations like physical traits to be an effective leader, such as height and weight. As such, trait theory gives constructive information about leadership that is very complex. In 1948, Ralph Melvin Stogdill did a study that suggested leadership is based on social situational interaction and not predefined traits (Cherry, 2016). His review of leadership qualities included age, physique, appearance, intelligence, knowledge, responsibility, integrity, emotional control, social skills and self-confidence. The problem with his list was that these traits were often perceived as the traits of men, and not women, which often brought up other arguments about gender characteristics and people seeing most successful leaders as only male.

Overall, Trait theory of leadership is being observed as very interesting to research. Contrasting and comparing it from other theories will be of most important to this research, since individuals would specify their traits and relate it to their performance irrespective of their gender.

2.2 The Concept of Strategic Leadership

Rowe (2001) describes Strategic Leadership as the …*ability to influence others to voluntarily make day to day decisions that enhances the organization while maintaining its short term financial stability*. A key element of this definition is the balance between the importance of the long term direction of the organization, with the equally important short term financial stability. It is important to recognize that in this context Strategic Leadership is not an organizational position, it is an approach, or style that senior management may employ. According to Hoskisson et al., (2004) Strategic Leadership is "…*the managerial ability to anticipate, envision, maintain flexibility, and empower others to create strategic change as necessary*". Strategy deals with the top of the organizational pyramid, across departments, divisions and functions. It is concerned with the long-term perspective of the organization. It, generally, has far reaching implications to the organization. It is the game plan that connects ends to means through the ways.

Strategic leadership allows the organization to develop a structure allocating resources and expressing a strategic vision. Strategic leadership can be adopted in uncertain environment on very difficult matters which influence and get influence by events and external organization. It is multifunctional; it entails managing through others and assisting organization to manage

change that seems to increase exponentially in the present business environment. It needs the ability to accommodate and integrate both internal and external environment and effective manage complex information (Hrebiniak, 2010) Strategic leaders must have the ability to focus on the organization's operational activities and at the same time monitor the changes that affect the organization, both internally and externally. Such changes are bound to determine the existence of the organization in the future and they are prospects to grow the firm. The performance of any firm is dependent on its leaders (Finkelstein and Hambrick, 2008). Businesses go down if the leadership aches from the flaws like inability to convince its employees to follow its vision; the failure to counter or recognize threats; misjudging their capability to manage the business' external environment; inability to separate personal needs and those of the firm; a conviction that they are able tackle all situations, sacking any staff that differ with them; and underrating impediments that have occurred in the past. Strategic leadership is about determining the ends, about choosing the best ways to reach the ends and about applying the most effective means.

2.3 Concept of Corporate Social Performance

Corporate social performance (CSP) refers to the principles, practices, and outcomes of businesses' relationships with people, organizations, institutions, communities, societies, and the earth, in terms of the deliberate actions of businesses toward these stakeholders as well as the unintended externalities of business activity (Wood, 1991). CSP scholars envision societies as complex webs of interconnected cause and effect, and conceive of business as a social institution with both power and responsibility. CSP, then, has to do with the full range of antecedents and outcomes of business organization operations, and does not focus narrowly on maximizing shareholder wealth. In the CSP model, three principles of corporate social responsibility-institutional legitimacy, public responsibility, and managerial discretion define structural relationships among society, the business institution, business organizations, and people. The principle of institutional legitimacy states that society grants legitimacy and power to business, and that business must use its power in a way that society considers responsible. General institutional expectations are made of any business organization, and organizational legitimacy is achieved and maintained by complying with these institutional expectations. Moreover, organisations that are more active within CSP are shown to be more attractive to prospective employees, compared to those organisations which are not as active (Greening and Turban, 2000; Zhang and Gowan, 2012). For instance, recruitment messages

that highlight social and environmental responsibility are likely to attract more job seekers whose main intentions are to make a social impact in their work (Gully, Phillips, Castellano, Han, and Kim, 2013). Falkenberg and Brunsael (2011) also point out that if the CSP activity the organization engages in is unique, then this can lead to strategic advantages. Finally, there is also evidence that shareholders react more positively to environmental initiatives and negatively to harmful ecobehaviour, (Flammer 2013). The author highlights that the greater the institutional norms to be positively engaged in CSP, the greater the negative repercussions for not doing so, such as negative organizational perceptions. In addition, CSP can benefit an organization's market value through its positive effects on customer satisfaction (Luo and Bhattacharya, 2006).

2.4 Empirical Studies on Leadership Styles

A number of scholars have studied various leadership styles and their effect on organizational performance while others have delved on surveys to understand the links between strategic leadership and organization performance. Recent research, for instance by Rukmani, Ramesh and Jayakrishnan (2010) studied effect of transformational and transactional leadership styles on organizational effectiveness. Edoka (2012) focused on the impact of effective leadership on organizational performance in Nigeria using National Youth Service Corps Kogi State office. Igbaekemen and Odivwri (2015), on the review of existing literature tended to narrow their attention on the impact of Leadership Style on Organization Performance as opposed to Mostashari and Randeree (2009) who empirically evaluated the relationship between various leadership styles and organizational performances in the three major Iranian cities of Tehran, Mashhad, and Isfahan. Uchenwamgbe (2013) also examined effects of leadership styles on organizational performance in small and medium scale enterprises in Lagos state. It is also observed that while Amagoh (2009) explored leadership development and leadership effectiveness purposing to identify some leadership development initiatives, Jiang, Zhao and Ni (2017) introduced a moderator. They examined the degree of the influence of transformational leadership on employee sustainable performance, as well as the mediating role of organizational citizenship behavior. Thanh and Anh (2015) deviated in context and studied the critical factors for effective leadership in small business. Additionally, Rukmani, Ramesh and Jayakrishnan (2010) conducted a survey on transformational and transactional leadership style on organizational effectiveness where they used multifactor leadership questionnaire for evaluating leadership style of managers working in public sector organization in Tamil Nadu, India. The research addressed the importance of

transformational leadership compared to transactional leadership in public sector organization. Using descriptive statistics and multiple regression analysis, the research found that the managers perceived both transformational and transactional leadership style as significant in the public-sector organizations. However, transformational leadership bore higher influence on the organizational effectiveness.

Uchenwamgbe (2013) further examined effects of leadership styles on organizational performance in small and medium scale enterprises in Lagos state. The main objective was to examine the effect leadership styles have on the performance of SMEs in Nigeria. The findings of the study revealed that good leadership style enhances employee morale, especially in participatory leadership style of management whereby both employers and employees are involved in decision making processes that positively affect the growth of the organization and welfare of the employees. Amagoh (2009) also explored leadership development and leadership effectiveness purposely to identify key leadership development initiatives. The study reviewed literature to offer insight on leadership development practices. The study revealed that leadership development should be comprehensive and systematically integrated into the organizational culture in order to produce leaders who can deal adequately with organizational challenges. Invariably, Jiang, Zhao and Ni (2017) investigated the degree of the influence of transformational leadership on employee sustainable performance. The study introduced the mediating role of organizational citizenship behavior as the predictor of performance. A total of 389 questionnaires were collected from contractors and analyzed via structural equation modeling. The findings revealed that employee sustainable performance is positively influenced by transformational leadership.

Al-Hilali (2012) researching on other aspects of leadership style, conducted a survey on the link between Free Reign Leadership (FRL) and organizational performance at American Muslim Organizations (AMOs). The lack of empirical research, (Rowold, 2008) motivated the study to establish (FRL) association with effective organizations outcome. The study was to determine preferred leadership styles and whether there is a significant correlation relationship between senior leadership styles and organization performance. Results of descriptive analysis showed that senior leaders at AMOs scored relatively high in the average of all responses and in six of the nine leadership factors, suggesting that Full Reign Transformational Leadership Model (FRLM) was the style practiced by senior leaders at

targeted organizations. The results of multiple regression analysis of aggregated leadership factors scores revealed that blended specific elements of the (FRLM) led to higher satisfaction. Ul Hassan et. al (2011) examined the extent to which styles of decision making approaches in resource allocations influence the perceived organizational effectiveness. The resultant output of regression model showed that rational/collegial style of decision making positively influences organizational effectiveness. Conversely, autocratic/political style of decision making negatively influences organizational effectiveness. Alumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) argued that AL requires high levels of self-reflection which tends to coincide with high levels of moral development. More recently, Hannah, Avolio, and Walumbwa (2011) did find a positive relationship between AL, and ethical and prosocial behaviour.

Iqbal (2011), on the other hand analyzed the relationship between leadership styles and organizational effectiveness of IT firms in Karachi. Ul Hassan, Khan, Shah, Ikramullah and Shah (2011) deviated a bit. They examined the extent to which styles of decision making approaches in resource allocations influence the perceived organizational effectiveness. As compared to Al-Hilali (2012) who investigated Free Reign Leadership (FRL) and organizational performance at American Muslim Organizations (AMOs), Chi, Lan, & Dorjgotov (2012) explored moderating effect of transformational leadership (TL) on knowledge management (KM) and organizational effectiveness (OE), While Hsu, Bell and Cheng (2008) explored the relationships between transformational leadership and organizational effectiveness in the field of recreational sport and leisure. Babalola (2016) investigated the influence of supervisor-employee relationship, perceived leadership style, and job satisfaction on organizational commitment and job performance. On the other hand, Tahir (2015) investigated the various leadership characteristics of Transformational and Transactional Leadership and analyzed the effect of each type of leadership on the organizational performance.

From a Kenyan perspective, Anyango (2015) examined the effect of leadership styles on employees' performance at Bank of Africa, Kenya. The main objective of this study was to investigate the effect of different leadership styles (transformational, transactional, autocratic, and laissez-faire leadership styles) on employees' performance. A cross section descriptive survey research strategy was adopted in which 80 usable structured questionnaires were collected from 300 questionnaires distributed. The leadership styles were measured through the Multi factor Leadership Questionnaire developed by Avolio and Bass (1995), modified to

fit the context of the study. The findings showed that transformational leadership style is the most exhibited style at the bank followed by the transactional leadership style and laissez-faire. Employee performance was above average. Overall, scores in transformational leadership style were found to be strongly correlated with both measures of employee performance and overall performance except for the intellectual simulation dimension, which had insignificant positive correlation with quality of performance. Transactional leadership style was found to be positively correlated with both measures of employee performance as well as overall performance. However, contingent rewards had a negative but insignificant correlation with performance while management by exception had insignificant positive correlations. Authoritative leadership style had insignificant relationship while laissez faire style had insignificant positive correlation. The results suggest that supervisors in organizations need to use a lot of transformational leadership behaviors or rather embrace transformational leadership style, but not laissez-faire leadership.

Zbirenko and Medina (2014) on the other hand investigated how organizational structure, leadership, and communication affect productivity and efficiency of the public health-care organization. The academic purpose of the study was to investigate the relationship between organizational structure, leadership, and communication and organizational performance in relation to efficiency and productivity. The practical purpose of the research was to find out the possible ways to increase productivity and efficiency to Laboratorie medicine. The research revealed that structure, leadership, and communication affect efficiency and productivity. In which case structure defines how productive the operational processes are; leadership affects the whole personnel and the way they strive for achieving their goal; communication affects how fast things are getting done and how happy and willing personnel are. Additionally, two areas affecting the relationship between structure, communication, leadership, and organizational performance were underscored. These are development issues and personal issues. Moreover, the study found that leadership and organization are the most problematic spots in Laboratorie medicine.

Tahir (2015) conducted a study to investigate the various leadership characteristics of Transformational and Transactional Leadership. A sample size of 800 participants comprising employees at the tactical and operational management in corporate sector was used. The information collected was empirically analyzed and OLS estimation technique applied to test the hypotheses of the study. The study concludes that the Charismatic Action, Intellectual Stimulation, Inspiration Motivation, Encouragement for High Morale

characteristics of Transformational Leadership has significant positive effect on the Organizational Performance yet the individual actions of Transformational Leadership does not have significant effect on the Organizational Performance. The study also affirmed that Transactional Leadership has significant negative effect on the organizational performance.

Monte (2016) embarked on finding out the influence of strategic leadership on performance of commercial banks in Kenya. This research depicted a positive relationship between strategic leadership and performance. The elements of strategic leadership form a good synergistic influence on the performance of organizations. These aspects of strategic leadership correlated positively to the performance indicators expressed in profits, return on assets and equity as they increase marginally. The correlation analysis that was done on the strategic leadership and performance showed that, a significant effect exists between strategic leadership and performance of commercial banks in Kenya.

From the literature reviewed, it is evident that, while Iqbal and Anwar (2015); studied the effect of leadership styles practiced in an organization and their effect on employee performance, Boerrigter, Hoogeboom, and Wilderom (2016) examined the effect of leader's age on leader's affective state, leadership behavior and the overall leader effectiveness quite different from Ukaidi (2016) who studied the influence of leadership styles on organizational performance in Nigeria and Shoraj and Memetai (2017) who empirically and theoretically analyzed the relationship existing between the leadership style and organizational effectiveness. Likewise, Ukaidi, Koech & Namusonge (2015) also studied effect of leadership styles on organizational performance but looked at state corporations in Kenya. Zbirenko and Medina (2014) were a little more specific. They investigated how organizational structure, leadership, and communication affect productivity and efficiency of the public health-care organization while Anyango (2015) turned attention to employee performance and assessed the effect of leadership styles on employees' performance at Bank of Africa, Kenya. In a different approach, Joiner and Bakalis (2015) delved into mediation. They studied delegation, job satisfaction and subordinate performance and focused on the mediating effect of leader-member exchange.

Courtesy of empirical research evidenced above, it is observed that previous researchers tested leadership styles in different focus areas while others in relation to organization performance. Those that focused on corporate social performance found mixed results, some found positive correlation De Greef (2014) while some negative Edoka (2012). The

researchers who studied leadership style generally, tested organization structure, leadership and communication, they looked at mediating effect of leader- member exchange, overall leader effectiveness as influenced by leader age and affective state and relationship as well as the effect of leadership styles on organizational performance. Even though these studies provided foundation to understand leadership, most of these studies were done on organizations outside Kenya, which makes it difficult to relate with public universities in Kenya. Furthermore, the studies do not cover strategic leadership in relation to corporate social performance. Knowledge is therefore lacking about strategic leadership and its elements such as responsive leadership, authentic leadership and servant leadership. The studies as well fail to explore the strategic leadership style and the effect it has on corporate social performance. It is also evident that study on the same with regard to public universities in western Kenya is lacking. Knowledge is therefore lacking in the context of strategic leadership and its element, responsible leadership, hence the need to analyze the link between strategic leadership and corporate social performance in the public universities in western region. Thus, it is envisioned that the findings of this study will fill this gap in research by providing a foundation for researchers and scholars to ensure contextual relevance.

2.5 Strategic Leadership and Social Performance

Effective societal interface management requires effective leadership. Leadership refers to the trade-off between more or less managerial control and the ability of individuals to influence a group to realize a given objective. Leadership distinguishes itself from 'normal management' on several essential points (Van Tulder, with Van der Zwart, 2006: 148: Whetten and Cameron, 2003). Whereas managers try to ensure that people do things, leaders ensure that people want to do things. Most leaders are good managers, but good managers are not always good leaders. Leadership styles have generally evolved from autocratic, to more democratic, consultative, motivating, participative leaders or a more permissive style characterized as laissez-fair. At the moment more moral and visionary leadership styles seem to prevail, which is an indication of the growing attention of leaders towards the issue of corporate social responsibilities.

The relationship between leadership and Corporate Social Performance (CSP) has become an important topic of research in the area of leadership studies. Corporate social performance requires Corporate Social Leadership (Hilton, Gibbons, 2002). The role of the leader in guiding business toward sustainable social responsibility is complex and vast, and it has been

alleged that it requires a unique array of leadership skills and competencies. A change in management thinking has been from process to people (Kennedy, 2007). Leadership styles and leadership capabilities and competencies most prevalent among leaders whose organizations have successfully experienced changes in organizational strategy and focus, transitioned toward, and achieved more socially responsible behaviors are presented throughout the literature. Moreover, CEOs' intellectual stimulation is found to be significantly associated with the propensity of the firm to engage in strategic CSP, or those CSP activities that are most likely to be related to the firm's corporate and business-level strategies. Leadership competencies consistent with "responsible" leaders include courage, business acumen, passion, having a life ("you can't think out of the box if you are always in the box"), compassion, sense of humor, and vision for legacy (instead of vision for activity). A leader should be remembered as a person who designed a society that is educated, environmentally friendly, safe, and economically sustainable (Giampalmi, 2004). Yin and Zhang's (2012), suggested that CSP behaviors rely more on the exercise of managerial ethics, than external regulation, or civil mobilization. If CEOs act morally, and consider the needs and claims of stakeholder groups, as well as the benefits of their actions to society, as a whole, employees may feel proud to work for a company with a positive organizational image, and be inspired to work in tandem toward the realization of CSP (Waldman et al., 2006).

Other leadership attributes are related to sustainable social success (Waddock, 2007; Waldman, Siegel, & Javidan, 2006), and leaders' values such as integrity, teamwork, respect, and professionalism are part of global responsible leadership (van de Loo, 2006). The success is attributed to leaders' relentless focus on clients, continuous communication of values and beliefs, a large amount of engaging with others, accountability, and reliability (van de Loo, 2006), as well as a long-term perspective. The challenge for today's leaders is to perform effectively in an environment of uncertainty and ambiguity while reconciling the diversity of interests, needs, and demands of multiple stakeholders (Schraa-Liu & Trompenaars, 2006). Management commitment to ethics is noted as a key driver of corporate social performance (Muller and Kolk, 2010). Hemingway and Maclagan (2004) also note the importance of managerial values as an important factor in the implementation and facilitation of CSP. When the question is how the CSP concept can be locked into corporate DNA, the conclusion would be that the issue is less about sustainability with a big *S* and more about leadership with a big *L* (Jayne, 2004). More research and clarity are nevertheless needed to understand

the differentiation between leaders' skills and competencies, or leadership styles, and leadership practices.

2.6 Responsible Leadership

Responsible leadership is distinct from other leadership constructs in that it draws on discourse ethics theory and views leadership as a leader–stakeholder interaction. Moreover, it does not view leadership effectiveness in terms of financial performance as a driver of leadership behavior, but rather as directed toward gaining legitimate solutions for all affected parties (Voegtlin, Patzer, & Scherer, 2012). A central theme of such leadership is the obligation to balance the needs of multiple stakeholders (Waldman & Galvin, 2008). Most analysts argue that responsible leadership contribute to profitability of firms (Lynham and Chermack, 2006; Paton, 2009; Lynham et al., 2010). However, some scholars are not yet convinced of the validity of this argument partly because of many business development initiatives and activities developed and implemented in isolation to business strategy. Responsible leadership is not simply about the attributes of the individual leader, but must also take into consideration the entire system, which includes factors such as the contextual environment, the internal environment, management style and the process system (Koh, 2014). Lyhan et al., (2010) further argue that for leadership to be responsible it must add value to the whole organizational as opposed to individual performance. According to Holt et al., (2004), having aspects such as ethics and corporate social responsibility is no longer considered enough, as the leadership should implement a detailed managerial approach. Mirmohhamdi and Merfat (2014) elaborate the idea that the scope of organizational commitment differs from culture to culture and from individual to individual. With these conflicting information from different authors this study became necessary to find out the effect of responsible leadership on corporate social performance with particular focus to public universities of western region of Kenya.

2.6.1 Responsible Leadership and Corporate Social Performance

From a global perspective there's is indication that studies have been conducted around Responsible strategic leadership. Edoka (2012) studied impact of effective leadership on organizational performance in Nigeria using National Youth Service Corps Kogi State office. Using both questionnaire and structured interview question, an evaluation was done which was tailored towards: determining the impact of effective leadership on the performance of the organization; assessing the effect of the relationship between effective leadership and

organizational performance in promoting maximization of the objectives of the organization examining whether the three are leadership obstacles that hamper organizational performance in the Kogi State (NYSC). The study established that there are no leadership obstacles that hamper organizational performance in the Kogi State NYSC resulting from the structure of the organization management. Nevertheless, the study revealed that in-spite of the above, there are other factors that affect organizational performance. These factors include; lack of good office, equipment, insufficient funds and poor work environment. Moreover, it was revealed that in the Kogi State NYSC there are possible ways of enhancing organizational leadership for effective performance. Above all, the study revealed that there is no empirical evidence to show the relationship between effective leadership and organizational performance.

Nwachukwu et al., (2017) examined visionary leadership and its relationship to corporate social performance in selected microfinance banks in Nigeria. A purposive sample of 75 senior employees of microfinance banks participated in this study. Pearson correlation and multiple regression techniques were used. The result showed that an insignificant weak positive relationship exists between corporate social performance, employee satisfaction, environment and visionary leadership. In the same direction, customer satisfaction and community have an insignificant weak positive relationship with visionary leadership. De Greef (2014) on the other hand did an exploratory research on how entrepreneurial leadership could influence the social performance of an organization. The study was based on interviews with twenty managers from various organizations in the Netherlands. The findings of the study indicated a positive relationship between entrepreneurial leadership and social performance on the people dimension, in particular on absenteeism, employee retention and employee wellbeing. On the other hand, Wang et al., (2015) did research to find out whether responsible leadership drives Chinese firm performance. Their findings showed that socially responsible leaders were key drivers of CSP activities in Chinese companies and is consistent with Yin and Zhang's (2012) case study of 16 Chinese firms, suggesting that CSP behaviors rely more on the exercise of managerial ethics, than external regulation, or civil mobilization, because these latter factors still lack in force. The western literature shows that charismatic leadership by the CEO related positively to the propensity of the firm to engage with CSP (Waldman et al., 2006). If CEOs act morally, and consider the needs and claims of stakeholder groups, as well as the benefits of their actions to society, as a whole, employees may feel proud to work for a company with a positive organizational image, and be inspired

to work in tandem toward the realization of CSP (Waldman et al., 2006). Overall, the research showed that responsible leadership has positive influences on CSP, and essentially confirmed the hypothesis of Voegtlin et al., (2012) that states responsible leadership contributes directly to organizational performance. In theory, socially responsible leaders can meet the three requirements proposed by Yukl (2008) to improve organizational performance. First, socially responsible leaders are intended to ensure that company organizational systems and processes operate in a manner that facilitates efficacy and moral action. Second, socially responsible leaders are committed to cultivating a work environment, one where diverse employees "have fun and feel mobilized" and are "enabled to contribute to their highest potential, both in a business and a moral sense" (Maak and Pless, 2006). Third, socially responsible leaders are visionaries and care about the social and natural environments; this compels the company, on a whole, to respond to external changes quickly and pursue sustainable development by balancing the various needs of different stakeholder groups.

Min-Seong Kim and Brijesh Thapa (2018) in their study, 'Relationship of Ethical Leadership, Corporate Social Performance and Organizational Performance' established that ethical leadership significantly influenced CSP and operational performance, while CSP also had a positive effect on operational and commercial performances. Additionally, operational performance had a significantly positive influence on commercial performance, which subsequently enhanced economic performance. Overall, the findings highlighted the role that ethical leadership exhibited by senior management of foodservice franchises influenced initiation of CSP activities. This leadership style has been shown to be positively related to job satisfaction and negatively related to unethical behavior Voegtlin, (2011). RL also impacts the social performance of a company (Voegtlin et al., 2012). Responsible leaders' actions inside the company impact the outlook of the company from the outside, the relationship with external stakeholders and the social capital. Doh et al., (2011) on the other hand affirms that responsible actions can help enhance corporate reputation and image for the benefit of its continuous growth and profitability.

2.7 Authentic Leadership

Authentic leadership has been defined as an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation, Avolio and Walumbwa (2006). It is also an approach or root construct that can underlie other leadership styles. As such it can enable the

effectiveness of the positive leadership styles (Avolio & Gardner, 2005; Bass & Steidlmeier, 1999). Organizational behavior researchers have identified four dimensions that make up the authentic leadership approach. These include self-awareness, relational transparency, internalized moral perspective, and balanced processing (i.e., evaluating all pertinent data before making a decision). Pless (2007) maintains that the leaders' personal values are reflected in the business practices that firms adopt.

Other research findings (Cropanzano and Greenberg, 1997; Dirks and Ferrin, 2002; Rhoades, et al., 2001; Zaheer, et al., 1998) supports the relevance of authentic leadership behaviour in a organizational performance by underscoring the fact that when employees are treated in a caring manner, then they are bound to become committed, engage in positive attitudes, and eventually gain more trust in their leader and the system as a whole. Luthans and Avolio (2003), further argue that authentic leaders, through processes of personal and social identification, enhance positive emotions that result in increased performance.

Although there has been considerable attention focused on the topic of authentic leadership in recent years, empirical research on authentic leadership has been limited. Given recent attention being paid to the role that leaders play in organizations, and suggestions that engagement at work is best enhanced when employees feel that they are supported, recognized and developed by their managers (Harter et al., 2002), research on authentic leadership may be especially timely and relevant to organizations' social performance. Moreover, given the spate of high-profile unethical cases of leadership, the authentic leadership may prove to be a useful means of providing early evidence to identify those leaders who may not always adhere to the highest ethical and moral principles in terms of their decisions, actions and behaviours. The research findings provide useful information for recommending further leadership development and monitoring of the leaders to avoid ethical meltdowns in organizations (Walumbwa et al., 2008). The above discussion evidently stresses the importance of authentic leadership, and as such the relationship between authentic leadership and corporate social performance may cast substantial insights on the successful management of the five public Universities in western Kenya region. This study was designed to explore research with such imminent effect.

2.7.1 Authentic Leadership and Corporate Social Performance

A number of studies have been conducted around Authentic leadership. Empirical evidence available show that they focus on varying areas of leadership.   Khan (2010) for example explored the new construct of Authenticity, Authentic Leaders, and further its impact on organization performance. With the help of literature-reviewed, the author supported the argument that authentic leaders have positive effects on the employees' attitude and behavior which ultimately lead the organization towards the enhanced performance. Iqbal (2011), analyzed the relationship between leadership styles and organizational effectiveness of Information Technology (IT) firms in Karachi. After the survey sent in the IT firm in Karachi, it was observed that leadership style affects the effectiveness of IT organization. Four different types of leaders were considered and listed as dictator, democratic, visionary and free rein leader. All these styles had an impact on organizational effectiveness. Dictator and visionary styles influenced positively, whereas others negatively. The visionary or transformational style was found to yield most organizational effectiveness. The different dimensions used to define organizational effectiveness in IT industry were employee morale, organizations competitive position, customer satisfaction, management satisfaction, ability to introduce organizational change and market share of the firm. Friedrich (2012), argued that whilst Autocratic Leadership can foster many positive individual and organizational outcomes through its open and honest leading style, it is not necessarily related to the employees' ethical attitude which could be considered a close proximate to Corporate Social Performance. Authentic leaders objectively analyze all the relevant information before coming to a decision, seek the followers' inputs for decision making and ask for views that may challenge deeply held positions (Walumbwa et al., 2008, 2011). They also openly share that information with followers and use it to strengthen them (Gardner et al., 2005). As a consequence, employees become more confident in their abilities, employees' self-efficacy improves and they tend to perform their work better. Gardner et al., (2005), suggested that employees are much more emotionally committed in the execution of their tasks and have a greater focus on achieving their objectives when their perceptions of their leaders' authenticity are strong. Additionally, (Darvish and Rezaei, 2011; Leroy et al., 2012) reported that employees 'emotional bonds toward the organization influence their Individual performance IP. A study on small chain of retail stores found that authentic leadership was positively related to unit sales growth. Moreover, trust in management partially mediated the

relationship (Clapp-Smith et al., 2009). Another study found that organizational performance, as measured by an index of revenue and employment growth, was indirectly related to authentic leadership through the affective tone of the TMT (Hmieleski, Cole, & Baron, 2012).

Iqbal et al., (2018) examined the effect of authentic leadership on organizational citizenship behaviour (OCB), as well as the mediating mechanism of corporate social responsibility (CSP) on the aforementioned relationship. Using the cross-sectional design method, the data were collected from 395 employees working in the banking sector of Pakistan. Drawing on social exchange theory, it was hypothesized that authentic leadership would positively predict organizational citizenship behavior. Furthermore, it was hypothesized that CSP would positively mediate the relationship between authentic leadership and OCB. The results of the study indicated that authentic leadership positively predicts OCB. Importantly, CSP was found to positively mediate the effect of authentic leadership on OCB. Theoretical implications of the study and future research directions were also discussed.

2.8 Servant Leadership

Has been described as those who place the good of those being led over the self- interest of the leader. Such leaders are said to value and develop people, build community, and share power and status for the common good of each individual, the organization, and those served by the organization (Smith et al.,2004). They also lead by setting an example for others to follow and place emphasis on strong interpersonal relationships (Liden, Wayne, Zhao, & Henderson, 2008). This style of leadership addresses the importance of multiple stakeholders and are characterized by an altruistic mission to serve others and empathic sensitivity to their needs (Searle & Barbuto, 2011). Scholars have argued in favour of servant leadership, by stating that servant leadership has emerged overall best in the last 20 years Covey (2002). Bass (2000), points out that leaderships styles such as transformational leadership successfully motivate their employees, Storseth (2004), on the other hand suggested that a leadership style that involve people increases appetite for work thus introducing conflicting opinions on which leadership style to adopt for successful management of organizations. Moreover, empirical research on Servant Leadership has been scarce (Subramaniam, 2011), especially among public universities. A study on the effect of servant leadership on the corporate social performance of emerging localized universities in Western Kenya region would therefore shed light on its importance in the organization at the local settings.

2.8.1 Servant Leadership and Corporate Social Performance

There is empirical evidence that studies have been conducted around Servant leadership. Melchar and Bosco (2010) examined the impact of two comparative leadership styles on organizational performance outcomes. The leadership styles undertaken was transformational and servant leadership. A sample of 155 participants was taken from profit-oriented service sector of Pakistan. Data was gathered through survey on a five point likert scale from the organizations. AMOS and SPSS were used for statistical analysis. The result showed that, transformational leadership has more impact on organizational learning than servant leadership. Furthermore, organizational learning enhances organizational performance. On the other hand, Iqbal and Anwar (2015) carried out a study on leadership styles practiced in an organization and their effect on employee performance. The study sought to understand the effect of different leadership styles autocratic, democratic, and participative style- on employee performance. The research concluded revealed that autocratic leadership is useful in the short term and democratic leadership style is useful in all time horizon. And participation leadership style is most useful in long term and effect on employees is positive. However, it is argued that the ''self-sacrificial servanthood'' aspect of servant leadership (Sendjaya, Sarros, and Santora, 2008, pg. 405) is chiefly motivated towards the needs of the internal stakeholders; the followers within the organisation. (Ehrhart, 2004; Neubert, Kacmar, Carlson, Chonko, and Roberts, 2008), argued that the ''self-sacrificial servanthood'' aspect of servant leadership may help to promote performance such as organisational citizenship behaviours of employees but it is not evident how this can motivate employee behaviours that are directed towards both internal and external stakeholders. Rashid et al., (2017) reported that servant leadership uniquely explains community citizenship, in-role performance and organizational commitment, suggesting that this leadership exhibits an active concern for the well-being of broader organizational constituencies and the community at large.

Herry and Budiyanto (2014) on their study the 'Influence of Servant Leadership on Organization Performance Through Job Satisfaction in employees' of Cooperatives, found out that implementation of servant leadership on cooperatives did not affect organization performance directly, but through job satisfaction thus servant leadership would influence organization performance. Awan et al., 2012 in their study; Impact of Servant leadership Style on employees' work Performance and mediation effect of work motivation in NGO's, found that there were positive and significance relationships between servant leaders and

employees' motivation and ultimately employees' work performance. Rashid et al., (2017) studied the relationship of servant leadership with employee performance of in-role and extra role performance where they reported that that servant leadership has positive relationship with OCB and task performance and that servant leadership uniquely explains community citizenship, in-role performance and organizational commitment, suggesting that such leadership exhibits an active concern for the well-being of broader organizational constituencies and the community at large.

David E. Melchar and Susan M. Bosco (2010) investigated whether a servant leader can develop a corporate culture that attracts or develops other servant leaders. Using the survey developed by Barbuto and Wheeler (2006), servant leader characteristics in managers were measured at three high-performing organizations. Results indicated that servant leaders can develop a culture of followers who are servant leaders themselves. This is one of the few studies to empirically test the model of servant leadership in an organizational environment. The success these servant leaders have achieved in a for-profit, demanding environment suggests this leadership style is viable for adoption by other firms. He further reported that servant-leader model offers a positive alternative to other leadership theories, moving the concept of leadership to one that encompasses behaviors that are effective while also providing a supportive environment for human development.

Interestingly, Drury (2004) in her study of administrative employees and faculty at a single college practicing the values of servant leadership reported a negative correlation between servant leadership and organizational commitment, while a study on Church educational system conducted by Anderson (2005) reported a strong correlation between perceptions of servant leadership and job satisfaction. A breakthrough aspect was given by Irving (2006) when he empirically conducted a study in a US division of an international non-profit organization, establishing a relationship between servant leadership at individual level and team effectiveness.

2.9 Study Gaps

Courtesy of the reviewed literature, it has been established that although this studies provided foundation to understand leadership, most of these studies were done on organization outside Kenya, which makes it difficult to relate with public universities in Kenya. Furthermore, studies do not cover strategic leadership in relation to corporate social performance. Knowledge is therefore lacking about strategic leadership and its elements such as responsive

leadership, authentic leadership and servant leadership. The studies as well fails to explore the strategic leadership style and the effect it has on corporate social performance. It is also evident that study on the same with regard to public universities in western Kenya is lacking. Knowledge is therefore lacking in the context of strategic leadership and its elements., responsible leadership, hence the need to analyze the link between strategic leadership and corporate social performance in the public universities in western region. Thus, it is envisioned that the findings of this study will fill this gap in research by providing a foundation for researchers and scholars to ensure contextual relevance.

Additionally, there has been mixed results and information on previous studies done on Responsible leadership. With these conflicting information from different authors this study became necessary to find out the effect of responsible leadership on corporate social performance with particular focus to public universities of western region of Kenya.

Literature reviewed identified that empirical research on Servant Leadership has been scarce especially among public universities. A study on the effect of servant leadership on the corporate social performance of emerging localized universities in Western Kenya region would therefore shed light on its importance in the organization at the local settings. Moreover, given the spate of high-profile unethical cases of leadership, the authentic leadership may prove to be a useful means of providing early evidence to identify those leaders who may not always adhere to the highest ethical and moral principles in terms of their decisions, actions and behaviors. The above discussion evidently stresses the importance of authentic leadership, and as such the relationship between authentic leadership and corporate social performance may cast substantial insights on the successful management of the five public Universities in western Kenya region. This study was designed to explore research with such imminent effect.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology used in the study that sought to find out the effect of strategic leadership on corporate social performance in public universities in western region of Kenya. Specifically, it deals with the geographical location of the study, the research design, the study population, sample size and the sampling techniques, data collection instruments, their reliability and validity, the data collection procedures, ethical consideration and statement on how the data were analyzed.

3.1 Research Design

According to Kothari (2004) research design is a definite plan determined before any form of data are actually collected from a given population and analyzed. It constitutes a description and arrangement of conditions for collection and analysis of data to ensure relevance to the research purpose. It comprises the conceptual structure within which research is conducted and constitutes the blue print for the collection, measurements and analysis of data. Since the type of research is descriptive, the study adopted cross-sectional research design that allowed flexibility to consider different aspects of the research problem, descriptive analysis of the associations and hypothesis testing to infer relationships between variables of the study. Cross-sectional research design thus involved survey and analysis of information gathered from literature review and primary data collected through survey questionnaires.

The researcher applied the Multifactor leadership questionnaire (MLQ form 5X) proposed by Hater and Bass (1988). The questionnaire was meant for the Universities staff (academic and non-academic) and student leaders to collect data on their opinion on the style of leadership approaches, visionary, versatility and ability to empower others through their strategic leadership of the institutions and the possible social outcomes (See appendix II.). The questionnaire was designed to have seven (7) questions for each aspects of strategic leadership under study and eleven (11) items examining the respondent's views on the expected social outcomes of the universities leadership.

3.2 Study Area

The research survey was conducted within five public universities (Maseno University, Masinde Muliro University, Kibabii University, Jaramogi Oginga Ondinga University and Rongo University) of western region of Kenya. Western Kenya is defined in this study by the counties of Vihiga, Bungoma, Kakamega, Busia, Siaya, Kisumu, Homabay and Migori. The

counties are within the former western province, $0^0$30'N $34^0$35'E and Nyanza Province. See appendix 5. It covers an area of 7,400.4 km2 with a total population of 4,334,202 (KNBS, 2009). It is bordering Uganda and it is on the west of Eastern Rift Valley.

The reason of choosing these universities in the study area was because they are fully chartered public universities by the Commission for Universities Education (CUE) and they are large enough, therefore likely to engage in CSP activities. In addition, the presence of public universities in western Kenya made it convenient for the researcher in terms of time, cost and accessibility.

3.3 Target Population

The target population refers to all the elements that enable the researcher to make inferences (Cooper and Schindler, 2014). Lavrakas (2008) defines a target population as finite or infinite collection of individual elements. The population of this study comprised academic and non-academic staff members of public universities, students representing the public and local community groups totaling to 3525 of the universities community. The data was obtained from the universities human resources department as at February (2018).

3.4 Sample Size

The sample size refers to the number of units selected from which data is gathered (Lavrakas, 2008). Singh and Masuku (2014) posit that the process of determining the sample size is dependent on the design of the study. Additionally, they affirm that the sample size determination is the choice of the number of observations to include in the sample.

Sample size was determined by the formula as used by Cochran (1977). The alpha level used in determining sample size in most educational research studies is either 0.05 or .01 (Ary, Jacobs, & Razavieh, 1996). In Cochran's formula, the alpha level is included in the formula by utilizing the t-value for the alpha level selected (e.g., t-value for alpha level of .05 is 1.96 for sample sizes above 120). The researcher set the alpha level a priori at 0.05, plans to use a five-point scale, set the level of acceptable error at 3%, and estimated the standard deviation of the scale as 1.167 (Cochran, 1977). Therefore, Cochran's sample size formula will be used for calculating the sample size as follows:

Cochran's Formula: - $n0=(t)2*(p)(q)/(d)2$ …………………………3.1

Where;

    Where t = value for selected alpha level of .025 in each tail = 1.96

    Where s = estimate of standard deviation in the population = 1.167.

    (estimate of variance deviation for 5-point scale calculated by using 5 divided by 4)

    Where d = acceptable margin of error for mean being estimated = .21.

    Therefore, the substituted value

    Sample size; no = $(t)^2 * (s) 2/(d)^2 = (1.96)^2(1.167)^2/ (7*.03)^2 = 118$

    Thus, for a population of 3,525, the required sample size is 118.

According to Kothari (2004), the sampling design refers to an approach used by the researcher to select items from a population. Proportionate simple random sampling was used to pick the academic, non-academic staff members and students. The two groups formed the sample for the questionnaires.

3.5 Data Collection Methods

Data collection is a systemic way of gathering information, which is relevant to the research purpose or questions (Onwuegbuzie and Leech, 2005). Primary as well as secondary data was used for this study. Primary data was obtained from respondents' concerned while Secondary data on strategic leadership and CSP was collected from electronic databases, journals, books and articles and discussed in the literature review.

3.5.1 Data Collection Instruments

A structured Likert scale of 5 levels type of questionnaire was developed, reviewed and administered for data collection through a drop and pick later method to the universities. The questionnaire consisted of closed ended questions designed to elicit specific responses for qualitative analysis. The questionnaire was divided into five sections which were, demographic section, and three other sections each representing specific research objective.

3.5.2 Validity and Reliability

The accuracy and credibility of data collection and measurement instruments were subject to tests to eliminate bias and ensure consistency in the study. Thus validity and reliability test was conducted across the various items in the instruments. Inter-item consistency reliability was also used to measure consistency of respondents' answers to all the items measured. Additionally, dependent and independent variables were correlated with each other and reliability established across the items. Accordingly, content reliability was conducted to ensure a representative set of items and adequate items included in the instruments. Frankfort and Nachmias (1996) opines that the more the scale item representing the items of the concept being measured the greater the content validity.

3.5.3 Reliability

In particular, the reliability relates to the precision and accuracy of the instrument. If used on a similar group of respondents in a similar context, the instrument should yield similar results, Cohen *et al.,* (2000). The reliability of the survey instrument was measured using the reliability coefficient Cronbach's alpha which should ideally be between 0.7 to 0.9, Polit and Hungler (2008). The alpha coefficient was calculated and obtained a results of 0.951 presented in Table 3.0 indicating high reliability.

Table 3.1: Internal Consistency of Scale

Constructs	No. of Items	Cronbach's Alpha
Responsible Leadership	7	0.796
Strategic Leadership	7	0.853
Authentic Leadership	7	0.870
Social Performance	11	0.901

The reliability test for all the variables produced reliability coefficients above the required threshold of 0.7. This infers that the research instrument was reliable.

3.5.4 Validity

According to Polit and Hungler (2008) validity refers to "the degree to which the instrument measures what it is supposed to be measuring". The researcher mostly focused on content validity, which refers to the accuracy with which an instrument measures the factors under study. The validity test for the research instrument was established through a selection of 10 CUEA lecturers and 22 students who were deemed conversant with the topic under study.

The selection of CUEA Kisumu branch was purposive, guided by consideration of similarities with the research population being a university institution, convenience and cost effectiveness by the researcher. They were informed of the objectives of the study and requested to assess the instruments' content.

3.5.5 Data Analysis

The two commonly used methods of data analysis are descriptive and inferential. Descriptive helps describe, show or summarize data in a meaningful way such that, patterns easily emerge from the data. Since the study sought to establish the degree of association between variables and test hypothesized relationship, the study used a combination of descriptive statistics, simple and multiple regression analysis; where by $p < 0.05$ was taken as statistically significant.

The coefficient of determination (R^2) was computed to check the goodness of fit of the regression model. Finally, simple and multiple regression analysis were used to establish any cause and effect, degree and direction of the relationship between variables. The data was converted from ordinal to interval by generating composite scores for all the variable to be able conduct statistical analysis using Statistical Package for Social Sciences (SPSS). The tool was used to perform data entry, test the construct measures, the hypotheses and to create tables and graphs for presentation of results.

Model Specification

$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + \varepsilon$ ………………………………………3.2

Source: Adapted from Fairchild and MacKinnon (2009)

Where

Y= Corporate Social Performance

X_1 = Responsible Strategic Leadership

X_2 = Servant Strategic Leadership

X_3 = Authentic Strategic Leadership

β_0 = Y intercept in the equation

β_1 = measure of effect of responsible Leadership on corporate social performance

β_2 = measure of effect of servant Leadership on corporate social performance

β_3 = measure of effect of authentic Leadership on corporate social performance

ε = error term

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents data analysis and the findings of the study research. The areas covered include respondent's response rate and demographic characteristics of the surveyed respondents. In addition, the results of the descriptive statistics and inferential statistical tests of hypotheses are analyzed and discussed.

4.1 Respondents Response Rate

Data used to test the hypotheses were collected using four corporate social performance characteristics in the questionnaire presented in Appendix II. The items were the indicators of the effect of strategic leadership on corporate social performance of public universities in western Kenya. The indicators were supposed to reveal the extent to which leadership types aligned to corporate social performance on a scale of 1 to 5, where one represented strongly disagree and five a strongly agree. The Researcher administered questionnaire to a total sample population of 118 respondents and the response obtained was 112. The response rate being 94.91% (112/118) which shows significant validity. According to Mugenda and Mugenda (2009) a response rate of 50% is considered adequate, 60% good, above 70% rated very good and a response rate of 100% is considered the best. Thus a response rate of 94.91 was considered appropriate to meet the study objectives.

4.2 Demographic Characteristics of the Respondents

The research population was measured by variable indicators and their percentage frequencies obtained in respect to gender, level of education, length of service in the university and age of the university. The respondents provided answers to the respective questions designed in Likert scale measurement for those responses that required nominal values. The demographic analysis showed that, out of the 112 total respondents surveyed during the study, 69% were male while 31% were female. Majority of the respondents fell in the age group bracket of 26-35 years' category representing 40% of the total respondents. This was followed by 18-25 age group category representing 34.6% and 36-45 years at 18.0%. The smallest group of respondents fell in the age group above 56 years' category (0.5%).

Table 4.1: Respondent's Gender

		Frequency	Percent
Valid	Male	77	68.8
	female	35	31.2
	Total	112	100.0

Source: Research Data, 2018

Results in figure 4.1 shows that majority of the participants were males. Based on the responses from participants, 68.8% were males whereas the remaining 31.2% were females. The fact that majority of respondents were males show that most public universities in the western region have a higher population of males as opposed to females. The test was to determine whether the number of respondents meet the 1/3 gender thresh-hold/ balance as observed by Dalton, Barbara and Heyward 2010. However, although the male was more than female, the difference was not significant and therefore the study was not skewed towards one gender.

Table 4.2: Level of Education

		Frequency	**Percent**
Valid	Secondary	9	8.0
	Tertiary	103	92.0
	Total	112	100.0

Source: Research Data, 2018

The results in figure 4.2 Shows that majority of the participants 92.0% had tertiary education whereas 8% had up to secondary school level. The implication of these results was that majority of staff and students in public universities in western region have tertiary level of education. Borrowing from Nasri and Charfeddine 2012, the study made an assumption that with such high levels of education the participants were able to comprehend the question, hence, provide reliable and relevant answers towards the attainment of research objectives. Additionally, this implied that public universities being learning institutions has employed staff with high level of education.

Table 4.3: Year of Service

	Years of Service	**Frequency**	**Percentage**
Valid	3 years and below	15	13.4
	4-6 years	53	47.3
	7-9 years	20	17.9
	10 years and above	24	21.4
	Total	112	100.0

Source: Research Data, 2018

Table 4.3 shows that out of 112 respondents 47.3% which were the majority had worked for above 4 years, followed by 21.4% of those who had worked for over 10 years and below and 13.4% of employees who had worked for below 3years. The length of service of the respondents was considered in this research amongst the respondents. Understanding the length of service provided a picture to the Researcher on the experience and depth of information that respondents had in a relation to corporate social performance.

Table 4.4: Age of the University

		Frequency	**Percent**
Valid	3 years and below	17	15.2
	4-6 years	35	31.3
	7-9 years	24	21.4
	10 years and above	36	32.1
	Total	**112**	**100.0**

Source: Research Data, 2018

In respect to the age of the university. Figure 4.4 Shows that out of the five universities 32.1% have been in existence for more than 10 years, 31% have been in existence for above 4 years, 21% for between 7-9 years and only 15% haven been in existence for below 3 years. The implication was that most of the public universities have been in existence for long enough to realize corporate social performance

4.3 Descriptive Analysis of Variables under the Study

In this section, descriptive results of the data collected on independent and dependent variables are presented which includes frequencies, percentages, mean score and standard deviations for the variables used in the survey questionnaire

4.3.1 Responsible Leadership

The first objective of the study was to establish the effect of Responsible Leadership on Corporate Social Performance in public universities in western region of Kenya. Various statements regarding Responsible leadership were developed and participants asked to state in a scale of (1=Strongly Disagreed, 2=Disagreed, 3 – Neutral, 4=Agreed and 5 = Strongly Agreed) how much they agreed with the statements as shown in Table 4.4

Table 4.5: Descriptive Statistics for Responsible Leadership

Statements	N Stat	Min Stat	Max Stat	Mean Stat	Std. Deviation
1. My leader balances the needs of all stakeholders	112	1	5	2.78	.898
2. My leader considers the consequences of decisions among the affected stakeholders	112	1	5	3.28	.922
3. My leader tries to achieve a consensus among the affected stakeholders	112	1	5	3.37	.631
4. My leader develops stakeholder networks through frequent interaction, discourse and mobilizing stakeholders such as for sustainability issues through engagement	112	1	5	3.50	.930
5. My leader takes a stand wherever laws and regulations are flawed or non-existent	112	1	5	3.85	.774
6. My leader involves the affected stakeholders in the decision-making process	112	1	5	3.62	.750
7. The leader provides clear direction and support on social programs and activities aimed at promoting social values	112	1	5	3.46	.628
Valid N (listwise)	112				

Source: Research Data, 2018

The finding indicate that most variables produced mean scores in the moderate and low standard deviations implying that most observations from survey respondents clustered around the means. This implies that most respondents agreed that their leaders take a stand wherever laws and regulations are flawed or non-existent (M=3.85, SD=0.774), their leaders involve the affected stakeholders in the decision making process (M=3.62, SD=0.750) and their leaders develop stakeholder networks through frequent interaction, discourse and mobilizing stakeholders such as for sustainability issues through engagement (M=3.50, SD=0.930), their leader provides clear direction and support on social programs and activities aimed at promoting social values (M=3.46, SD=0.628). The analysis also reveal that some respondents were somewhat uncertain that their leaders consider the consequences of decisions among the affected stakeholders (M=3.28, 0.922) their leaders tries to achieve a consensus among the affected stakeholders (M=3.37, SD=0.631) and their leaders balances the needs of all stakeholders (M=2.78, 0.898)

The implication of this finding is that on average the respondents agreed with statements regarding responsible leadership. The findings show that responsible leadership is positively correlated with CSP.

4.3.2 Authentic Leadership

The second objective of the study was to establish the effect of Authentic Leadership on Corporate Social Performance in public universities in western region of Kenya. Various statements regarding Responsible Leadership were developed and participants asked to state in a scale of (1=Strongly Disagreed, 2=Disagreed, 3 − Neutral, 4=Agreed and 5 = Strongly Agreed) how much they agreed with the statements as shown in Table 4.5.

Table 4.6: Descriptive Statistics for Authentic Leadership

Statements	N Stat	Min Stat	Max Stat	Mean Stat	Std. Dev	Rank
1. My leader listens carefully to different points of view before coming to conclusion	112	1	5	3.61	.874	4
2. My leader demonstrates beliefs that are consistent with actions	112	1	5	3.38	1.024	6
3. My leader seeks feedback to improve interaction with others	112	1	5	3.65	.917	3
4. My leader solicits views that challenge his or her deeply held positions	112	1	5	3.76	.808	1
5. My leader is willing to admit mistakes when they are made.	112	1	5	3.52	.939	5
6. My leader cultivates a culture of trust	112	1	5	3.68	1.084	2
7. My leader has interest and prioritizes social programs and activities aimed at promoting social improvement	112	1	5	3.38	1.015	7
Valid N (listwise)	112					

Source: Research Data, 2018

The results presented demonstrate that, most variables produced mean scores in the moderate and low standard deviations implying that most observations from survey respondents clustered around the means. The findings indicate that most respondents agreed that their leaders solicit views that challenge their deeply held positions (M=3.76, SD=0.808), their leaders cultivate a culture of trust (M=3.68, SD=1.084) and their leaders seeks feedback to improve interaction with others (M=3.65, SD=0.917), their leaders listen carefully to different points of view before coming to conclusion (M=3.61, SD 0.874), their

leader is willing to admit mistakes when they are made (M=3.52, SD=.939), their leaders cultivate a culture of trust (M=3.68, SD=1.084) and their leaders have interest and prioritizes social programs and activities aimed at promoting social improvement(M=3.38, SD=1.015)

4.3.3 Servant Leadership

The third objective of the study was to establish the effect of servant leadership on corporate social performance in public universities in western region of Kenya. Various statements regarding servant leadership were developed and participants asked to state in a scale of (1=Strongly Disagreed, 2=Disagreed, 3 – Neutral, 4=Agreed and 5 = Strongly Agreed) how much they agreed with the statements as shown in Table 4.6.

Table 4.7: Descriptive Statistics for Servant Leadership

Statement	N Stat	Min Stat	Max Stat	Mean Stat	Std. Dev	Rank
1. My leader has deep-rooted desire to make a positive difference in other's lives	112	1	5	3.91	.609	1
2. My leader makes employees part of the team, including them in education, training, events, promotes from within	112	1	5	3.69	.616	4
3. My leader seeks to serve rather than be served	112	1	5	3.38	.633	7
4. My leader has concerns for growth of people, community, building, delegation and teaching	112	1	5	3.83	.958	3
5. My leader lets people resolve issues themselves so that they feel empowered	112	1	5	3.62	.989	5
6. My leader appreciates others and respects employees and customers	112	1	5	3.91	.623	2
7. My leader recognizes the public and local community and provides leadership and support programs aimed at promoting social change	112	1	5	3.60	.934	6
Valid N (listwise)	112					

Source: Research Data, 2018

The findings indicate that most respondents agreed that their leaders appreciate others and respects employees and customers (M=3.91, SD=0.623), their leaders have deep-rooted desire to make a

positive difference in other's lives (M=3.91, SD=0.609) and their leaders has concerns for growth of people, community, building, delegation and teaching (M=3.83, SD=0.958), their leader makes employees part of the team, including them in education, training, events, promotes from within (M=3.69. SD 0.616) and their leaders lets people resolve issues themselves so that they feel empowered (M=3.62. SD 0.989), their leader recognizes the public and local community and provides leadership and support programs aimed at promoting social change (M=3.60. SD 0.934) If all the variables are rounded off, they will fall in the agree column. This implies that most respondents agreed that servant leadership affects corporate social performance in their university.

4.4 Corporate Social Performance

The study also sought to establish the effect of strategic leadership on corporate social performance in public universities in western region of Kenya. Various statements regarding Strategic leadership were developed and participants asked to state in a scale of (1=Strongly Disagreed, 2=Disagreed, 3 − Neutral, 4=Agreed and 5 = Strongly Agreed) how much they agreed with the statements as shown in Table 4.7.

Table 4.8: Descriptive Statistics for Corporate Social Performance

Statement	N Stat	Min Stat	Max Stat	Mean Stat	Std. Dev	Rank
1. The university has clear policies and plans guiding its involvement in social programs and activities	112	1	5	3.62	1.164	3
2. The university's leadership initiatives on social programs has made it more attractive to potential employees and increased the number of students	112	1	5	3.13	.950	9
3. The university's leadership role on social programs has significantly contributed towards the enhancement of the image of the university	112	1	5	3.46	.929	5
4. The university's' leadership role on social programs has significantly contributed towards environmental conservation	112	1	5	3.29	.905	7
5. Financial challenges affect the university's involvement in social programs and activities	112	1	5	3.52	1.022	4
6. The university's reputation/ image is above the rest of other public universities	112	1	5	3.66	1.000	2
7. The university involves the public and local community in its programs and activities	112	1	5	2.97	.885	11
8. The university's' social programs policies have ensured stronger relationships with its external stakeholders	112	1	5	3.05	1.012	10
9. The university's leadership style affect its investment and participation in social programs and activities	112	1	5	3.46	.746	6
10. The leadership of the university has contributed towards the improvement of its corporate social performance	112	1	5	3.20	1.122	8
11. The university's leadership style affects corporate social performance	112	1	5	3.75	.905	1
12. Valid N (list wise)	112					

Source: Research Data, 2018

Table 4.7 shows that four variables produced high mean scores, when rounded off would fall at the agree column that is, "the university has clear policies and plans guiding its involvement in social programs and activities" (M= 3.62,SD=1.164); "financial challenges affect the university's involvement in social programs and activities" (M=3.52, SD=1.022); "the university's reputation/ image is above the rest of other public universities" (M=3.66, SD=1.000) and " the university's leadership style affects social performance" (M=3.75,

SD=0.905). This finding infers that most respondents answer to these variables fell in the agree column. The table also shows that most variables yielded mean scores at the neutral point (point of 3). This could be as a result that some respondents did not understand the questions well.

From the results it is evident that public universities in western Kenya has clear policies and plans guiding its involvement in social programs and activities. However, the results of descriptive statistics showed that financial challenges may pose a major hindrance to implementation of social programs, particularly the involvement of the university communities in social programs and activities planned and organized by the public university. The results of this finding presupposes that for strategic leaders to become successful in carrying out corporate social performance activities there is need for allocation of sufficient financial resources to facilitate the activities of corporate social performance.

The results confirm Hemingway and Maclagan (2004) who noted that managerial values are important factor in the implementation and facilitation of CSP. Additionally, If CEOs act morally, and consider the needs and claims of stakeholder groups, as well as the benefits of their actions to society, as a whole, employees may feel proud to work for a company with a positive organizational image, and be inspired to work in tandem towards the realization of CSP (Waldman et al., 2006).

4.5 Linear Regression Analysis Results

To satisfy the main objective of the study, the researcher delved into conducting a composite analysis to establish the direction and extent of the effect of each of the dimensions of strategic leadership on corporate social performance whose findings were presented in Tables 4.8, 4.9 and 4.10. The analysis was also aimed at identifying which of the three strategic leadership styles is most suitable for strategic management of public universities.

Standard Multiple Regression (SMR) was used applying the model

$Y = B_0 + B_1 X_1 + B_2 X_2 + B_3 X_3 + \varepsilon$

Table 4.9: Model Summary[b]

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
					R Square Change	F Change	df1	df2	Sig. F Change
1	.688[a]	.473	.458	5.58421	.473	32.275	3	108	.000

a. Predictors: (Constant), Authentic leadership, Responsible leadership, Servant leadership
b. Dependent Variable: Strategic performance

The first table considered in multiple regression analysis was the model summary table. This table provides the R, R^2, adjusted R^2 and the standard error of the estimate. The "R" column represents the value of R, which is the multiple correlation coefficient. The R value is normally considered a measure of the quality of the prediction of the dependent variable which in this case is corporate social performance. From the table, the R value is 0.688 which indicates a good level of prediction. The "R square" column represents the coefficient of determination which is the proportion of the variance in the dependent variable that can be explained by the independent variables i.e. it is the proportion of variation accounted for by the regression model above and beyond the mean model. From the model summary table, the R^2 value is 0.473 which implies that the independent variables explain 47.3% of the variability of the dependent variable i.e. corporate social performance.

Table 4.10: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3019.294	3	1006.431	32.275	.000[b]
	Residual	3367.813	108	31.183		
	Total	6387.107	111			

a. Dependent Variable: Corporate social performance
b. Predictors: (Constant), Aleadership, Rleadership, Sleadership

The next table to consider in multiple regression analysis is the Anova table. The table provides the statistical significance of the model that was applied. Ideally, it tests the multiple R in the population equals 0. From the ANOVA table, it can be seen that the probability significance value (sig)= 0.000 which is below 0.05 implying that the independent variables (Authentic leadership, Responsible leadership and servant leadership) can statistically significantly predict the dependent variable which is corporate social performance.

Table 4.11: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	4.054	4.056		1.000	.020	-3.986	12.095
	Rleadership	.383	.198	.190	1.940	.005	-.008	.775
	Aleadership	.458	.250	.303	1.834	.009	-.037	.953
	Sleadership	.480	.302	.253	1.591	.014	-.118	1.078

a. Dependent Variable: Sperformance
Social performance = 4.054+ 0.480(servant leadership) +0.458(Authentic leadership) + 0.383(Responsible leadership)

The interpretation of the above equation is that there is positive effect of responsible leadership on CSP (B_1 = .383) authentic leadership on CSP (B_2 = .480) and servant leadership on CSP (B_3 = .458). Therefore, increasing any of the aforementioned aspects will result into an increase in CSP of the public universities. This implies that among other factors, responsible leadership, authentic leadership and servant leadership are significant determinants of university corporate social performance among the selected public universities. The results also revealed that of the three leadership styles, servant leadership has highest significant effect on corporate social performance in public universities followed by authentic leadership and responsible leadership identified as the dimension with the least impact as per the model.

These findings show that strategic leadership is a key driver of CSP activities in public universities in western Kenya and is consistent with Yin and Zhang's (2012) who reported that CSP engagement rely more on the exercise of managerial ethics, than external regulation, or civil mobilization. Strategic leadership therefore can motivate all stakeholders to strive for the shared goals, thereby enhancing the financial performance of organization and as well as attainment of social goals. Leadership plays a vital role in decision making. The CSP orientation that an institution adopts is closely associated to its leader's ethical values. The outcome of this study confirms that only when institutional leaders are committed to responsible business practices will a firm's approach to CSP be positive as postulated by (O' Dwyer 2003).

4.6 Effect of Responsible Leadership on Corporate Social Performance

The coefficient Table 4.11 is a further test on the beta coefficients of the resulting model to determine the measure of contribution of the effect of responsible leadership to affect the corporate social performance of public universities. The results show that for each unit increase in the independent variable, there is an expected increase of 38.3% in the dependent variable (responsible leadership). The direction of this relationship is positive. In other words, since the coefficients (B_1 = 0.383, p = 0.000), this implies that the independent variable, responsible leadership has a positive and significant effect on corporate social performance of public universities hence rejecting the null hypothesis (Ho$_1$) which stipulates that (there is no significant effect of responsible leadership on corporate social performance in public universities is rejected. and the alternative hypothesis which states that responsible

leadership affects the corporate social performance of public universities was therefore accepted.

The existing correlation between responsible leadership and corporate social performance is also corroborated by that of Wang et al., (2015) who confirmed that socially responsible leaders were key drivers of CSP activities and is consistent with Yin and Zhang's (2012) who in his case study of 16 Chinese firms, suggested that CSP behaviors rely more on the exercise of managerial ethics, than external regulation. This is further supported by Min-Seong Kim and Brijesh Thapa (2018) in their study where it was established that ethical leadership significantly influenced CSP and operational performance, while CSP also had a positive effect on operational and commercial performances. Additionally, the finding is consistent with Voegtlin (2012) observation that responsible leadership means actively engaging stakeholders, encouraging participative decision making, and aiming for shared problem solving. It also confirms O' Dwyer, (2003) assertion that when institutional leaders are committed to responsible business practices will a firm's approach to CSP bear positive impact.

Therefore, it can be inferred that institutions led by immoral and amoral leaders are most likely to engage in unethical business practices which harm stakeholders. As ethical obligations take precedence over profits, organizations headed by moral leaders are most likely to engage in Corporate Social Performance.

4.6.1 Effect of Authentic Leadership on Corporate Social Performance

A further test on the beta coefficients of the resulting model to determine the measure of contribution of the effect of authentic leadership on corporate social performance of public universities was conducted. The results show that if all factors were held constant, then for every unit increase in authentic leadership there is an expected increase of 45.8 % in the dependent variable. The direction of this relationship is positive. In other words, since the coefficients ($B_2 = 0.458, p = 0.000$), this implies that the independent variable, authentic leadership has a positive and significant effect on corporate social performance of public universities. In this regards the null hypothesis (Ho_2) which stipulates that (there is no significant effect of authentic leadership on corporate social performance in public universities is rejected. and the alternative hypothesis which states that authentic leadership affects the corporate social performance of public universities was therefore accepted.

The current findings are consistent with Alumbwa et al., (2008, 2011) who argued that AL requires high levels of self-reflection which tends to coincide with high levels of moral development. The results are also in agreement with Hannah, Avolio, and Walumbwa (2011) who in their study found a positive relationship between AL, and ethical and prosocial behaviour. This is further supported by Khan (2010) who explored the new construct of Authenticity, Authentic Leaders, and their positive impact on organizations performance.

This implies therefore, that the present study, while confirming previous findings, has indicated that authentic leadership has considerable effect on corporate social performance in the universities. As employees discover their leader's behavior and values such as engaging in transparent decision making and showing self-awareness, they consequently internalize their leaders' value and behaviors making them understand themselves better. Over time, authentic leadership provides a positive work environment, helps the employees find their talents, provides appropriate work roles to employees, and helps employees to build healthy work relationship. This is likely to make employees build confidence in themselves and their work, more trust in leaders and co-workers, and experience highly increased work engagement and output.

4.6.2 Effect of Servant Leadership on Corporate Social Performance

The results show that for each unit increase in the independent variable (servant leadership), there is an expected increase of 48% in the dependent variable. The direction of this relationship is positive. In other words, since the coefficients ($B_3 = 0.480, p = 0.000$), this implies that the independent variable, servant leadership has a positive and significant effect on corporate social performance on public universities. Thus the null hypothesis (Ho_3) which stipulates that (there is no significant effect of servant leadership on corporate social performance in public universities is rejected. and the alternative hypothesis which states that servant leadership affects the corporate social performance of public universities was therefore accepted.

The results of the analysis above corroborate with that of Rashid et al., (2017) who reported that servant leadership uniquely explains community citizenship, in-role performance and organizational commitment, suggesting that this leadership exhibits an active concern for the well-being of broader organizational constituencies and the community at large. The results of the positive correlation between servant leadership was also supported by the descriptive statistics that showed positive responses that indicated that leaders in the public universities

in western Kenya has deep-rooted desire to make a positive difference in other's lives and has concerns for growth of people, community, building, delegation and teaching. The finding is also aligned to the raging debates by scholars such as Covey (2002) inclination towards servant leadership by maintaining that servant leadership has emerged overall best among the various strategic leadership styles in the last 20 years.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents a summary of the research objectives, methodology and the results of a comprehensive data analysis, discussion and conclusion. The main objective of the study was to determine the effect of strategic leadership on corporate social performance in public universities in western Kenya.

5.2 Summary of the Findings

The first objective of the study was to establish the effect of responsible leadership on corporate social performance in public universities in western region of Kenya. The corresponding null hypothesis was that there is no significant effect of responsible leadership on corporate social performance in public universities in western region. The study findings showed that responsible leadership affects corporate social performance in public universities in western region.

The second objective of the study was to examine the effect of authentic leadership on corporate social performance in public universities in western region of Kenya. The corresponding null hypothesis was that there is no significant effect of authentic leadership on corporate social performance in public universities in western region. The study findings showed that authentic leadership affects corporate social performance in public universities in western region.
Effect.

The third objective of the study was to investigate the effect of servant leadership on corporate social performance in public universities in western region of Kenya. The corresponding null hypothesis was that there is no significant effect of servant leadership on corporate social performance in public universities in western region. The study findings showed that servant leadership affects corporate social performance in public universities in western region.

5.2 Conclusions

In summary, the study has established the fact that strategic leadership has a significant positive effect on corporate social performance in public universities in western region of Kenya. In respect to the specific dimensions of strategic leadership the study has established that there is a positive relationship between responsible leadership and corporate social performance in public universities in western region of Kenya. In addition, the study has indicated that both authentic leadership and servant leadership have positive effect on corporate social performance in public universities in western region of Kenya. It is also obvious that different strategic leadership styles have varying consequences on corporate social performance (supported by objectives 1, 2, and 3). While responsible leadership and authentic leadership styles have a positive impact on corporate social performance, servant leadership, has the most significant effect on corporate social performance. It can therefore be concluded that strategic leadership has a significant positive effect on corporate social performance in public universities in western region of Kenya.

5.3 Recommendations

Based on the findings and conclusions, that responsible leadership has a significant positive effect on corporate social performance in public universities in western region of Kenya. The university management should emphasis on identify who its stakeholders are and their respective interests, objectives, and ability to influence the institution and above all identify the social values that they want their institutions to be associated with. This will assist in establishing ethical principles which are aligned and integrated with the business strategy of the institutions they govern. This in turn will increase the universities' commitment to corporate social performance as a whole.

Secondly, since authentic leadership exerts the positive significant effect on corporate social performance, University leaders should put more emphasis in identifying the social values that they want their firms to be associated with and also cultivate a culture of trust amongst the stakeholders.

As the study established, servant leadership style facilitates corporate social performance, it therefore means the positive attributes of servant leadership can be learned and thus constitute critical package for capacity building directed at improving the capacities of the leaders of public university in the western region of Kenya. As such, leaders at all levels

should be encouraged to adjust their roles to be conducive to institution operations in relation to corporate social performance.

Overall, this study contributes to the existing knowledge in the field of strategic management and organizational behavior by exploring the connection between strategic leadership and corporate social performance with specific reference to public universities. More importantly, the findings from this study will benefit policymakers, managers, and entrepreneurs by providing better insight on developing leaders that focus on creating and enhancing divergent stakeholders value. In addition, university managers and policy makers can use the finding of this study as a guide to make and implement policies that will benefit various stakeholders and enhance their competitive advantage.

5.4 Limitations of the Study

The research had a considerable number of limitations. In this research only student leaders, academic and non-academic staff were interviewed because of a restricted timeframe, thus, the data could be construed to only describes the incident from a student and staff point of view of the university leadership and not from external community of universities. However, the researcher approached the research from the understanding that the students and staff are equally a good representation of the large public from which the universities draws its clients and therefore their opinion are true representation of the impact of the universities on the local community.

Similarly, as the study survey only focused on the university students and staff, there was likelihood bias responses in favour of the universities of the respondents. However, this challenge was overcome by designing closed ended questionnaire using the Likert scale measurement to rate staff and student's opinions as it helped to convert their perceptions into numerical data, thus, the study adopted a quantitative approach whereby open ended questions were intentionally avoided in the questionnaire. As a result, respondents were not given an opportunity to provide subjective responses or rather a chance to expression their opinions on the objects of the research study in a manner that could favour the universities they belong.

Despite the limitations described above, adequate measures were designed including thorough literature review to counter the challenges and to ensure the study applicability adds

value to the existing literature and body of knowledge related to strategic leadership and corporate social performance from both theoretical and practical point of view.

5.5 Suggestions for Further Research

It is important that more research which is focused on institutional strategic leadership and corporate social performance is continued both by academics and management practitioners, especially since leadership styles and the nature of business organizational are continuously evolving. Moreover, since this study mainly focused on establishing whether there exists a positive correlation between strategic leadership and corporate social performance in public universities of western Kenya, the study recommends future research on the actual corporate social performance impact on the livelihoods of community within and around the public universities of western Kenya.

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APPENDICES

Appendix I: Letter of Introduction

Ogolla Sabina
C/o Department of Strategic Management
School of Business and Economics
Maseno University

Date: 19 May 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

ACADEMIC RESEARCH

I am a student at Maseno University pursuing Master in Business Administration, Strategic Management. As part of the requirements, I am carrying out this research entitled, "Effect of Strategic Leadership on Social Performance in Public Universities in western region of Kenya." Please assist to answer the questions provided in a questionnaire. Your Identity is not required and the information you provide will be treated in strict confidence.

I remain grateful.

Yours Sincerely

Ogolla Sabina

RESEARCH SUPERVISOR
Dr. Charles Ondoro

Appendix II: Questionnaire

a) General Information

1. Name of your university ………………………………………………….

2. Designation   ………………………………………………….

3. Gender   ☐ Male ☐ Female

4. Education level of respondent   Primary ☐ Secondary ☐ Tertiary ☐

5. Age of the university: 3 years and below ☐ 4-6 years ☐ 7-9 years ☐ 10 years and above

6. How long have you been working with this university? 3 years and below ☐ 4-6 years ☐ 7-9 years   ☐ 10 years and above

b)   Responsible Leadership

To what extent do you agree with the following statements regarding your leaders in the university. Kindly tick appropriately on a scale of 1-5

(1) Strongly Disagree   (2) Disagree   (3) Neutral   (4) Agree   (5) Highly Agree

No	Questions	Code Rating:				
1.	My leader balances the needs of all the stakeholders; employees, unions, local communities, NGOs, professional bodies and the like.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2.	Considers the consequences of decisions for the affected stakeholders.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3.	My leader tries to achieve a consensus among the affected stakeholders.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4.	My leader develops stakeholder networks through frequent interactions, discourse and mobilizing stakeholders, such as for sustainability issues through engagement.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5.	My leader takes a stand wherever laws and regulations are flawed or non-existent. This entails speaking up where unethical practices are concerned.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6.	My leader involves the affected stakeholders in the decision-making process.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7.	The leader provides clear direction and support on social programs and activities aimed at promoting social values	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

c) Servant Leadership

To what extent do you agree with the following statements regarding your leaders in the university. Kindly tick appropriately on a scale of 1-5

(1) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Highly Agree

No	Questions	Code Rating:				
		1	2	3	4	5
1.	My leader has deep-rooted desire to make a positive difference in others' lives	☐	☐	☐	☐	☐
2.	My leader makes employees part of the team, including them in education, training, events, promotes from within	☐	☐	☐	☐	☐
3.	My leader seeks to be served rather than be served.	☐	☐	☐	☐	☐
4.	My leader has concerns for growth of people, community building, delegation and teaching	☐	☐	☐	☐	☐
5.	My leader let's people resolve issues themselves so that they feel empowered	☐	☐	☐	☐	☐
6.	My leader appreciates others and respects employees and customers	☐	☐	☐	☐	☐
7.	My leader recognizes the public and local community and provides leadership and support programs aimed at promoting social change	☐	☐	☐	☐	☐

d) Authentic Leadership

To what extent do you agree with the following statements regarding your leaders in the university.

Kindly tick appropriately on a scale of 1-5

(a) Strongly Disagree (2) Disagree (3) Neutral (4) Agree (5) Highly Agree

No	Questions	Code Rating:				
		1	2	3	4	5
1.	My leader listens carefully to different points of view before coming to conclusion	☐	☐	☐	☐	☐
2.	My leader demonstrates beliefs that are consistent with actions.	☐	☐	☐	☐	☐
3.	My leader seeks feedback to improve interaction with others.	☐	☐	☐	☐	☐
4.	My leader solicits views that challenge his or her deeply held positions	☐	☐	☐	☐	☐
5.	My leader is willing to admit mistakes when they are made.	☐	☐	☐	☐	☐
6.	My leader cultivates a culture of trust	☐	☐	☐	☐	☐
7.	My leader has interest and prioritizes social programs and activities aimed at promoting social improvement	☐	☐	☐	☐	☐

e)   **Corporate Social Performance**

To what extent do you agree with the following statements regarding universities engagement on social programs/performance. Kindly tick appropriately on a scale of 1-5
(a) Strongly Disagree   (2) Disagree   (3) Neither Disagree nor Agree   (4) Agree   (5) Highly Agree

No	Questions	Code Rating:				
		1	2	3	4	5
1.	The university has clear policies and plans guiding its involvement in social programs and activities	☐	☐	☐	☐	☐
2.	The university's leadership initiatives on social programs has made it more attractive to potential employees and increased the number of students	☐	☐	☐	☐	☐
3.	The university's leadership role on social programs has significantly contributed towards the enhancement of the image of university	☐	☐	☐	☐	☐
4.	The university's leadership role on social programs has significantly contributed towards environmental conservation	☐	☐	☐	☐	☐
5.	Financial challenges affect the university's involvement in social programs and activities	☐	☐	☐	☐	☐
6.	The university's reputation/image is above the rest of other public universities	☐	☐	☐	☐	☐
7.	The university involves the public and local community in its programs and activities.	☐	☐	☐	☐	☐
8.	The university's social programs policies have ensured stronger relationships with its external stakeholders?	☐	☐	☐	☐	☐
9.	The university's leadership style affect its investment and participation in social programs and activities	☐	☐	☐	☐	☐
10.	The university has contributed towards the improvement of its social performance	☐	☐	☐	☐	☐
11.	The university's leadership affects social performance	☐	☐	☐	☐	☐

Thank you very much for your time and contribution

WORK PLAN **PERIOD** **START DATE**

2018 **March 2018**

ACTIVITY	Month1	Month2	Month 3	Month 4	Month 5
Problem Identification	■				
Review of literature	■	■			
Proposal Writing and Presentation		■			
Proposal presentation			■		
Data collection and data entry			■		
Data Analysis				■	
Presentation of draft				■	
Final draft					■
Submission of project for examination					■

Appendix IV: Budget

ITEM	KSHS
Stationery	**8,000**
Literature Review and proposal development	**12,000**
Data collection	**18,000**
Data analysis	**12,000**
Secretarial costs	**10,000**
TOTAL COSTS	**60,000**

Appendix V: Map of western Region
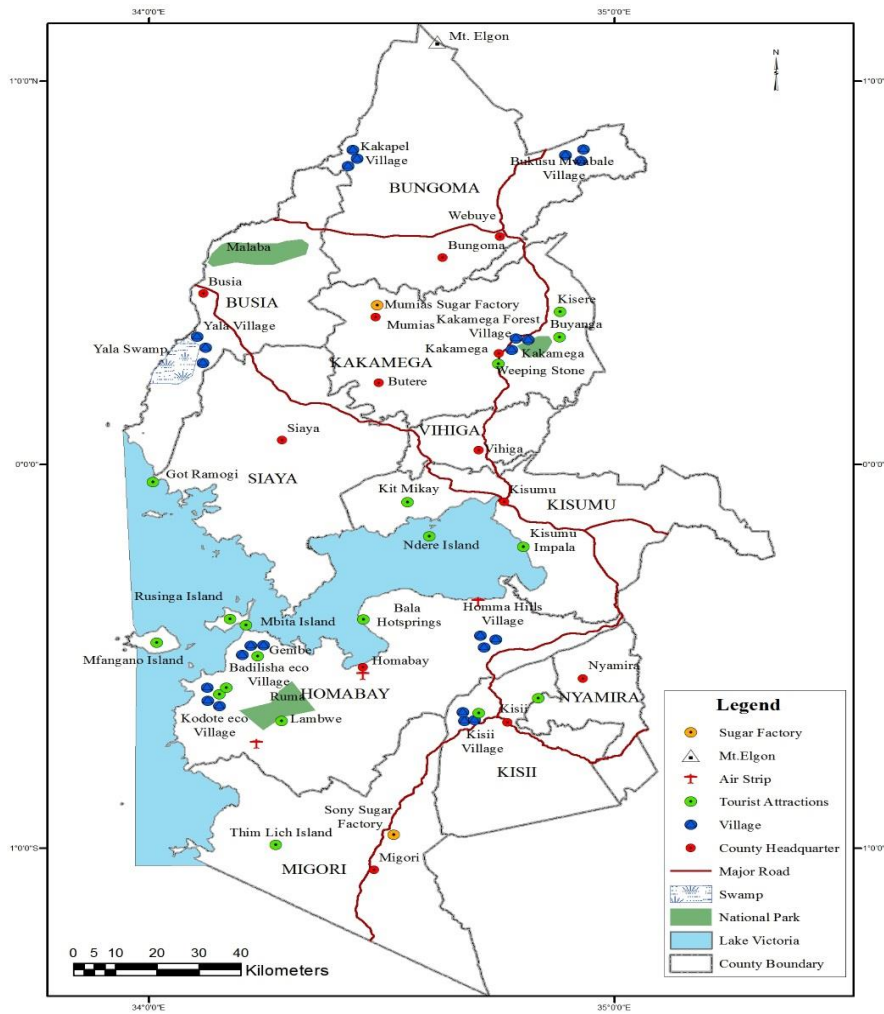
Source: Adopted and modified from Tourist Maps of Kenya (2005)