A META-ANALYSIS OF TRANSFORMATIVE LEADERSHIP AND ORGANIZATIONAL COMPETITIVENESS. PERSPECTIVES FROM PUBLIC UNIVERSITIES IN KENYA

[1]Kegoro O. Henry
Kenyatta University, Department of Business Management, School of Business Administration
[2]Peter M. Njenga
Kenyatta University, School of Economics. Phone: +254-722539690

Abstract
This study analysed extant literature on the use of transformative leadership on organizational competitiveness and more specifically in the public university context in Kenya. A systematic literature review was carried out on transformative leadership and organizational competitiveness. Various peer-reviewed articles, reports and theses were reviewed and conclusions and recommendation were made. Monograms, books and conference papers were excluded in this study. The findings revealed that despite a positive influence of transformative leadership on competitiveness of public universities in Kenya, its application in promoting university competitiveness was at its embryonic stage. This study concluded that, for enhanced competitiveness of public universities in Kenya, transformative leadership is key. This study recommends that event though extensive studies had examined the influence of transformative leadership on organizational competitiveness, limited studies had examined it in the university context thus the need for future studies to re-examine its application in promoting organizational competitiveness in the university context using robust collaborative frameworks. This study contributes to the field of strategic management, theory, policy and academicians. The information shed more light to university managers on how transformative leadership can improve competitions of their universities. It helps policy makers to formulate and implement policies embedded on transformative leadership to enhance university competitiveness and helps scholars to identify research gaps to be filled.

Keywords: Meta-Analysis, Transformative Leadership and Organizational Competitiveness

Paper Type: Literature Review

1. Introduction
In the contemporary business environment, organizations and more specifically higher institutions of learning are striving to embrace agile practices such as transformative leadership in order to gain global competitiveness (Achitsa, 2014). For transformative leaders to achieve the organizational objectives more effectively and efficiently, investment in individualized, motivational and intellectual inspirations is key (Jehad, Aldehayyat & Naseem, 2012). Higher education is considered to be a driver of economic growth among governments in the world. For any institution of higher learning to achieve its objective of attracting and retaining students, transformative leadership is key (Scott, 2014). Organizational or institutional competitiveness is considered to be influenced by not only a sole factor but also a number transformative leadership

capabilities (Rajala, Ruokonen & Ruismäki, 2012). In the dynamic business environment (Agboola, 2011), organizations are shifting from transactional to transformation leadership (Cummings, Bridgman & Brown, 2016). Enhancing organizational competitiveness and more especially among institutions of higher learning is considered to be a function of individualized, motivational and intellectual inspirations (Alshaher, 2013). For higher institutions of learning to navigate in a highly competitive education service sector, rethinking on transformative leadership is inevitable (Raineri, 2011). Given that universities are the hubs of knowledge, emphasize on transformative leadership is viewed as a driver that can make universities compete in the global arena.

Academic debates and discourse are ongoing on the specific definition of transformational leadership. However, a number of scholars have attempted to define transformational leadership differently thus pertinence of this study to unravel how it can be applied to explain institutional competitiveness in the university context. Jehad et al. (2012) defines transformative leadership as a process whereby leaders engage with others and develop a strong link that stimulates the level of motivation and morality in both the leaders and the followers. Van (2014) describes transformative leadership as the practice where leaders' nature employee talents, motivate them and ensure that an enabling environment is created that makes employees to be creative and innovative. Arif (2018) contends that, leaders of competitive firms can capitalize on transformational leadership philosophies such as inspirational motivation, intellectual stimulation, individualized consideration and idealized influence to enhance competitiveness of the company.

Despite there is no universally accepted definition of the organizational competitiveness, some scholars have developed multiple dimensions that can be used to measure organizational competitiveness. For instance, Shukurat (2012) asserts that organizational competitiveness can be measured using metrics such as customer value, shareholder value, ability of the firm to outsmart its competitors in the industry. Further, Mbithi, Obonyo and Awino (2016) contend that, organizational competitiveness can be measured using antecedents such as product innovation, rebranding, continuous improvement and change management. Agboola (2011) avers that transformative leadership is viewed to be a function of organizational competitiveness. Leaders who recognize, motivate, mentor and encourage workers to challenge the status quo can make employees have a sense of commitment to service delivery (Scott, 2014). Many scholars have acknowledged the link between transformational leadership and organizational competitiveness (Maina. & Gichinga, 2018; Moturi, 2010; Mohamud, Mohamud & Mohamed, 2015); although, the studies have conceptualized and operationalized transformative leadership in different contexts thus constraints of conceptualization and contextualization in the university context.

Further, despite the fact that transformative leadership has been extensively researched on how it affects organizational performance (Arif, 2018), research on this subject is at a nascent stage. In fact, for many years, many scholars have been believing that transformative leadership was only useful only on enhancing competitiveness of non-learning institutions (Achitsa, 2014, Abu Orabi & Tareq, 2016). However, transformative leadership success stories have gradually changed this

perception thus making it possible for universities to recognize its relevance in enhancing its competitiveness (Aarons, Ehrhart, Farahnak & Hurlburt, 2015).

In the modern competitiveness context characterized by competition, change of regulations, influence of globalization and change of technology, organizations and more specifically learning institutions have come to realize that transformative leadership in B2C enhances organizations competitiveness in terms of development of new products, integration of technology in the systems and human capital development (Aarons, Ehrhart, Farahnak & Hurlburt, 2015; Bakar, Tufail, Yusof & Virgiyanti, 2011). Globalization of higher education service not only necessitate universities to adopt appropriate technology for global competitiveness but also embrace transformative leadership in order to enhance their competitiveness. In this study, transformative leadership is conceptualized to comprise three dimensions namely, individualized, motivational and intellectual inspirations while institutional competitiveness is conceptualized to be measured by three antecedents namely, development of novel academic programmed, integration of technology in the systems and maintenance of quality service standards.

The ability of leaders to respond to employee needs in a personalized manner is regarded as individualized inspiration (Cummings, & Worley 2015), the capacity of the leader to intrinsically institutionalize the vision of the organization among workers is termed as motivational inspiration (Adair, 2012) and intellectual inspiration is defined as the extent to which leaders inspire individual workers to be creative and innovative whereas creating an environment that support independent decision (Efendioglu & Karabulut, 2010). Fernandez and Moldogaziev (2013) opine that intellectual inspiration in the organization can be promoted through employee coaching, training and delegation. Workers who are assigned challenging tasks and encouraged to learn by making mistakes are likely to be more productive as opposed to workers who fear to do things in a different (Van, 2014). System inertia has been attributed to transaction leadership for decades (Sonenshein & Dholakia, 2012). Inability of leaders to manage change in any organization is viewed as an outcome of transactional leadership (Rothermel & LaMarsh, 2012).

In the modern era, leaders are struggling to earn trust and confidence from those they serve. Considering that the decision to trust is a subjective matter embedded on perceptions of individual workers, it is the mandate of the leaders to embrace appropriate transformative leadership practices than can make individual workers or followers have confidence and trust (Imran, Rehman, Aslam & Bilal (2016). Leaders in any organization can enhance competitiveness of their organizations by effectively applying principles of various models in managing their followers (Jansson, 2013). The most commonly models that help leaders to make informed decisions on how to inspire workers to work towards organizational goals are: transformative leadership model which is embedded on moral values and norms. The model emphasizes that, for optimizing wealth of the organization, leaders should be in a position to set a climate that facilitates ethical conduct among worker. The model advocates that, for the best outcomes of the organization, ethical stewardship is key (Caldwell, Dixon, Floyd, Chaudoin, Post & Cheokas, 2012).

Hayes, Caldwell, Licona & Meyer (2015) acknowledge that, for any organization to navigate through turbulent conditions characterized by employee resistance to change, leaders have the responsibility to inspire workers towards short-term and long-term organizational goals by embracing charismatic styles of leadership. According to Achitsa (2014), teamwork among workers and commitment of individual workers towards organizational goals is viewed as a function charismatic leadership. As leaders inspire workers to work towards organizational goals, they should as well inspire workers to worker towards their individual goals. Personal development is conceptualized to be a function of organizational competitiveness and vice versa (Sonenshein & Dholakia, 2012). Okubo and Agili (2015) affirm that, leadership is a function of organizational competitiveness from one context to another. The author argues that, even though there exist differences between leadership and organizational competitiveness, to a larger extent organizational that embrace transformative leadership have a competitive edge in the unpredictable business environment. Equally, Kinyanjui and Juma (2014) suggest that transformative leadership is a multi-dimensional construct that can be measured differently from one context to another. As organizations seek to achieve excellence in service delivery, transformative leadership is considered to be the key driver (Gichoya & Muumbo, 2015). Considering that systemic and individual resistance is a concern of every organization in the modern context, transformative leadership is considered to be a driver of global competitiveness of large and small organizations (Rothermel & Lamarsh, 2012).

Despite developments in the higher education service sector in Kenya, public universities are far from the expected level of competitiveness in service delivery. Failure of universities to develop new academic programs as well as embrace appropriate technology has hampered the universities from achieving their objectives in a more efficient and effective manner (Okubo & Agili, 2015). Magutu, Mbeche, Bitange, Onserio, Nyaanga and Ogoro (2010) point out that since independence, the demand for higher education has been on the rise but little effort has been put by leaders to enhance competitiveness of public universities. Inability of the universities to develop human capital, invest in infrastructural facilities such as lecture halls, hostels and modern libraries are some of the factors which have resulted to poor performance of public universities in Kenya (Aslam, 2018; Argote, Miron, 2011; Abashian, 2017). Stiff competition from foreign and local private universities not only make public universities to rethink on new ways of attracting and retaining customers. Universities dedicated to maintain a competitive edge, should embark on transformative leadership (Kinyanjui & Juma, 2014).

This study was motivated on the notion that; novel knowledge would be developed by using a robust conceptual framework that evaluates on how transformative leadership can be used to measure institutional competitiveness in the university context. This study contributes to knowledge by deviating from the ordinary studies that made conclusions and recommendations on the subject matter of this study using quantitative statistics. This is a few of the studies that has adopted a meta-analysis approach to explain how transformative leadership is used to measure university competitiveness. Considering the fact that this study reviewed multiple quantitative studies undertaken with regard to the subject matter of the current study, the findings would help strategic managers, policy makers, scholar and researchers in the university context

as well as in other fields to make informed decisions and identify potential research gaps to be addressed.

2. Research Problem

Universities being hubs of training, research and education among developed and developing countries, they are expected to be competitive in terms of services delivery. For decades, universities in developed and developing countries have been committed to provide higher education services tailored to address the needs of local customers. However, with the influence of globalization and technology, many universities have come to recognize the role of transformative leadership in enhancing their competitiveness locally and globally. Considering the fact that every university aims to attract and retain more customers, transformative leadership cannot be undermined in the university context (Mbithi et al., 2016). University competitiveness is determined by various factors namely; effective leadership, adequate physical facilities, availability of funds, compliance to regulatory requirements on quality assurance, ability of the university to recruit and retain teaching and non-teaching staff and maintenance of high quality service standards to all stakeholders (Mathooko & Ogutu, 2014; Van, 2011; Ong, 2012; Bolden, Petrov & Gosling, 2008; Zezekwa & Mudavanhu, 2011). Despite the position held by the studies on some of the indicators used to measure university competitiveness, this is not the case when it comes to public universities in Kenya (Gichoya & Muumbo, 2015). Increased number student enrolments, leadership wrangles, reduced funding, slow pace of universities to embrace technology and high rate of staff turnover are issues of concern to various stakeholders such as the government, parents, students, employers, quality assurance regulatory bodies and development partners in the higher education service sector (Commission for University Education, 2018; Magutu, Mbeche, Bitange, Onserio, Nyaanga, & Ogoro, 2010).

Like any other organization committed to excel in dynamic business environments, leaders in public universities are expected to adopt transformative practices in order to enhance university competitiveness (Okubo & Agili, 2015). Subsequently, Mbithi et al. (2016) point out that even though extensive studies have examined the application of transformative leadership in the organizational context, little has been done by researchers to unravel how transformative leadership can be applied to measure university competitiveness thus pertinence of the studies to unfold the research gaps. Organizational competitiveness is viewed as a function of transformative leadership from one organization to another (Aarons et al., 2015 & Arif, 2018). Similarly, extensive studies have revealed a positive and significant link between transformative leadership and organizational performance (Okubo & Agili, 2015, Ombui & Mwende, 2014; Riwo, Njanja & Ochieng, 2012). Even though the studies revealed a significant link between transformative leadership and organizational performance, it is noted that the studies examined variables of the current study partially and in isolation. Further, the studies treated transformative leadership as a measure of change management in the organization setting thus disregarding to examine the direct link of transformative leadership on competitiveness of public universities. Moreover, the metrics used to measure transformative leadership for each studies were viewed to be subjective and different from one context to another thus pertinence of the current study. The current study sought to address the research gaps of previous studies by redefining the metrics used to measure transformative leadership variable as well as institutional competitiveness.

Many studies have revealed a significant link between transformative leadership and organizational competitiveness (Maina, & Gichinga, 2018; Mbithi et al., 2016; Achitsa, 2014) while other studies have revealed differences between transformative leadership and organizational performance (Abu & Tareq, 2016); however, the studies have conceptualized operationalized variables of the current study in different contexts thus constraints of generalizing the findings in this study. For instance, Maina and Gichinga (2018) studied the link between transformative leadership and performance of steel manufacturing companies in the Coastal region of Kenya, Mbithi et al. (2016) focused on the moderating role of employee outcomes on the relationship between transformative and performance of universities in Kenya, Achitsa (2014) focused on leadership and implementation of strategic change at Equity bank in Kenya, Abu & Tareq (2016) investigated the effect of Transformational leadership style on performance of organizations in Jordan and Awuor (2015) examined the relationship between transformational leadership and performance of state corporations in Kenya. Instead of adopting a similar methodological approach of the previous studies, the current study addressed the methodological research gaps by reviewing multiple quantitative studies conducted to enhance precision of the findings. The methodology adopted by the current study was preferred because conclusions and recommendations with regard to the subject matter of the current study were made based on the findings of multiple studies rather than relying of the findings of individual studies which were attributed to sample size, research instrument and statistical errors.

3. Research Objectives

To determine the influence of individualized, motivational and intellectual inspiration on competitiveness of public universities in Kenya.

4. Literature Review

Transformative leadership is conceptualized to comprise four antecedents namely, individualized, motivational, intellectual and ethical inspiration (Rotherme & LaMarsh, 2012). Success in many organizations is attributed with transformative leadership rather than transactional leadership that does not appraise organizational change nor employee development (Raineri, 2011). Cummings, Bridgman and Brown (2016) affirm that, for any organization to thrive and propel in the turbulent business environment, transformative leadership is key. Despite the tendency of employee resisting new changes in any organization, transformative leadership is considered to be key (Fernandez & Moldogaziev, 2013). Transformative leaders who emphasize on employee development and motivation are likely to achieve organizational goals in a more efficient and effective manner as opposed to transactional leaders who maintain the status quo and consider any organizational change as an unnecessary endeavor (Jansson, 2013). In the extant management literature, it is generally accepted that, organizations are likely to enhance their competitive in the changing business environment if they are committed to transformational leadership practices (Jehad., Aldehayyat & Naseem, 2012). In fact, as organization seek to expand, undermining transformational leadership in inevitable (Kariel, 2016).

Konzi (2012) attests that, organizations to enhance their productivity, organizations should focus on developing leaders who can transform organizations in terms of employee development. Similarly, Konzi (2012) acknowledges that transformative leaders are those who create an

enabling environment that encourages individual workers to fulfill their personal goals at the same time working towards organizational goals. Failure of individual workers in achieving their personal goals not only affects demoralizes employee commitment towards organizational objectives but also affects the overall competitiveness of the organization (Magutu et al.2016). The willingness of workers to learn new skills, take new roles positively and continuous improve in service delivery is purely determined by transformative leadership (Ombui & Mwende, 2014). Raineri (2011) contends that, the ability of leaders to create room for individual workers to formulate and implement new decisions is facilitated by transformative leadership. Organizational stagnation is attributed with failure of the organization to embrace delegation of duties to employees, adoption of authoritative leadership styles, inability of the leaders to motivate workers by using monetary and non-monetary rewards and inability of the leaders to reward employee behaviours (Rothermel & Lamarsh, 2012). Lines (2004) identified that inability of the organization to develop and implement policies in the changing business environment was attributed with leaders who embraced status quo rather than challenging the status quo.

Transformative leaders are visionary and always committed to organizational goals (Shakira, 2012). Despite many scholars have revealed that transformative leadership is associated with organizational performance (Van, 2011 & Ong, 2012), it is noted that the studies conceptualized and operationalized variables of the current study in different contexts. Further, considering the fact that the studies used different theories to operationalize variables of the current study, it is impossible to generalize findings of the studies in the current study. Variables of the current study were partially examined by the previous studies and a positive link was identified between transformative leadership and organizational competiveness (KIPPRA, 2015; Kwamboka, 2013; Rajala et al., 2012 & Tarus et al., 2015). For instance, a study by KIPPRA (2015) employee training had significant influence on service delivery but did not examine how transformative leadership influence customer loyalty in the public university context in Kenya, Kwamboka (2013) examined the link between technology and performance of state owned entities and ignored to examine how individualized, motivational and intellectual inspirations influence customer loyalty in the university context, Rajala et al. (2012) evaluated the association between organizational culture and organization change in the university context and a study by Tarus et al. (2015) examined the moderating role of corporate ethical values on the relationship between ethical leadership and employee performance. Based on the research gaps of the studies, the current study addressed the research gaps by examining the direct link between transformative leadership and customer loyalty in the university context. Further, the current study addressed the methodological gaps by using a meta-analysis approach which reviewed multiples quantitative studies to arrive at conclusions and recommendations.

Motivation inspiration among workers is established to have a significant impact on organizational competitiveness (Sonenshein & Dholakia, 2012; Okubo & Agili, 2015 & Yusufu, 2013); although, the findings of the studies were non-generalizable in the current study due to conceptual, theoretical, contextual and methodological research gaps. For instance, Sonenshein and Dholakia (2012) demonstrated that employee delegation was one of the practices that

promotes organizational growth. The authors suggest that, organizations that nature employee talents and motivate workers effectively are likely to be competitive unlike firms that consider employee delegation as a costly exercise. Okubo and Agili (2015) on the other hand point out that enhancing organizational competitiveness was directly attributed to employee motivation. The authors conclude that, leaders who use both financial and non-financial rewards are likely to enhance organizational competitiveness. Organizations that continuously review employee salaries and wages can increase their productivity drastically as opposed to firms that do not review employee compensation policies. Subsequently, Sonenshein and Dholakia (2012) aver that many organizations around the world are likely navigate through turbulent times if they are committed in developing employee skills and knowledge. The authors acknowledge that competitiveness of any organization is directly attributed to employee motivation. Even though employee motivation is viewed differently from one organization to another, to a larger extent, organizations that look beyond their own goals and seek to develop employee skills are likely to perform effectively and vice versa (Mathooko & Ogutu, 2014).

Scholars have revealed a significant link between intellectual inspiration and organisational performance (Rothermel & LaMarsh, 2012 & Kemboi, 2016); however, the studies did not examine variables of the current study in a combined manner in relation to competitiveness of public universities in Kenya. Moreover, the studies examined variables of the current study partially thus constraints of generalizing their findings. Considering that the studies were confined to different contexts, it was pertinent for a study to be carried out in the university context in Kenya to confirm convergence or divergence of the findings. Further, given that there is no common consensus on the specific definition of transformative leadership among the scholars (Bolden, Petrov & Gosling, 2008), this study was pertinent as it sought to unravel the direct link between transformative leadership and organizational competitiveness in the university context.

Many studies have studies variables of the current study partially and in isolation thus revealing mixed findings on the link between transformative leadership and organizational competitiveness thus confirming the need for a study to establish on how transformative leadership theory can be used to explain or measure university competitiveness (Kwamboka, 2013; Rajala et al., 2012 & Tarus et al., 2015; Magutu et al., 2010; Zezekwa & Mudavanhu, 2011; Abashian, 2017; Argote, Miron, 2011; Aslam, 2019). To address the research gaps of the studies, the current study operationalized variables using transformative leadership theory to explain university competitiveness. The current study deviated from previous studies by using a meta-analysis approach which relied on findings of multiple studies to make conclusions and recommendations of the current study.

5. Conceptual Framework
Constructs of this study are informed by transformative leadership theory founded by Downton (1970). Figure 1 depicts that the independent variable (transformative leadership) comprises a sub-set of three antecedents namely, individualized, motivational and intellectual inspirations while the dependent variable (organizational competitiveness) is measured using four selected

metrics namely, technology in use, knowledge of workers, product innovation and change management.
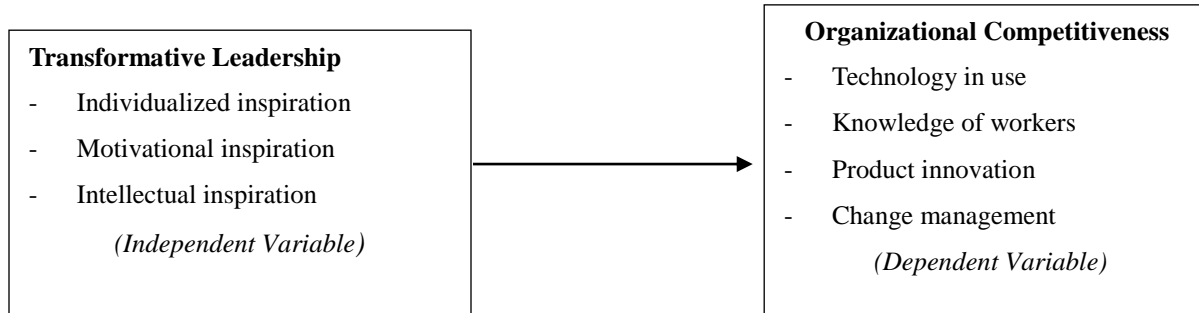
Transformative Leadership	Organizational Competitiveness
- Individualized inspiration	- Technology in use
- Motivational inspiration	- Knowledge of workers
- Intellectual inspiration	- Product innovation
(Independent Variable)	- Change management
	(Dependent Variable)

Figure 1: Conceptual Model

6. Methodology
This study adopted a structured literature review (SLR) methodology which was guided by a three-step as recommended by Tranfield, Denyer and Smart (2003). The first step involved identification of the materials within the domain of transformative leadership and organizational competitiveness. The second step involved the selecting only papers that examined variables of the current study partially or in isolation. The third step involved analysis of the papers and dissemination of the findings in form of descriptive results and thematic reporting. The review was planned at the initial stages with an aim of reviewing papers that examined the link between transformative leadership and organization competitiveness. Despite many developments in transformative leadership literature, authors have vividly pointed out that application of transformative leadership in the university context is at its embryonic stage in the B2C consumer domain.

To deepen the understanding of the phenomenon explored, both the qualitative and quantitative studies in the domain of B2C transformative leadership were included in the structured literature review (SLR) process. The current study defined transformative leadership as the process whereby leaders are able to embrace individualized, motivational and intellectual inspiration among workers with an aim of achieving organizational competitiveness. All the research papers that covered the mentioned variables of the current study partially or in isolation were included in this study. Articles published between 2003-2019 were included. Specifically, reports, journal articles and were included while books, monograms and conference papers were excluded from the analysis. This study identified and analysed a total of 52 papers. For categorization purposes, keywords, themes were identified as well as abstracts of each paper was reviewed. To ascertain the link between variables of the current study, statistics such as mean scores, standard deviations, frequencies, percentages and r-square were used.

7. Findings of Study
Based on the comprehensive literature review of quantitative empirical studies, this study established a positive relationship between transformative leadership and competitiveness of public universities in Kenya. Specifically, transformative leadership parameters which include

individualized, motivational and intellectual inspiration were positively found to influence university competitiveness in terms of technology in use, knowledge of workers, product innovation and change management. Generally, it was concluded that public universities can experience superior competitiveness if they effectively implement transformative leadership initiatives such as individualized inspiration, inspiration
motivational and intellectual inspiration.

8. Discussion of Results
This study revealed that transformative leadership positively and significantly influences competitiveness of public universities in Kenya. The study pointed out that university competitiveness was enhanced by individualized, motivational and intellectual inspiration. In this regard, slow pace of the universities to embrace appropriate technology, manage change, develop new academic programs and employee develop capacity was attributed with inability of university managers to embrace transformative leadership. The position of this study is supported by findings of multiple studies (Kwamboka, 2013; Rajala et al., 2012 & Tarus et al., 2015; Magutu et al., 2010; Zezekwa & Mudavanhu, 2011; Abashian, 2017; Argote, Miron, 2011; Aslam, 2019). However, the studies concluded that, for effective application of transformative leadership in the university context, future studies should reconfigure transformative leadership theory in different contexts with an aim of finding a robust and explicit model that effectively explain the relevancy of transformative leadership in the university context. Collaborative frameworks should be developed to unravel the direct and indirect link between transformative leadership and organizational competitiveness. Despite the fact that transformative leadership has been examined in the B2B and B2C domains, it is noted that it is understudies in the university context thus pertinence of the current study. Considering the fact that variables of the current were partially examined and operationalized in change management literature, it is recommendation for future studies to re-examine the variables using different theories in order to measure the findings of the current study can uphold.

9. Conclusion
This study concludes that university competitiveness can be enhanced positively by transformative leadership practices such as individualized, motivational and intellectual inspiration. In this regard, it is the responsibility of universities management not only to focus on individual academic qualification but also consider leadership abilities among individuals appointed or recruited in public universities. Considering that leadership is an art and a science, using a sole aspect to appoint leaders in the public universities can be a dangerous dimension that can cost universities in the 21st century. Like any other competitive organizations, universities should replace conventional management approaches with transformative leadership approaches that emphasize on investment in human capital for enhanced results. The ability of public universities thrives and propel in the turbulent higher education sector as well compete globally, transformative leadership cannot be undermined. For public universities to digitize library and teaching services, employees in the system must be effectively equipped with relevant knowledge and skills in order to performance. Development of competitive academic programmes that attract majority of the local and international students, transformative

leadership is inevitable. Finally, for universities to plan, implement and evaluate policies from time to time, transformative leadership should not be taken for granted. For Kenya to fulfil its Vision 2030 initiatives, universities should be on the forefront to realign their strategies towards global competitiveness.

10. Theory Implications

This study revealed that transformative leadership positively influenced university competitiveness in Kenya. In this regard, this study contributes to new knowledge by validating transformative leadership theory. Scholars have revealed constraints of using transformative leadership theory to measure organizational competitiveness from one context to another (Van Schalkwyk, 2011; Ong, 2012; Bolden, Petrov & Gosling, 2008). However, the studies concluded that future researchers should reconsider to reconfigure the constructs of transformative theory in measuring organizational competitiveness in different contexts.

11. Policy Implications

This study revealed that significant impact between transformative leadership and competiveness of public universities in Kenya. In this regard, the findings of this study would help policy makers in the higher education sector such as Commission for University Education (CUE) and well as the ministry of education in Kenya to recognize the role of transformative leadership on enhancing competiveness of public universities in terms of technology adoption, change management, product development and capacity development. The information of this study will shed more light to quality assurance regulatory bodies such as CUE to formulate and implement policies embedded on transformative leadership in enhancing global competitiveness of public universities. Policies that discourage university management to appoint leaders based on the academic qualifications only will be implemented thus resulting to appointment of leaders to positions based on both academic qualifications and leadership abilities. Instead of promoting workers based on the duration served or position held, universities emphasize on enhancing their competitiveness by appointing leaders who can institutionalize and conceptualize management in a transformative manner rather than maintaining the status quo for decades. The policies implemented will create an enabling environment for universities to develop human capacity, embrace new technology and promote participatory leadership culture.

12. Strategic Management Practice Implications

The results of this study will help university leaders appreciate the direct role of transformative leadership on university competitiveness. Leaders will have in-depth understanding on how public universities can navigate through turbulent business environment by adopting transformative leadership. The information will give leaders in the university context to invest in individualized, motivational and intellectual inspiration for enhanced competitiveness of the university. In combination with other factors, university leaders will equally recognize that transformative leadership complemented with other factors such as quality service delivery can result to enhanced competitiveness of the public universities.

13. Recommendations

This study depicts that there exist a positive and significant link between transformative leadership and competitiveness of public universities in Kenya. Therefore, this study recommends that, for competitiveness of public universities in the higher education service sectors in the local and global context, emphasize on transformative leadership is key. Inability of the public universities to embrace transformative leadership practices such as individualized, motivational and intellectual inspiration would result to failure of Kenya to realize industrialization status as well as slow pace of economic growth.

14. Limitations and Future Research Frontiers

This study examined the direct link between transformative leadership and competitiveness of public universities in Kenya. To overcome conceptual limitations, future studies should seek to examine the indirect link between transformative leadership and competitiveness of universities to assess whether the findings can uphold. Given that transformative leadership theory operationalized and conceptualized differently by scholars within and between contexts, future studies should seek to replicate the study in other contexts such to evaluate convergence or divergence of the results. Considering the fact that this study relied on a meta-analysis approach which may be attributed to constraints of generalizations, future researchers should seek to conduct primary data and use quantitative methods such as Structural Equation Modelling (SEM) and Restricted Maximum Likelihood technique to confirm whether the findings of the current study will uphold.

Contribution/Originality: This study validates extant theories by revealing a significant link between transformative leadership and organizational competitiveness. This is a few of the studies that adopts a meta-analysis approach and deviates from the conventional previous quantitative studies that relied on primary data. The results of the study contribute to policy and managerial practice by demonstrating the relationship between transformative leadership and university competitiveness.

References

Aarons, G. A., Ehrhart, M. G., Farahnak, L. R., & Hurlburt, M. S. (2015). Leadership and organizational change for implementation (LOCI): a randomized mixed method pilot study of a leadership and organization development intervention for evidence-based practice implementation. *Implementation Science: IS*, 10, 11. https://doi.org/10.1186/s13012-014-0192-y

Abashian, NH (2017) Reorganizing a library department: A case study in transformational leadership. *Library Leadership and Management 31*(3): 1–17.

Abu Orabi & Tareq (2016). The Impact of Transformational Leadership Style on Organizational Performance: Evidence from Jordan. I*nternational Journal of Human Resource* Studies 6 (2), 1-47

Achitsa, Y. (2014). Leadership and implementation of strategic change at Equity bank limited Kenya. *MBA Research Project*. The University of Nairobi. Retrieved from Google Scholar on 21st March 2018

Adair, J. (2012). Strategic Leadership. *Strategic Leadership - Business Book Summaries*, 1.

Agboola, A. A. (2011). Managing deviant behavior and resistance to change. *International Journal of Business and Implementation*, *6*(1), 235–243.

Alshaher, A. A.-F. (2013). The McKinsey 7S Model Framework for E-Learning System Readiness Assessment. *International Journal of Advances in Engineering & Technology*, *6*(5), 1948–1966.

Arif, Sadia. (2018). Transformational Leadership and Organizational Performance. *Seisense Journal of Management1* (3), 1-17

Argote, L, Miron-Spektor, E (2011) Organizational learning: from experience to knowledge. Organization Science 22(5): 1123–1137.

Aslam, M (2018) Perceptions of leadership and skills development in academic libraries. *Library Philosophy and Practice (e-journal): 1724*. Available at: https://digitalcommons.unl.edu/libphilprac/1724/

Avolio, B (2011) Full Range Leadership Development. Los Angeles, CA: SAGE.

Awuor, D. E. (2015) Influence of transformational leadership on organizational performance of state corporations in Kenya. *Ph.D. Thesis*. JKUAT. Retrieved from Google Scholar

Bakar, A. H. A., Tufail, M. A., Yusof, M. N., & Virgiyanti, W. (2011). Implementation of Strategic Implementation Practices. *Social Science*, *5*, 140–154.

Bolden, R., Petrov, G. & Gosling, J. (2008). Developing collective leadership in higher education. In H. Goreham, H. (Ed.), Research and Development Series. London, Leadership Foundation for Higher Education

Burns, James Macgregor (2004). <u>*Transformational Leadership*</u>. <u>ISBN</u> <u>9780802141187</u>.

Commission for University Education. (2018, June 16). *Accredited universities in Kenya.* Retrieved from Commission for University Education: www.cue.or.ke

Cummings, T. G., & Worley, C. G. (2015). *Organization Development and Change*. *Annual Review of Psychology* (Vol. 38).

Cummings, S., Bridgman, T., & Brown, K. G. (2016). Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change implementation. *Human Relations*, *69*(1), 33–60.

Efendioglu, A. M., & Karabulut, A. T. (2010). Impact of strategic planning on financial performance of companies in Turkey. *International Journal of Business and Management, 5*(4), 1-22

Fernandez, S., & Moldogaziev, T. (2013). Using employee empowerment to encourage innovative behavior in the public sector. *Journal of Public Administration Research and Theory*, *23*(1), 155–187.

Imran, M. K., Rehman, C. A., Aslam, U., & Bilal, A. R. (2016). What's organization knowledge implementation strategy for successful change implementation? *Journal of Organizational Change Implementation*, *29*(7), 45-71

Jansson, N. (2013). Organizational change as practice: a critical analysis. *Journal of Organizational Change Implementation*, *26*(6), 1003–1019.

Jehad S., Aldehayyat & Naseem T. (2012). Strategic Planning and Corporate Performance Relationship in Small Business Firms: Evidence from a Middle East Country Context. *International Journal of Business and Management, 6* (8), 1-47

Karuhanga, B. N. (2015). Evaluating the implementation of strategic performance implementation practices in universities in Uganda. Measuring Business Excellence, 19(2), 42–56.

Kariel, H. (2016). Democracy Unlimited : Kurt Lewin's Field Theory. *American Journal of Sociology*, *62*(3), 280–289.

Konzi, M.J. (2012). The Relationship between Strategic Plan Implementation and Performance of Manufacturing firms in Tanzania. *MBA Thesis.* (Retrieved from https://www.out.ac.tz/) Tanzania University of Open Learning-Arusha

KIPPRA Report (2013). *Factors influencing Organizational Strategy Implementation*. Nairobi: Acts Press

Kwamboka, V. R. (2016). Influence of Technology on Performance of State owned Institutions in Kenya. *MBA Thesis.* University of Nairobi. Retrieved from Google Scholar

Kinyanjui, N. J & Juma, D (2014). Investigate the effect of strategic plans implementation on performance in Kenya's public universities. A case study of the University of Nairobi. *European Journal of Business Management, 2(1),* 161-173.

Magutu, O.P., Mbeche, I. M., Bitange N.R., Onserio N, Nyaanga, R. O. & Ogoro O. T. (2010). Quality management practices in Kenyan educational institutions: the case of the University of Nairobi. *African Journal of Business & Management (AJBUMA)*. Retrieved from http://www.ajbuma.or.ke/

Maina, A. (2012). Managing change at the National bank of Kenya Ltd, *MBA Research Project,* School of the Business University of Nairobi, Kenya.   The University of Nairobi. Retrieved from Google Scholar

Maina, A. M. & Gichinga L. (2018). The effect of transformational leadership on organizational performance of steel. *The Strategic Journal of Business & Change Management manufacturing companies in coast region, 1*(4), 1-47

Mathooko, M. F., & Ogutu, M. (2014). Coping strategies adopted by public universities in Kenya in response to environmental changes. *Journal of Management and strategy, 5(1)*, 93-107. doi:10.5430/jms. v5nlp93.

Mbithi, A. M, K' Obonyo. P.O, & Awino Z. B. (2016)."Transformational Leadership, Employee Outcomes and Performance of Universities in Kenya." 2nd DBA-AMR International Conference, Conference proceedings, School of Business, University of Nairobi.

Mohamud, G. Y., Mohamud, A. S., & Mohamed, B. H. (2015). The Relationship between Strategic Management and Organizational Performance in Mogadishu-Somalia. *European Journal of Research and Reflection in Management Sciences, 3*(2), 42-51.

Moturi K. R. (2010). The Influence of Strategic Practices on the Performance of Government Ministries in Kenya. *MBA Thesis*. Kenyatta University. Retrieved from https://ir-library.ku.ac.ke

Ong, V.Y.S. (2012). Complexities of multiple paradigms in higher education leadership today. *Journal of Global Management.* Vol. 4 Issue 1, p 91

Okubo W. & Agili J. (2015). Factors influencing the implementation of change in selected public universities in Kenya. *MBA Thesis.* Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya. Retrieved from Google Scholar

Ombui, K., & Mwende, K. J. (2014). Factors affecting effective implementation of strategic change at the co-operative bank of Kenya. *International Journal of Social Sciences, Implementation, and Entrepreneurship, 1 (1), 111-129.*

Raineri, A. B. (2011). Change implementation practices: Impact on perceived change results. *Journal of Business Research*, *64*(3), 266–272.

Rothermel, R., & Lamarsh, J. (2012). Managing Change through Employee Empowerment. *Global Business and Organisational Excellence*, 7(4), 17–23.

Riwo-Abudho, M., Lily Njanja, & Ochieng, I. (2012). The Role of Strategic Leadership during Change. *KCA Journal of Business Implementation*, *4*(1), 48–61

Lines, R. (2004). Influence of participation in strategic change: resistance, organizational commitment and change goal achievement. *Journal of Change Implementation*, *4*(3), 193–215.

Shukurat, M. B. (2012). Impact of Ethical Leadership on Employee Job Performance. *International Journal of Business and Social Science 3*(11); June 2012

Tarus, J. K. Suleman, S., Jam, J. I., Kasif, R., Kamran, A. S., & Shah Y. (2012). Impact of corporate ethical values on ethical leadership and employee performance. *International Journal of Business and Social Science, 3* (2), 4-49

Tranfield, D., Denyer, D. and Smart, P. (2003), "Towards a methodology for developing evidence-informed management knowledge by means of systematic review", *British Journal of Management,* Vol. 14 No. 3, pp. 207-222.

Gichoya, D., & Muumbo, A. (2015). Challenges of implementing E-learning in Kenya: A case of Kenyan public universities. *International Review of Research in Open and Distance Learning*, *16* (1), 120–141.

Rajala, I., Ruokonen, I., & Ruismäki, H. (2012). Organizational Culture and Organizational Change at Arts Universities. *Procedia - Social and Behavioral Sciences*, *45*, 540–547.

Rothermel, R., & LaMarsh, J. (2012). Managing change through employee empowerment. *Global Business and Organizational Excellence*, 3(12), 17–23.

Sonenshein, S., & Dholakia, U. (2012). Explaining Employee Engagement with Strategic Change Implementation: A Meaning-Making Approach. *Organization Science*, *23*(1), 1–23.

Van der Voet, J. (2014). The effectiveness and specificity of change implementation in a public organization: Transformational leadership and a bureaucratic organizational structure. *European Implementation Journal*, *32*(3), 373–382.

Van Schalkwyk R. D. (2011). The impact of leadership practices on service quality in private higher education in South Africa. *A dissertation UNISA*.

Zezekwa, N. & Mudavanhu, Y. (2011). The effects of entry qualifications on students' performance in university Science courses: The case of Bindura University of Science Education. African *Journal of Education and Technology 1* (3) pp 32-39.