INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON PERFORMANCE OF CONSTITUENCY DEVELOPMENT PROJECTS IN NAKURU COUNTY, KENYA

NELLY MIGONGO

THIS DISSERTATION IS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF BUSINESS ADMINISTRATION IN STRATEGIC MANAGEMENT AND LEADERSHIP FROM ST. PAUL'S UNIVERSITY

2016

ST. PAUL'S UNIVERSITY

DECLARATION

This proposal is a product of my own work and is not the result of anything done in collaboration. It has not been previously presented to any other institution. I agree that this dissertation may be available for reference and photocopying, at the discretion of the University.

SIGNATURE OF STUDENT _____ DATE _____

1/we confirm that the work reported in this proposal was carried out by the student under my/our supervision.

SIGNATURE OF SUPERVISOR _____ DATE _____

Dr. David Gichuhi (Lead Supervisor)

SIGNATURE OF SUPERVISOR _____ DATE _____

Dr. Paul Gesimba (Co-Supervisor)

Approved by

Signature_____Date_____

DIRECTOR, BOARD OF POSTGRADUATE STUDIES

ST. PAUL'S UNIVERSITY

ACKNOWLEDGEMENT

My gratitude is to the Almighty God, who has given me strength to get this far by granting me a sound mind, good health and provision. I sincerely appreciate the roles played by my supervisors Dr.Gichuhi and Dr. Gesimba, for the effective guidance and support in preparation of this project.

Special gratitude goes to my dear parents; Dadson and Margaret Migongo,My siblings; Irene and Kelvin,who gave their unwavering support morally,and materially to ensure that this project was completed. A special mention to my friends; Caleb Muibu, Mayor, Robinson and colleagues in the MBA class at St. Paul's University, Nakuru Campus, and God Bless you immensely.

ST. PAUL'S UNIVERSITY

DEDICATION

I would like to bestow this research project to my dear parents; Dadson and Margaret Migongo, My siblings; Irene and Kelvin and my dearest associates Robinson and Mayor.

ST. PAUL'S UNIVERSITY

ABSTRACT

Leaders with transformational mind set their objectives high to change the norm of things by mobilizing their followers and laying a platform of problems and opportunities for improving what is on the ground. They compel their visions through the provision of clear directions to their followers so that they can understand and empathize with the needs of their followers so that it can serve as a source of motivation for achievement of better things. This study aimed at investigating the influence of transformational leadership behavior on performance of CDF projects in Nakuru County, Kenya. The study in particular analyzed how individualized influence, risk taking, motivation and leader's beliefs influence performance of Constituency Development Fund projects in Nakuru County. The study adopted descriptive research design. Many research carried out in leadership approaches and its effect on performance are general without contextualization of its application in public projects like CDF projects creating a contextual gap that this study hoped to fill. The descriptive research design is efficient in assessing current situation because it makes possible to study self-reported facts about the respondents, their feelings, opinions and attitudes. According to CDF Act (2003), each constituency shall constitute 9 CDF committee members who will run all the affairs of the fund. The target population of study therefore was a census of the 99 CDF committee members in the 11 constituencies in Nakuru County. This study utilized a self-administered structured questionnaire to collect data. Pearson Correlation Coefficient was used to test the relationship between each aspect of transformational leadership behavior and CDF projects performance whereas regression analysis was used to test the combined influence of all the transformation leadership aspects and CDF projects performance and the results were accepted or rejected at an alpha level of 0.05. Statistical Package for Social Sciences (SPSS) Version 21.0 aided in the analysis of data. The information obtained from the respondents was kept confidential and only used for academic purpose. The findings from the study informed policy on Constituency Development Fund and organization on the influence of transformational leadership on performance of Constituency Development Fund projects. It gave empirical information on how transformational leadership of CDF committee at the constituency level influences the project performance which was the main mandate of the committee. The study established that leaders motivational and beliefs competent as components of transformational leadership style greatly influenced CDF project performance in the constituencies in Nakuru County. The study

ST. PAUL'S UNIVERSITY

recommended enhancement of motivational approaches used by CDF committee members in running the CDF projects by; encouraging citizens on optimism about the future, being enthusiastic on setting the future goals, articulation of compelling future vision and expression of confidence about the achievement of future goals.

ST. PAUL'S UNIVERSITY

TABLE OF CONTENTS

DECLARATION.....Error! Bookmark not defined.

ACKNOWLEDGEMENT..... iii

DEDICATION..... iv

ABSTRACT..... v

TABLE OF CONTENTS vii

LIST OF TABLES x

LIST OF FIGURES xi

LIST OF ABBRIVIATIONS AND ACRONYMS xii

CHAPTER ONE 1

INTRODUCTION..... 1

1.1 Background of the Study 1

1.2 Statement of the Problem..... 4

1.3 Overall objective..... 4

1.4 Specific objectives 5

1.5 Research Questions of the Study 5

1.6 Significance of study..... 5

1.7 Scope of the study..... 6

1.8 Assumption of Study..... 6

1.9 Operational Definition of Terms..... 7

CHAPTER TWO 8

LITERATURE REVIEW 8

2.1 Introduction..... 8

2.2 Theoretical Literature..... 8

ST. PAUL'S UNIVERSITY

2.3 Empirical Review on Transformational Leadership 23
2.4 Literature Gap Analysis 27
2.5 Conceptual Framework 28
CHAPTER THREE 30
RESEARCH METHODOLOGY 30
3.1 Introduction 30
3.2 Research Design 30
3.3 Target Population 30
3.4 Sample Size 30
3.5 Instrumentation 31
3.6 Validity and Reliability of Research Instrument 31
3.7 Data Collection Procedure 32
3.8 Data Analysis 32
CHAPTER FOUR 34
RESULTS ..... Error! Bookmark not defined.
4.1 Introduction 34
4.2 Demographic Characteristics 34
4.3 Descriptive Analysis of Leader's Individualized Influence Competence 37
4.4 Descriptive Analysis of Leader's Risk-taking Competence 43
4.5 Descriptive Analysis of Leader's Motivational Competence 44
4.6 Descriptive Analysis of Leader's Beliefs Competence 45
4.7 Influence of Transformational Leadership on CDF Projects Performance 47
CHAPTER FIVE 52
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 52
5.1 Summary 52

ST PAUL'S UNIVERSITY

5.1.5 Findings on the Descriptive Analysis of Leader's Beliefs Competence..... 53

5.1.6 Findings on Influence of Transformational Leadership on CDF Projects Performance . 53

5.2 Conclusion 54

5.3 Recommendations..... 54

REFERENCE.....Error! Bookmark not defined.

APPENDICES 65

Appendix I: Letter for Data Collection..... 65

Appendix II: Questionnaire..... 66

ST. PAUL'S UNIVERSITY

LIST OF TABLES

Table 4.1: Data Analysis Summary 33

Table 4.2: Respondents Age Bracket 35

Table 4.3: Respondents Level of Education 36

Table 4.4: Experience in CDF Management 36

Table 4.5: Individualized Influence Competency 41

Table 4.6: Risk Taking Competency 44

Table 4.7: Motivational Competence 45

Table 4.8: Contingency Table of Transformational Leadership Competencies 48

Table 4.9: CDF Project Performance 48

Table 4.10: Correlation Analysis of Transformational Leadership and Project Performance 50

ST. PAUL'S UNIVERSITY

LIST OF FIGURES

Figure 4.1: Influence of transformational leadership on performance of constituency development projects 28

Figure 4.2: Gender Parity of Respondents 35

Figure 4.3: Respondents Knowledge of Transformational Leadership 37

Figure 4.4: Application of Transformational Leadership 38

Figure 4.5: Transformational Leadership Influence CDF Project Performance 39

Figure 4.6: CDF Committee appointment was based on transformational leadership abilities 40

Figure 4.7: Leaders' Beliefs Competence 46

ST. PAUL'S UNIVERSITY

LIST OF ABBRIVIATIONS AND ACRONYMS

CDF **:** Constituency Development Fund

FPE **:** Free Primary Education

LATF **:** Local Authority Transfer Fund

NARC : National Rainbow Coalition

REF **:** Rural Electrification Fund

RMFLF : Road Maintenance Fuel Levy Fund

SSBE **:** Secondary Schools Bursary Fund

ST. PAUL'S UNIVERSITY

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Transformational leadership style is gaining ground in academia and since it is seen to be transforming the socio-economic of organizations. Recent studies have revealed a positive correlation in transformational leadership behaviors performance that comprise of inspirational motivation, idealized influence, individual consideration and intellectual stimulation among others. Ahmad & Ali, (2010) argues that transformational leadership is in motion to bring about "performance beyond expectations." The synergy of the followers is of importance when it comes to the meeting of the challenges of transformation. Avolio & Yammarino (2002) conceptualized transformational leadership as "of particular use and value in times of crises and shift, when new directions and alignment need to be found. Transformational leadership style is believed to heighten leaders' and followers' morality beyond self-interest - a most valuable quality critical in the light of global challenges ahead."

Ahmad & Ali (2010) observes that "this style of leadership is therefore of interest as it has already proven to have positive effects on commitment and performance in organizations brought forth the most researched phenomenon in leadership in recent years." Gardner *et al*., (2010) sees it as "a promising conceptualization of leadership with regard to the aforementioned need to tackle transformational tasks."

Conceptually, transformational leadership style is the 21st century leadership approach when it comes to responding to relevance in development agenda in devolved socio-economic activities that transforms the Kenya society. Today each country needs to steer its citizens to add up more volatile environments and be sensitive to new opportunities coming out as a result of increased global connectivity. The issue of transformational leadership is critical in the light of the challenges Kenya face in transcending into a modern society.

"Leadership and projects as research topic usually applies a functional approach" as observed by (Burke *et al*., 2006). According to Fleishman *et al*. (1991) "the functional approach of leadership in projects can be defined as a dynamic process of social problem solving. Social problems can be solved through generic responses. These generic responses are divided in four categories: (1)

ST. PAUL'S UNIVERSITY

information search and structuring; (2) information use in problem solving; (3) managing personnel resources; and (4) managing material resources. The first two categories are about collecting information in order to inform the project manager about the current situation and situational contingencies." Categories three and four are leadership functions which enables conditions for effective projects (Fleishman *et al*., 1991). Zaccaro *et al*., (2001) observes that "the definition of functional leadership suggests if the project is successful then the project manager is effective and vice versa"

According to Hackman (2002) "project leaders have to identify conditions that can contribute to project effectiveness. A project must be real, must have direction, structure, organizational context and expert coaching. A project is real when there is a project task, authority to manage work processes, clear boundaries and in some degree a membership stability meaning hierarchy. The direction must be clear and consequential, which can be seen as challenging for a leader. The project leader must decide a strategy and a direction, whereby the members then have expectations and a common goal. The structure is created in the way the work is designed and how the project composition is organized. Through information and educational systems, and the design of reward systems project leaders can provide an organizational context. The leader is responsible for the development and motivation of the members." Therefore expert project coaching is very important to develop members and assisting them in their activities as observed by (Hackman, 2002).

Hyväri (2006) in his study identified that "there are three factors contributed to an effective project leader, namely to be a good communicator, being a good motivator and being decisive." He further observes that "Planning/ organizing, networking and informing are the most significant managerial practices in the leadership behavior within projects. Leadership within projects also requires the focus of power that involves control over resources, such as finance, project team members and product development. Project managers must adapt rapidly to the always changing and demanding business environment." Hence, there are many pressure moments during a project, especially when there is a need for change. "Project managers must be proactive, thinking forward and anticipate during the project. Project managers can optimize the effectiveness of the project team by integrating all project activities. This way the development

ST. PAUL'S UNIVERSITY

of project team members and understanding how the project activities fit together will result in better decision making" as observed by (Leban & Zulauf, 2014).

1.1.2 Constituency Development Fund Projects

"The rural areas lacked basic infrastructure such as schools, health facilities, electricity, roads and water among others" as is observed by (Nyambegera *et al*., 2010). After independence, the Kenyan government took quick steps to restore the situation by formulating policies that would not only check the Kenya's mounting urban and rural poverty decay, but also place the economy at the hands of the local people. Wesonga (2005) observes that "to meet the challenges experienced at that particular time, it was necessary to mobilize Kenyans to focus their attention towards improving the existing infrastructural facilities such as communication, hospitals, power supplies, educational and financial institutions."

Munyori (2012) observes that "when National Rainbow Coalition (NARC) party took over the running of government affairs in January 2003, it spearheaded the enactment of the constituency development fund (CDF) through the CDF Act in the Kenya Gazette supplement No. 107 (Act No. 11) of 9th January, 2004. This is a decentralized schemed born as a result of the previous related concepts mentioned above to address regional development imbalances due to partisan politics of the time. The fund has been viewed as a key strategic driver of socio-economic development and registration within Kenya. It is a development initiative targeted at the constituencies by devolving resources to meet socio-economic objectives which have previously been managed from the centre."

Munyori (2012) observes that "the process of project implementation, involving the successful development and introduction of projects in the organization, presents an ongoing challenge for managers. The project implementation process is complex, usually requiring simultaneous attention to a wide variety of human, budgetary, and technical variables. The success of projects measured in terms of cost performance, schedule performance and stakeholders' satisfaction depended on transformational leadership put in place because projects are meant to transform the society." This study investigated the influence of transformational leadership on performance of Cconstituency development Fund projects in Nakuru county, Kenya because past research has shown that just like other constituencies in the country, Nakuru is affected.

ST. PAUL'S UNIVERSITY

1.2 Statement of the Problem

Most recent studies suggest that transformational leadership is at the hub of scholars' understanding of organizational change and effectiveness (Bass & Avolio, 1994). Effective project performance can be achieved through transformational leadership because projects are meant to transform the society. The Constituency Development Fund which was established in Kenya through the CDF Act (2003) is meant to positively transform the constituencies' socio-economic well being. CDF Project performance is measured based on such indicators as cost performance, schedule performance and stakeholders' satisfaction performance. According to a research carried out by Mwangi, in 2015, most CDF projects in Nakuru County like infrastructure are not implemented in time necessitating cost overrun and stakeholders' dissatisfaction indicating that such projects need transformational leadership style that can transform the projects in order to achieve desired performance.

For instance, research shows that billions of taxpayers' shillings are lost every year in white elephants and ghost projects funded through the Constituency Development Fund. A countrywide survey by the Saturday Nation (2015) returned a shocking picture of stalled projects some as old as the CDF itself, started 12 years ago, hospitals that were built but not occupied and projects that exist only on paper. The situation, according to experts, is getting worse because since counties came into being, attention had shifted to the use of funds by the devolved units, leaving CDF projects unwatched. Records indicate Sh750, 000 was set aside to fence off the main public dumpsite in Nakuru Town in the financial year 2005/2006 and an extra Sh167, 000 the following year, but the fence remains incomplete. In spite of the growing body of research in the area, the influence of transformational leadership behaviors, more research need to be done to document the influence of transformational leadership behaviors on CDF projects performance in Kenya. The key gap that this study hopes to bridge is; does the transformational leadership have any influence on performance of CDF projects in Nakuru County?

1.3 Overall objective

The general objective of this study was the investigation of the influence of transformational leadership on performance of CDF projects in Nakuru County, Kenya.

ST PAUL'S UNIVERSITY

1.4 Specific objectives

i. To determine the effects of leader's individualized influence on performance of Constituency Development Fund projects in Nakuru County.
ii. To establish the relationship between leader's risk-taking and project performance of the Constituency Development Fund Projects in Nakuru County.
iii. To determine the effects of motivational approaches used by leaders on the performance the Constituency Development Fund Projects in Nakuru County.
iv. To establish the effect of leaders beliefs on performance of Constituency Development Fund Projects in Nakuru County.

1.5 Research Questions of the Study

i. How leader does' individualized influence affect performance of Constituency Development Fund projects in Nakuru County?
ii. How does leader's risk-taking significant affect project performance of the Constituency Development Fund Projects in Nakuru County?
iii. How does leader's motivation approaches practiced by leaders affect significantly influence performance of Constituency Development Fund projects in Nakuru County?
iv. How do leaders' beliefs significantly influence performance of Constituency Development Fund projects in Nakuru County?

1.6 Significance of study

The findings from the study informed policy on Constituency Development Fund organization on the influence of transformational leadership behaviour on performance of Constituency Development Fund projects; it gave empirical information on how transformational leadership behaviour of CDF committee at the constituency level influence the project performance which is the main mandate of the committee. The findings will also be useful in addressing the performance gaps in CDF projects in relationship to transformational leadership behaviour. The findings will provide new insight to scholars in leadership, development and economics on the influence of transformational leadership behaviour on performance of CDF projects. Leadership and CDF projects performance are socio-economic realities that intercept the interest of every institutions and individuals living in any constituency in Kenya and therefore the finding from

ST. PAUL'S UNIVERSITY

this study will attract the general public interests in understanding how the leadership practiced by CDF as an organization influence performance of Constituency Development Fund projects.

1.7 Scope and Limitations of the Study

This study covered the following aspects of transformational leadership; individualized, risk taking, motivation and beliefs and how they influence CDF projects performance in Nakuru County. It collected data from the 99 CDF committee members in the 11 constituencies in the County.

The major limitation encountered in this study was that some committee members in the Nakuru CDF projects were not willing to disclose some information concerning the fund and the projects involved. The researcher resolved this limitation by seeking information from other members within the CDF committee who did not form the sample of the study.

1.8 Assumption of Study

The study was carried out in the 11 constituencies in Nakuru County. The Study covered the 11 CDF committee members in each constituency. The study assumes that the respondents understand the transformational leadership styles and are able to observe its behaviours and applications in the constituencies in Nakuru County. The study also assumed that the respondents understand indicators for measuring CDF project performance and that they were able to associate them with the transformational leadership. Lastly, the study assumes that the data collected was able to attain the set objectives.

ST. PAUL'S UNIVERSITY

1.9 Operational Definition of Terms

Constituency Development Fund – This is the fund which constitutes 2.5% of total revenue collected by the Central Government of the Republic of Kenya for the purposes of initiating short term projects in the constituencies (Zhu, *et al.*, 2005).

Leadership – The ability to influence people, have followers and inspire them to perform (Zhu, *et al*., 2005)**.**

Organization – A social entity deliberately structured and designed to achieve set goals (Zhu, *et al.,* 2005).

Project performance – This is how CDF projects are delivered in terms of cost, time and stakeholders' satisfaction (Zhu, *et al.,* 2005).

Transformational Leadership Behaviour – this is a leadership behavior that causes valuable and positive change in the followers to make them achieve the project end goals (Zhu, *et al.*, 2005).

ST. PAUL'S UNIVERSITY

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

In this chapter, various studies were discussed to identify gaps which need to be filled. This was done in sub topics based on the objectives above. These objectives include; determining the effects of leader's individualized influence on performance of Constituency Development Fund projects in Nakuru County; to establish the relationship between leader's risk-taking and project performance of the Constituency Development Fund Projects in Nakuru County; to determine the effects of motivational approaches used by leaders on the performance the Constituency Development Fund Projects in Nakuru County; To establish the effect of leaders beliefs on performance of Constituency Development Fund Projects in Nakuru County. The chapter also presents theoretical and conceptual frameworks that show the influence of transformational leadership on performance of constituency development projects in Nakuru county, Kenya.

2.2 Theoretical Literature

Contingency Theory; Effects of Leader's Individualized Influence on Performance

This study adopted the Contingency theories propagated by Henry and Blanchard (2009). This group of theories discusses how leadership actions are influenced by situations. The Hersey-Blanchard Situational Leadership Theory that was put forward in 2009 by Blanchard urges leaders to handle their subordinate as per their leading capabilities or potentials.

Once the maturity level shoots, the situational leadership model requires the leader at the top to bring in the minimal leadership intervention which is otherwise referred to as delegating style. The style allows the turn over of duties and decisions to followers who are ready, willing and able to take up tasks (Burke *et al.,* 2006). If the follower maturity is low, the model employs the telling style that tends to emphasize on task directed behaviors. The telling style is the best style in cases of low readiness among the followers as it commands the giving of instructions as well putting up structures to situations where no follower is capable or willing to take up tasks. Participating style comes in incases of low or moderate readiness situations. This is whereby followers have the capability but are not willing of feel insecure taking up tasks (Bass & Avolio, 1994). The selling style is delegated in cases of moderate or high readiness situations. This is

ST. PAUL'S UNIVERSITY

whereby followers have the capability but have the confidence and willingness to take up tasks. The style emphasizes on task guidance to enable facilitation performance via persuasive explanation.

According to Hersey and Blanchard, leaders should be flexible and willing to adjust their lifestyles to be followers as per the present situation. This model argues that once the correct style is used in lower readiness situations, then followers will automatically mature and develop their abilities and confidence (Bass & Avolio, 1994). The leader is required to be willing to understand how followers develop systematically to enable him respond flexibly by becoming less directive so as to give them room to mature fully. The Hersey-Blanchard situational leadership model is an exciting one and has been employed by most management development programs. Although empirical studies are dropping day by day, the ideas of the model are still merited (Bass & Avolio, 1994). Leaders might be required to reconsider alteration styles for the sake of achieving best fits in followers and situations even during changing times. The model also recommends that skill levels and task confidence of followers need to be attended all the time during after training and development times.

This study rated managers to be relationship oriented or task oriented. The results were that task oriented managers perform well in situations with good leader-member relationships, structured tasks and either weak or strong position power (Bass & Avolio, 1994). Performance was high in cases where position power is strong and task is unstructured. In addition, they performed well at the other end of the spectrum where the relationship between member and leader was moderate to poor and unstructured tasks. In other situations, relationship oriented managers tended to do well (Bass & Avolio, 1994). Hence, the study concluded that a given situation might call for a manager with a different style or a manager who could take on a different style for a different situation. The environmental variables are merged in weighted sums which are referred to as "favorable" at one end and "unfavorable" at the other. Task oriented style is preferred at the clearly defined extremes of "favorable" and "unfavorable" environments, but relationship orientation does well in the middle ground. Managers attempted to reshape the environment variables to match their style (Bass & Avolio, 1994).

ST. PAUL'S UNIVERSITY

An additional aspect of the contingency model theory is that the leader-member relations, task structure, and position power dictate a leader's situational control. The relationship between a leader and a member depends on dependability, loyalty and the support given to the leader by the workers. It is a measure of the perception of the employees by the manager and how he or she gets along with them. If the relation is favorable, the manager will have a high task structure and is capable of rewarding and or punishing employees with ease (Bass & Reggio, 2006).

In an unfavorable relationship the task is usually unstructured and the leader has less powers. The spelling out in detail (favorable) of what is required of subordinates affects task structure. Positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates. Positioning power of managers depends on the taking away (favorable) or increasing (unfavorable) the decision-making power of employees (Brown & Adams, 2000).

Task behaviour is the level to which a leader is engaged in delegating duties and responsibilities to person (s). The behavior involves instructing people on what to carry out, how to carry it out, where to carry it out from and who to carry it out. In task behavior, the leader engages in a one way communication (Bass & Reggio, 2006).

Relationship behaviour is the extent to which the leader is involved in multi-communications. This may include listening, facilitating, and supportive behaviours. In relationship behaviour the leader is engaged in two-way communication by providing socio-emotional support (Bass & Reggio, 2006).

Maturity is willing and one’s ability to take responsibility of directing their behaviors. People have various maturity levels depending on the tasks, functions and objectives being accomplished by the leader and their capabilities (Oyedijo & Akewusola, 2012).

ST. PAUL'S UNIVERSITY

According to Blanchard, the key situational variable, when determining the appropriate leadership style, is the readiness or developmental level of the subordinate(s). From this, four leadership styles result: Directing: The leader gives clear instructions and specific directions. This style is best matched with a low follower readiness level; Coaching: The leader supports two-way communication and builds confidence and motivation on employees, although the leader still has responsibility and controls decision making. Selling style is best matched with a moderate follower readiness level; Supporting: leader and follower share decision making and the relationship is no longer directive (Brown & Adams, 2000). Participating style is best matched with a moderate follower readiness level; Delegating: This style is suitable for leaders with followers who are ready to accomplish a particular task and are both competent and motivated to take full responsibility (Brown & Adams, 2000). Delegating style is best matched with a high follower readiness level. To determine the best leadership style to use in a given situation, the leader must first know the maturity level of the followers in relation to the specific task that the leader is attempting to accomplish through the effort of the followers. As the level of followers' maturity increases, the leader should begin to reduce his or her task behaviour and increase relationship behaviour until the followers reach a moderate level of maturity. As the followers begin to move into an above average level of maturity, the leader should decrease not only task behaviour but also relationship behaviour. Once the maturity level is identified, the appropriate leadership style can be determined (Oyedijo & Akewusola, 2012).

Agency theory to address CDF Governance Structures

The study was based on agency theory which discusses the relationship between principals such as shareholders and agents in a business. Eisenhardt (2009) observes that "the central idea behind this theory is that the principal is too busy, unwilling or is not qualified to do a given job and so ends up hiring an agent. The major challenge in this theory is to get agents to either set aside self interest, or work in a way in which they may maximize their personal wealth while still maximizing the wealth of the principal."

Motivation Theory to address Project Accomplishment

According to Walumbwa and Lawler (2013), "an individual's motivation can result from three dominant needs namely, the need for achievement, the need for affiliation and the need for

ST. PAUL'S UNIVERSITY

power on the need for achievement." For instance, finance officers or staff can be demotivated by poor performance of an illiterate project manager who was appointed into position based on political grounds. The CDF Project Management Committees require authority and power to manage the project as planned, budgeted and approved.

2.2.1 Concepts in Transformational Leadership

Bass (1997) defines Transformational Leadership as "a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance (Oyedijo & Akewusola, 2012).

The study adopts transformational leadership approach by Ahmad & Ali, (2010) who proposed that "a transactional leader as someone who operates within existing cultures or systems." He observes that transactional leaders "clarify each person's tasks, responsibilities, and expectations, find a common meaning as to what is fair and only give rewards if the requirements are fulfilled. They emphasize goal setting, give instructions, clarify structures and conditions, and take control; they choose positive or negative contingent reinforcement as their strategy. In its constructive form, transactional leadership comprises working with individuals, setting up and defining agreements to achieve specific work goals, discovering individuals' capabilities, and specifying them." Bass and Avolio (1994) further stipulate that "transformational leader does; stimulate interest among colleagues and followers to view their work from new perspectives, generate awareness of the mission or vision of the team and organization, develop colleagues and followers to higher levels of ability and potential, and motivate colleagues and followers to look beyond their own interests toward those that will benefit the group."

Transforming leadership occurs "when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (Yukl,

ST. PAUL'S UNIVERSITY

2006). The mutual transformation of leader –follower characteristic is aimed at the transformation of leadership. Yukl, (2006) sees transactional and transforming leadership as "polar extremes of leadership styles which exist exclusively."

Transformational leadership focuses on concept of positive attribution for achieving "performance beyond expectations" in its followers as observed by (Bass & Riggio, 2006). Furthermore, Bass & Riggio (2006) note that "transformational leadership as the most positive of leadership styles." With this in mind, transformational leadership remains at the forefront of interest according to (Bass & Reggio, 2006). Riggio (2008) observes that "the important point in the selection of the leadership style is the context in which it occurs."

According to Ahmad and Ali, (2010) "transformation is essential in order to respond to new requirements. His theory is based on the concept of follower transformation." Yukl, (2006) emphasizes that "both leaders and followers mutually transform and transcend self-interests in order to reach higher ends." Ahmad & Ali, (2010) tested his theory using various quantitative studies and found out that their augmentation effect between transformational and transactional leadership styles. This means that the performance of followers increases when transformational leadership behaviors are applied to substitute transactional leadership behaviors. This positive effect is related to the extra energy, satisfaction and effectiveness with the leader as well as the extreme performance of followers.

2.2.2 Leader's Risk-Taking and Project Performance

Performance measurement systems are the primary tools used in the industrial sector for business process re-engineering so as to monitor the results and effectiveness of implementation. Brown and Adams (2000) acquired an evaluation framework to gauge the efficiency of building project management (BPM) by using conventional economic analysis tools such as time, cost and quality. Lehtonen (2001) stated that performance measurement systems are coming up in the construction firms. Tangen (2004) stated that effective and efficient management of contractors' organizational performance needs one to be committed effective performance which is measured to evaluate, control, and improve performance now and tomorrow

Tangen (2004) argues that performance measurement is quite complex in that it incorporates at least three disciplines which are accounting, economics and management.

ST. PAUL'S UNIVERSITY

Performance measurement has gained significant interest in the recent among academicians and practitioners. Tangen remarked that the choice of a suitable measurement technique depends on a number of factors, including the purpose of the measurement; the level of detail required; the time available for the measurement; the existence of available predetermined data; and the cost of measurement.

Tangen (2004) defines performance measurement as comparing the desired and actual performances. For example, once there is a detection of a deviation, the construction management will analyze the reasons behind it. These reasons are schematically divided into two groups;

(a) Unrealistic target setting (i.e., planning)

(b) causes originating from the actual construction (in many cases the causes for deviation originate from both sources).

Tangen (2004) argues that performance measurement is needed to update historic databases and to control current projects. These updates enable effective planning of later projects in terms of schedules, labor allocation and costs among others. Pheng and Chuan (2006) affirm that the measurement of project performance cannot be restricted any longer to the traditional criteria that consisted of time, quality and cost. There are better measurement criteria like project management and its products.

According to Ngugi (2015) "Constituency development fund is a devolved fund which was established by the Kenyan government based on the belief that the local level government has a better understanding of community needs. It was initiated by the government in 2003 through CDF Act in the Kenya Gazette supplement number 107 (Act number 11) of January 2004 which had been enacted by parliament in 2003. The Fund was created with the objectives of activating development activities at constituency level so as to fight poverty at the grass root level through the implementation of community based projects that have a long term effect of improving the people's economic wellbeing, promote equity in sharing national resources and provide an

ST PAUL'S UNIVERSITY

opportunity for local communities to participate in development planning and project implementation."

According to Gikonyo (2008) "CDF originated from the concept of rural development policy of 1965 which was born out of a conference that was organized by the ministry of economic planning and development that was looking at ways of enhancing rural development creating employment and promoting education. In fact, CDF is identical to the District focus for rural development." It is a devolved fund aimed at achieving rapid socioeconomic growth and development at constituencies by financing community generated projects and promoting community participation as observed by (Nyaguthii & Oyugi, 2013). Mwangi, and Kimenyi, (2005) observes that "the Act amended 2013, requires that the constituents shall initiate ventures that will bring benefits to a large number of the inhabitants." The Constituency Development Fund Act (2003) amended 2013stipulate the allocations to various activities such as: CDF recurrent expenses take three percent, sports activities two percent ,Monitoring and Evaluation two percent, Environment Activities two percent, Education Bursary, Mocks and assessment schemes 15%, Administrative activities 3% and Emergency – 5% .

The CDF Act 2013 stipulates that the responsibility of CDF projects monitoring and evaluation is vested on the CDF and the CDF board who may also obligate PMCs the functions of supervising the projects that are on-going and respond on such projects. The Act has allowed for 2% of the total CDF allocation to be used in the monitoring and evaluation of the projects Musumba *et al*., (2013) as well as capacity building (CDF Act 2013 section 31(3) "State that many people do not completely agree as to whether Constituency Development Fund has met its stated objectives, giving a clear indication its success is an issue of. A similar research conducted by in all Kenyan constituencies indicated that allocating the devolved funds is not always easy because of the diverse problems at the grass root coupled with the not-so-strong means of effecting transparency and accountability in the distribution of CDF projects within the constituencies, some locations felt sidelined and disadvantaged. The vital components of project selection, initiation, monitoring and evaluation are yet to be prudently managed by the CDF."

According to Ward & Davis, (2005) "Performance is a continuously examined theme in most branches of management, including strategic management by both academic scholars and practicing managers. Although prescriptions for improving and managing organizational

ST. PAUL'S UNIVERSITY

performance are widely available, the academic community has been preoccupied with the discussions and debates about issues of terminology, levels of analysis (e.g. individual, work unit or organization as a whole), and conceptual bases for assessment of performance."

During the past four decades, "the impact of leadership styles on organizational performance has been a topic of interest among academics and practitioners working in the area of leadership" (Giambatista, 2004 & Rowe *et al*., 2005). Perhaps the most prominent reason for this interest "is the widespread belief that leadership can affect the performance of organizations" according to (Rowe *et al*., 2005). This style of leadership has been adopted by some researchers (e.g. Luthans, 2011 & Conger, 1999) "to be particularly important in achieving organizational goals, and in evoking performance among subordinates" (Berson *et al*., 2001; Zacharatos *et al*., 2000). Moreover, research has not been expanded to address the relationship existing between transformational leadership behavior and the performance of CDF projects in terms of the projects cost, schedule performance and satisfaction of stakeholders across the board.

Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers (e.g. Zhu *et al*., 2005) as "one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement" Visionary leaders "create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision" according to (Avolio, 1999; McShane & Von Glinow, 2000). Some scholars (e.g. Zhu *et al*., 2005) suggest that "visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments but how all these affect CDF projects performance has not been empirically tested of which this study hopes to test."

Some researchers like Judge and Piccolo, 2014; Keller, 2006; McGrath and MacMillan, 2000; Meyer and Heppard, 2000; Purcell *et al*., 2004; Yukl, 2002 have engaged themselves in exploring the strategic role of leadership as well as investigating on how to employ leadership paradigms and use the leadership behavior to enhance the performance of organizations. This is done because leadership styles and other intangible assets like culture and competence have been found to increasingly serve as sources of strength in firms that combine people and processes to

ST. PAUL'S UNIVERSITY

improve organizational performance. (Purcell *et al*., 2004). Recent studies have raised hope that leadership paradigms have direct effect on customer satisfaction, financial performance and worker satisfaction of which more specifically this study how transformational leadership affect CDF cost, schedule and stakeholders satisfaction performances.

2.2.3 Individual Influence Aspects of Transformational Leadership

Individualized consideration, as a feature of a transformational leader, is reduced to the ability of individual analysis of followers. Namely, inclusion of followers into the transformation process of an organization implies the need to diagnose their wishes, needs, values and abilities in the right way. An activity like this tends to preserve, in the beginning acquired, the high level of interest of followers in action which a leaders leads and the high level of their trust in the leader. So, besides a global picture, a transformational leader must know what motivates any of his followers individually. Human wishes and needs are different. Some want certainty, some want excitement and change."

Transformational leadership has four components: "idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration" according to (Ahmad & Ali, 2010). The leadership requires the motivation of people, establishment of a foundation for leadership authority and integrity as well as inspiration of a shared vision of the future of the organization (Tracey & Hinkin, 2008). Idealized influence and inspirational motivation are connected with the leader's ability to formulate and articulate a shared vision.

According to Tucker and Russell (2004) "transformational leaders emphasize new possibilities and promote a compelling vision of the future. A strong sense of purpose guides their vision. Transforming organizations led by transforming leaders appeal to human characteristics that lift their sights above the routine, everyday elements of a mechanistic, power-oriented system." Transformational leaders manifest passionate inspiration (Hersey & Blanchard, 1996) and visibly model appropriate behaviors. "The goal is change that raises the organizations to new and exciting possibilities. To reach the goal, organizations must receive new energy and vision from their leaders" according to (Hersey & Blanchard, 1996).

ST PAUL'S UNIVERSITY

Transformational leaders "can create significant organizational change and act as change agents, foster higher level of intrinsic motivation, and loyalty among followers, introduce a new image or view of the future and create a commitment to this image among followers" according to (Kinicki & Kreitner, 2008; Noorshahi & Yamani Dozi Sarkhabi, 2008). "Transformational leadership is comprised of five dimensions which are idealized influence (attribute and behavior), inspirational motivation, intellectual stimulation, and individualized consideration" according (Kinicki & Kreitner, 2008).

According to Yukl (2006) "Individualized consideration refers to the degree in which leaders providing support, encouragement, and coaching to followers." The leaders listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges as is observed by (Bass & Avolio, 1994; Bass *et al*, 2003; Judge & Piccolo, 2014; Northouse, 200). The leaders listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow according to (Judge & Piccolo, 2014).

MacKenzie, Podsakoff, and Rich, (2001) ascertain that transformational leadership theory has been positively linked to a variety of organizational outcomes. These scholars have demonstrated that transformational leadership can influence an organization positively by changing the employees' behavior, culture together with the vision of the organization. This literature has reviewed the positive aspects of transformational leadership. The literature has also confirmed the assertions of transformational leadership theory provided it is accompanied by empirical evidence and has strength to convince that transformational leadership produces positive results for organizations. More research needs to be carried out to investigate impact of transformational leadership on organizational climate. Organizational culture and climate have been viewed as being different from one another. The study should determine whether or not the transformational leader's influence on organizational climate is matching with or stands in contradiction to the transformational leader's influence on organizational culture. From a practical outlook, this review of literature can help transformational leaders identify areas in which their particular leadership style has been proven to be most effective for organizations. This review of literature can also help these leaders better align their leadership skills with the

ST. PAUL'S UNIVERSITY

goals and values of the organization so that their influence throughout the organization is greater and produces the highest level of results for the organization.

2.2.4 Risk Taking in Transformational Leadership

According to Graham and Capitano (2015) Modern leadership theory asserts that "followers of exceptional leaders are willing to take personal risk in support of stated organizational objectives. In that vein, two experimental studies were conducted to evaluate the influence of transformational leadership behaviors on followers' willingness to take risk." This report confirms Baumrind's (1967) results that children reared in democratic environments that are characterized by liberal childrearing practices together with rational explanations from parents are self independent, reliable, achievement oriented and risk takers.

This leadership style puts fourth risk taking abilities and lends dynamism to organizations. Consequently, few behaviors are determined by the organization's norms and confidence as a culture can be guided by a transformational leadership roadmap. According to Bolthouse (2013) transformational leadership achieves "united by common goals, shared leadership, and confidence, a culture can be guided by a transformational leadership roadmap. A common sense of purpose and meaning across a culture can lead to social group-confidence. Meaning and purpose encourage high expectations, risk taking, and growth, which in turn creates a stronger and more supportive culture. Additionally, the roadmap to culture creation allows teachers to approach problems in new and untraditional ways, allowing for innovation. Transformational theories suggest a close association between leadership, culture, climate, and school effectiveness, which poses the following research question."

Interestingly, a causal-comparative research design was employed by use of a multifactor leadership questionnaire and a teacher's sense of efficacy scale to further test relationships between transformational climate and effectiveness (Turker, Ibrahim, & Temel, 2012). Data analysis tested hypothesized relationships through correlational and path analysis of 813 teacher surveys. Confirming a relationship between community climate and effectiveness, research indicates communal effectiveness was the strongest predictor of individual teacher effectiveness. Schools with close-knit climates often seek professional and personal advice from administration. Intellectual stimulation invites teachers to invest in change, risk taking, and new

ST. PAUL'S UNIVERSITY

knowledge, thus leading to indirect achievements on student effectiveness affirms (Turker, Ibrahim, & Temel, 2012).

Bolthouse (2013) affirms that "transformational leadership associated with the I's directly and indirectly effect culture creation. Direct influences include fostering of relationships, instilment of pride, and enhancement of morale among a group. Made with individual teacher-leader interests in mind, promotion of intellectual stimulation, motivation, knowledge attainment, growth though professional development and risk taking allows teachers to become strongly vested in school culture."

2.2.5 Motivational Influence Aspects of Transformational Leadership

Transformational leadership is "the process through which leaders and followers help each other to advance to a higher level of morality and motivation", and transformational leaders "raise the level of human conduct and ethical aspiration of both the leader and led, and thus it has transforming effect on both" (Yukl, 2006). The transformational leadership theory has evolved as a process of motivational effect. Such motivational effect appears when leaders create changes and develop followers' personal and professional characteristics by exhibiting four types of behaviours (Yukl, 2006).

Such motivational effect appears when leaders create changes and develop followers' personal and professional characteristics by exhibiting four types of behaviours confirms (Yukl, 2006). First is Idealized Influence, which is the degree of leaders' ability to build loyalty and devotion without any consideration for their own self interests which helps followers to identify with the leaders. Second, Inspirational Motivation involves leaders' ability to create a vision in a way that appeals to followers and makes them a significant part of the organization according to (Bass & Avolio 1994; Piccolo & Colquitt, 2006). Third, Intellectual Stimulation involves leaders' ability to stimulate followers' efforts to be innovative and creative through questioning assumptions, taking calculated risks, and seeking the input of followers. Finally, Individualized Consideration is the extent to which leaders act as mentor or coach and pay special attention towards followers' differences. These characteristics allow followers to have the basis to change; to unleash their potential, and diminish their negative behaviours that foster followers into more successful and productive individuals affirms (Ahmad & Ali, 2010). Thus, it is likely that "transformational

ST. PAUL'S UNIVERSITY

leadership, as a motivational style of both the leader and the led can play a positive role in generating higher levels of vigor, dedication and absorption" confirms (Ahmad & Ali, 2010)

Popper, Mayseless, and Castelnovo (2000) claim that transformational leaders are more successful in motivating their followers to move beyond "Maslow's hierarchy of needs from needs for safety and security to needs for achievement and self-actualization" (Bass 1995). Transformational leaders do this through improving followers' self-efficacy (Pillai & Williams, 2004), self-esteem (Shamir, House & Arthur, 1993), sense of belonging to the organization (Sosik, 2006) and optimism (Bass 2008; Medlin & Green, 2009). These in turn will help employees to give extra effort in achieving work results. This aspect is similar to the scholarly views expressed in the extant literature on employees' levels of vigor, dedication and absorption at work affirms (Bakker & Demerouti, 2008).

According to Schaufeli *et al*. (2001) "engaged employees have higher levels of dedication and absorption in one's work. Leaders who engage in Inspirational Motivation behaviour impart a sense of self significance to their followers" also affirmed by (Bass & Riggio, 2006). Transformational leaders have a positive influence on followers' effort and performance levels, both of which could indicate high levels of absorption in one's work. Supervisors who engage in Idealized Influence and Inspirational Motivation are often expected to depend on idealistic visions and persuasive communication to influence followers to immerse themselves in their work.

Kular, *et al.,* (2008) argue that "organizations seeking to increase employee engagement should focus on employees' perceptions of work and the behaviours they experience towards work. Although there is strong evidence to support the influential role of transformational leadership, it is claimed that less is known about the mechanisms through which transformational leadership exerts its motivational effect" a factor also confirmed by (Arnold, *et al.,* 2007). Yukl (1999) calls for more studies on possible mediators for the influential role of transformational leadership to explain the complete picture of the transformational leaders' influence. Transformational leaders characterized by Inspirational Motivation are likely to consider empowering in what is significant, and ignore others confirms (Bass & Riggio, 2006). Transformational leaders move followers out of their conceptual channels by reformulating the problems which need to be solved according to (Bass, 2008).

ST. PAUL'S UNIVERSITY

2.2.6 Beliefs

According to Kinicki & Kreitner (2008) "idealized influence describes managers who are exemplary role models for associates and their strong beliefs influence their followers. Managers with idealized influence can be trusted and respected by associates to make good decisions for the organization. Transformational leaders can create significant organizational change and act as change agents, foster higher level of intrinsic motivation, and loyalty among followers, introduce a new image or view of the future and create a commitment to this image among followers."

Idealized influence describes the degree in which leaders are perceived as an inspiring role model according to (Moss & Ritossa, 2007). These leaders are admired, respected, and trusted; followers identify and pursue their leaders confirms (Bass *et al*, 2003). Idealized influence consists of two forms; idealized influence attribute in which leaders receive trust plus respect, and idealized influence behavior in which leaders exhibit excellent behavior and might sacrifice their own needs to improve the objectives of their workgroup affirms (Moss & Ritossa, 2007). Inspirational motivation describes the degree in which the leader states a vision that is attractive and encouraging to followers (Judge & Piccolo, 2014). Leaders strengthen followers by viewing the future by optimism (Antonakis *et al*, 2003), and act in ways that motivate those around them by providing meaning and challenge to their followers' work (Bass *et al*, 2003). Intellectual stimulation explains the degree in which the leaders stimulate their followers‟ endeavors to be innovative and creative according to (Limsila & Ogunlana, 2008), and consider old organizational problems with a new perspective (Moss & Ritossa, 2007). Individualized consideration refers to the degree in which leaders providing support, encouragement, and coaching to followers affirms (Yukl, 2006). The leaders listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges according to (Bass & Avolio, 1994; Bass *et al*, 2003; Judge & Piccolo, 2014).

Erkutlu (2008) found out that "all dimensions of transformational leadership were positively correlated with leadership effectiveness while, laissez-faire leadership was found to be negatively correlated." Webb (2003) indicated that "combination of idealize influence attribute, individualized consideration, and transactional contingent reward were significant predictors of

ST. PAUL'S UNIVERSITY

perceived presidential leadership effectiveness at Evangelical colleges and universities rather than transformational or transactional leadership alone." Laissez-faire leadership was negatively correlated with leadership effectiveness. Masson (1998) found that "transformational leadership as well as a combination of idealize influence attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have equal predictive effect on perceived presidential leadership effectiveness at American community colleges. Both set of predictors were statistically significant." Most of previous research on leadership have been conducted in Western countries, very few research have focused on developing countries such as Malaysia (Lo *et al*, 2010), and particularly on institutions of higher education (Voon *et al*, 2010). Considering new position of some Malaysian public universities as Research University, there is knowledge gap in terms of administrator's leadership styles at these universities which this study also hopes to explore.

Masson (1998) found that "transformational leadership as well as a combination of idealize influence attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have equal predictive effect on perceived presidential leadership effectiveness at American community colleges." Idealized influence behavior received the second highest mean score (M=2.61), with a frequency of „fairly often which is consistent with MLQ norm. Idealized influence behavior leader focuses on worth and sense of mission from his findings (Antonakis *et al*, 2003).

2.3 Empirical Review on Transformational Leadership

Transformational leadership has been shown to have a significant relationship to a wide range of organizational outcomes according to (Lee, *et al*., 2011). Transformational leadership has been shown to have a significant positive relationship with many outcomes that affect operational performance. Examples include enhanced job satisfaction and motivation confirms (Nemanich & Keller, 2007), reduced absenteeism further observes (Zhu, Chew, & Spangler, 2005), and higher quality output.

The above empirical evidences by respective scholars compare transformational leadership with organization outcomes that affect performance including; increased employee organizational commitment, enhanced job satisfaction and motivation and higher quality output but failed to

ST PAUL'S UNIVERSITY

link the type of leadership behavior to project outcome measured in terms of cost, schedule performance and stakeholders satisfaction which this study hope to analyze.

Oyedijo and Akewusola (2012) undertook a study, to provide systematic empirical evidence obtained from 34 paint manufacturing Small and Medium sized Enterprises (SMEs) in south-western Nigeria in support of Miles and Snow's model that prospectors and analyzers perform better than defenders and reactors. In this study performance was measured through the use of gross revenue and number of customers. In Nigeria, gross revenue and the number of customers are generally regarded as important criteria for evaluating the success of SMEs and the chances of their survival and growth. The study established that significant performance differences were found between prospectors, analyzers, defenders and reactors and that negative performance was found to be associated with reactor strategy. The study found out that SMEs compete in different ways, thus allowing for their classification as prospectors, analyzers, defenders and reactors.

Oyedijo and Akewusola (2012) study found out that "transformational leadership increased organization revenue as a measure of performance but their study did not looked at how transformational leadership enhanced performance of economic stimulus projects like CDF of which this study hopes to analyze and provide evidence about the relationship between transformational leadership and CDF projects performance."

Nusair *et al*, (2012) posit that, "rapid environmental changes and uncertainties call for a flexible and determined leadership which can inspire employees to participate enthusiastically to achieve organizational goals and that a weak leadership results in having weak and unmotivated employees who are not effective in their performance. To effectively deal with transformation, followers must share the leader's vision and be willing to commit themselves to accomplishing it." The literature reviewed shows that transformational leadership enhances positive employee outcomes and these have a positive effect on the overall productivity and performance of organizations. Elias (2009) argues that "organizational transformation strains both the organization and the individuals within the organization. He further argues that if an organization is to successfully implement change, the change strategy must take the employees' psychological processes into consideration."

ST. PAUL'S UNIVERSITY

Tan (2010) carried out an empirical study to establish the influence of transformational leadership on team innovation and team performance. He found out that "transformational leadership, namely the individualized consideration factor, significantly influences team performance in a positive manner. There was also a partially positive and significant relationship between transformational leadership and team innovation. In addition, team performance was predicted by team innovation, namely the vision and support for innovation factors."

Tero (2014) carried out a descriptive study on factors influencing performance of constituency development funded dispensary projects in Kenya: a case of Nandi County. The study found out that "the competence of the implementation team influenced the performance of the CDF funded dispensaries. The implementation team kept track of important information and is committed and supports the management in influencing the success of the organization. The study further found out that the implementation team had a reduced management decision making. Human resource does not influences employees' job satisfaction and organizations' commitment. Human resource recruits competent staff to carry out activities at the dispensary. This study did not consider effect of transformational leadership behavior on CDF project performance which this study hopes to achieve."

Ooijen (2007) carried out a study on Leadership in project-oriented organizations. He found out that "the focus of rewards in projects was mainly financial. Because of that the question remains if financial reward is the most important reward that drives project members. A possibility is that the project is temporary and the financial reward depends on the project effectiveness and performance."

Beck-Tauber (2012) carried out a study on Transformational Leadership: Exploring its Functionality. The study found out that "the influence process enhances the understanding of the transformational leadership behaviors, familiarizing, relationship building and transformational learning are facilitating antecedent processes for the transformational leadership behaviors, and the antecedent process of transformational learning explains the functionality of intellectual stimulation."

Administrative support was significantly related to the factors of job satisfaction and organizational commitment. However, administrative support was not significantly related to

ST. PAUL'S UNIVERSITY

teachers' sense of teaching efficacy. Teaching efficacy did share a significant relationship with teachers' job satisfaction. This finding suggests that the higher teachers report their perceived their sense of teaching efficacy, the higher they report their level of job satisfaction. The highest correlation in this study was between the factors of job satisfaction and organizational commitment. These findings suggest that as special education teachers' perceptions of administrative support increases, so do their levels of job satisfaction and organizational commitment; thereby increasing the likelihood that special education teachers will remain in their current teaching positions.

Givens (2008) carried out a study on Transformational Leadership: The Impact on Organizational and Personal Outcomes. The study found out that "that transformational leadership impacts certain characteristics related to the follower such as empowerment, commitment, self-efficacy beliefs, job satisfaction, trust, and motivation. The study also established that transformational leadership has a direct and an indirect impact on organizational citizenship behavior. Transformational leaders have organizations with strong cultures and are better than other leaders at providing activities which continue to build culture. Studies in various organizational types demonstrate that transformational leaders provide the leadership style which produces effective organizations. Further research could inquire and discover which attribute of the transformational leader has the positive effect on the organization culture or is it the leader's overall leadership style. The transformational leader has inspired organizational employees to believe in new visions that have new opportunities. Job satisfaction is positively related to transformational leadership."

Overstreet (2012) carried out a study on effect of transformational leadership and organizational innovativeness on Motor Carrier Performance. He found out that "leaders who display visionary, inspirational, and goal-oriented behaviors positively impact the bottom-line performance of the organization. Leaders have considerable control over the presence or absence of organizational innovativeness and that the leader's propensity for change permeates the entire organization. Transformational leaders raise the follower's awareness of the desired organizational outcome, encourage follower's to transcend their own personal interests, and enhance the abilities of the follower. Organizational innovativeness has a direct, positive relationship with the financial performance of the firm."

ST. PAUL'S UNIVERSITY

2.4 Literature Gap Analysis

Many research carried out in leadership approaches its effect on performance generally without contextualizing its application in public projects like CDF projects. The appropriate issues of transformational leadership are studied inform of moderators between performance and transformational leadership behavior. Such studies consider the situational aspects and still conceptualize the bond between performance and transformational leadership behavior. This creates a contextual gap that this study hopes to fill by analyzing all, multiple themes around transformational leadership in the context of CDF projects (personal traits, trust, attitude of the followers, team context, interpersonal affect, etc.) (Ooijen, 2007).

There needs to be clarity on how transformational leaders practice their behaviors to perform their transformational tasks, the nature of interactions that take place, at what particular time and how the leaders engage as well as their followers in activities of transforming the organization for the better. Better conceptualization of the leadership transformational process brings about a holistic perspective on the functionality of the whole process (Beck-Tauber, 2012).

The process of transformation is conceptualized at various levels within the study of the discipline. It can be related to the personal level which can be equated to followers and to the larger context i.e. at organizational level. The concept of transforming the socio-economic lives of citizens has not been extensively researched in transformational leadership (Antonakis *et al*, 2003). Very few studies have been engaged in transformational potential in a wider perspective of initiating transformations on an organizational or society level. It is not clear how transformational leaders put into practice the transformational leadership behaviors for the goal of provoking transformation in the larger contextual setting of CDF projects of which this study hopes to fill (Ooijen, 2007).

ST. PAUL'S UNIVERSITY

2.5 Conceptual Framework

This section presents a conceptual framework developed from the study objectives and literature review. It shows the relationship between the independent and dependent variables.

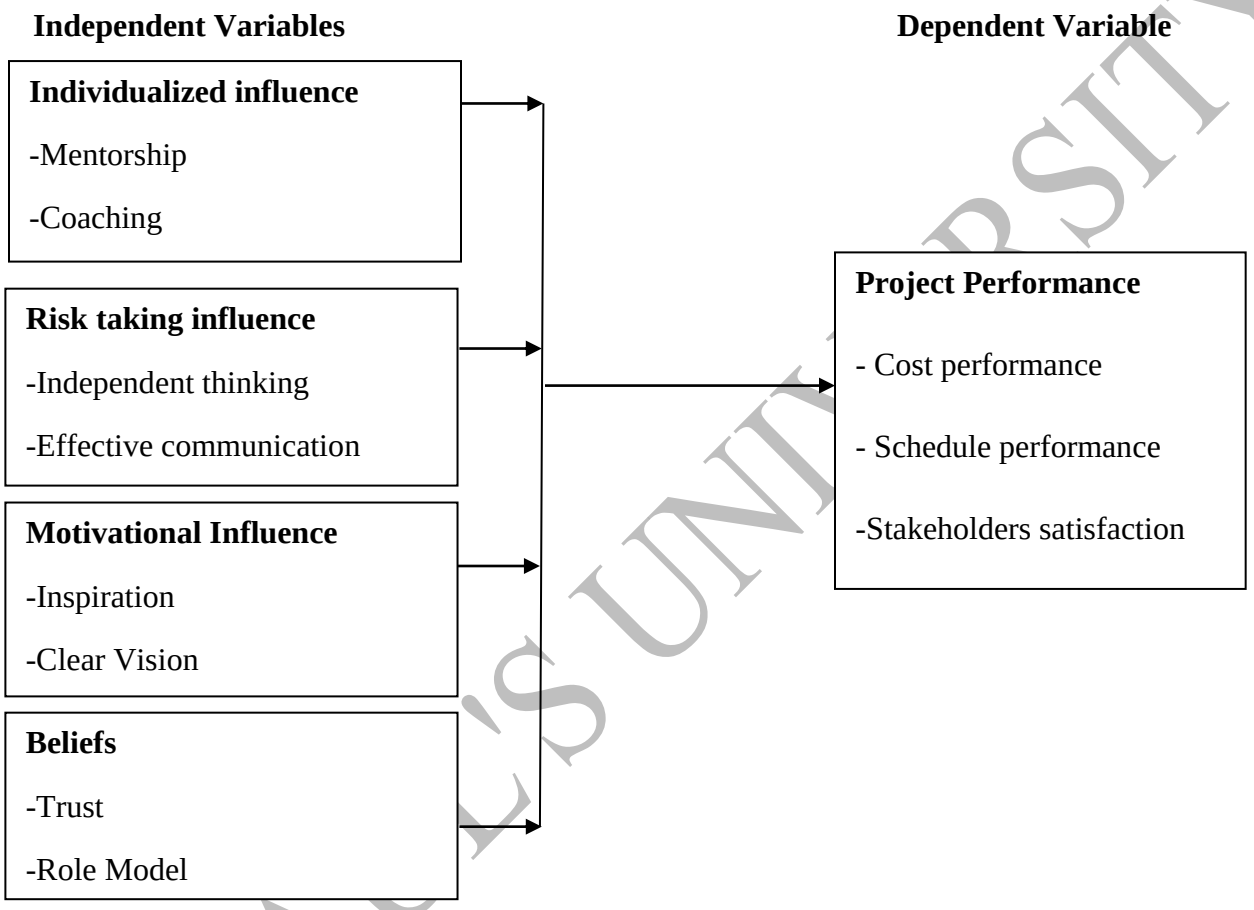


Figure 2.1: Conceptual Framework

The conceptual frame work for this study considers elements of transformational leadership behaviour which includes; individualized, risk taking, motivational and idealized influences which form independent variables of the study. The dependent variable is project performance measured in terms of cost and schedule performance which lead to project outcome which is stakeholders satisfaction. Under transformational leadership behaviour; individualized, risk taking, motivational and idealized influence also exert influence CDF projects performance which is thought to be mediated by experience in project management by the CDF leaders.

ST. PAUL'S UNIVERSITY

Application of any of the transformational leadership behaviour will affect project cost, time and stakeholders satisfaction.

ST. PAUL'S UNIVERSITY

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

Chapter three has discussed the study area, the research design; target population, sample size, instrumentation, validity and reliability of research Instruments, data collection procedure, data analysis, and ethical issues.

3.2 Research Design

This study adopted descriptive research design. Information was collected from respondents about their experiences and opinions in order to generalize the findings to the population that the sample is intended to represent poise (Gall, Borg & Gall, 1996). This method is the most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinion, characteristics and present or past behaviours according to (David & Sutton, 2004; Gray, 2004 & Neuman, 2000). This method is the most appropriate for obtaining factual and attitudinal information or for research questions about self-reported beliefs, opinion, characteristics and present or past behaviours as is observed by (David & Sutton, 2004). Since this study sought to obtain descriptive and self-reported information from School Management and the School Board of Governors on factors affecting influencing performance of Public Schools projects, the survey design most appropriate. The census allowed the researcher to expose the respondents to a set of questions that allowed comparison.

3.3 Target Population

According to CDF Act (2003), each constituency shall constitute 9 CDF committee members who will run all the affairs of the fund. Since there are 11 constituencies in Nakuru County, each with 9 CDF committee members, the total committee members in the 11 constituencies had a total of 99 members.

3.4 Sample Size

The study took census of the 99 CDF committee members, the study purposively picked the CDF committee members because they are the ones, who appraise projects, get feedback on the

ST. PAUL'S UNIVERSITY

implementation and commission the projects when they are completed. In all these processes of project life cycle, the committee applies leadership that transforms the socio-economic activities at the constituencies. Census population studies are more representative because everyone has equal chance to be included in the final sample that is drawn according to Mugenda and Mugenda (2003).

3.5 Instrumentation

Data was collected using structured questionnaires administered to the selected respondents. The structured questionnaires are preferred because the questions, their wordings and sequence are fixed, predetermined and identical for all the respondents. This has the advantage of eliciting standard answers to questions, making it possible for comparisons to be made between sets of data. Structured questionnaire can be easily scaled whereas scaling can measure the complex and abstract concepts more accurately is scaling according to (Kothari, 1994). The questionnaire consisted of mainly closed-ended items. The questionnaire was divided into three parts. Part A solicits information related to the respondents' demographic characteristics, Part B solicited information dealing with different aspects of transformational leadership and Part D collected information dealing with CDF projects performance. The questionnaires contained various items seeking different information on various aspects of the influence of transformational leadership on performance of Constituency Development Fund projects in Nakuru County. All the items in the questionnaires were aimed at addressing the research questions and majority are in the form of a Likert-Scale.

3.6 Pilot Testing

Validity of the research instrument was established for standardization of the research instruments used in the study. Content validity of the research instruments were established in order to make sure that they reflected the content of the concepts (factors and project performance) in question. First, the researcher went through the instruments and compared them with the set objectives and ensured that they contained all the information that answered the set questions and addressed the objectives. Second, expert (supervisor) from the Department of Business Management, St. Paul's University was consulted to scrutinize the relevance of the questionnaire items against the set objectives of the study before the tool is used to collect the required information. The instrument was then taken for piloting on a population similar to the

ST. PAUL'S UNIVERSITY

target population; Piloting took place in Mogotio Constituency. The piloting included 7 CDF Committee Members. The objective of piloting was to eliminate some ambiguous items, establish if there were problems in administering the instruments, test data collection instructions, establish the feasibility of the study, anticipate and amend any logical and procedural difficulties regarding the study, and allow preliminary (dummy) data analysis.

After validity of the research instrument, the researcher established the reliability of the instruments. This was done so as to measure the degree to which the items in the research instrument are internal consistent. In this study, piloting assisted in testing the reliability of the instrument. The internal consistency of the research instrument was established by computing a Cronbach's Coefficient Alpha. A reliability coefficient of 0.815 obtained which was accepted to have reflected the internal reliability of the instruments.

3.7 Data Collection Procedure

The researcher was collect data from the selected respondents after receiving permission from St. Paul's University and a letter from CDF fund Co-ordinator in Nakuru County. Permission was sought from the Member of Parliament from Each Constituency for the study. During this visit, the researcher informed the committee members about the purpose of the intended study and book appointments for data collection. The questionnaire was distributed to all the 9 committee members. After familiarization, data was then be collected from the respondents using the mentioned instrument. The completed instruments was verified and collected within a period of two days from the day of distribution.

3.8 Data Analysis

Data collected was processed, coded and analyzed to facilitate addressing the research objectives and answering the questions. This was done using descriptive statistics. Descriptive statistics was used to summarize and organize data and to describe the characteristics of the sample population. Descriptive statistics was used in all the objectives.

3.9 Ethical Issues

Discretion was strictly observed in the course of this research. The identity and privacy of the respondents were protected by the researcher. The respondents were assured that the information

ST. PAUL'S UNIVERSITY

provided will be used solely for academic purposes. No pressure or inducements of any kind was applied to encourage the respondents to become participants in the research study.

Table 1: Data Analysis Summary

Research Question	**Independent Variable**	**Dependent Variable**	**Statistical test**
Research Question 1: Does leader's individualized influence affect performance of Constituency Development Fund projects in Nakuru County?	leader's individualized influence	CDF Project Performance	Pearson Correlation
Research Question 2: Does leader's risk-taking significant affect project performance of the Constituency Development Fund Projects in Nakuru County?	leader's risk-taking	CDF Project Performance	Pearson Correlation
Research Question 3: Does leader's motivation approaches practiced by leaders affect significantly influence performance of Constituency Development Fund projects in Nakuru County?	leader's motivation	CDF Project Performance	Pearson Correlation

ST. PAUL'S UNIVERSITY

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

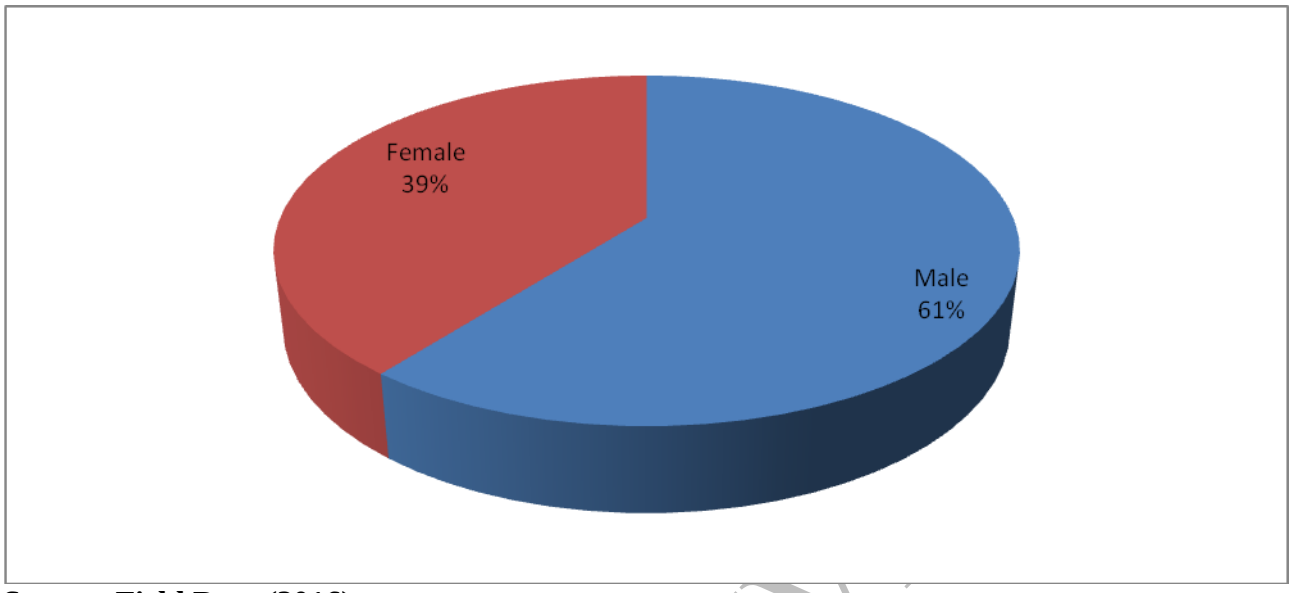
This chapter presents the results of data analysis on the influence of transformational leadership on performance of Constituency Development Fund projects in Nakuru County, Kenya. The chapter presents; the respondents' background information, leader's individualized influence on project performance, leader's risk-taking and project performance, motivational approaches used by leaders and project performance and leaders beliefs and project performance. The study distributed 99 questionnaires to CDF committee members in Nakuru County and all the 99 questionnaires were returned and were used to extract the required information for the analysis which was 100% return rate significant enough to answer the set objectives of the study.

4.2 Demographic Characteristics

The demographic characteristics analyzed included; gender, level of education and work experience.

ST. PAUL'S UNIVERSITY

Figure 4. 1: Gender Parity of Respondents



Source: Field Data (2016)

Majority of the CDF committee members in the 11 constituencies in Nakuru County 61% were men compared to 39% who were women. According to the CDF Act 2013, three women nominated by the ward development committees and one of whom is a youth shall be a youth at the date of appointment and more women were nominated from civil societies. This finding indicated that 8 constituencies in Nakuru met the Kenya Constitution 2010 threshold that requires at least 30% gender representation in the Public Service.

Table 4.1: Respondents Age Bracket

Age Bracket	Frequency	Percent
21-30 years	2	2
31-40 years	8	8
41-50 years	50	51
50 years and above	30	30
Total	**90**	**91**

Source: Field Data (2016)

ST. PAUL'S UNIV

Majority of the respondents 51% were between 41-50 years, 30% were 50 years and above age bracket, 8% were between 31-40 years of age bracket and 2% were between 21-30 years age bracket. This finding indicated that CDF committee members in the 11 constituencies in Nakuru County were in active middle age followed by 30% who were past the active middle age compared to few who were in the younger and youthful middle age. It is important to note that the constituencies should develop transformational youthful age to take over leadership role from the older leaders.

Table 4.2: Respondents Level of Education

Level	Frequency	Percent
Secondary	16	16
College	75	76
University	8	8
Total	**99**	100

Source: Field Data (2016)

Majority of the respondents 76% had college level of education, 16% had secondary level and 8% with university qualification. The finding indicated that the majority of the CDF committee members Nakuru County had college level of education which may imply that the liberalized higher education in Kenya which increases Access to skills acquisition did not influence the CDF committee members to take full advantage of advance degree education which should improve their competence in transformational leadership for better CDF project performance.

Table 2.3: Experience in CDF Management

Experience (Years)	Frequency	Percent
Less than 5 years	7	7
6-10 years	38	38

ST. PAUL'S UNIVERSITY

11-15 years	54	55
Total	**99**	**100**

Source: Field Data (2016)

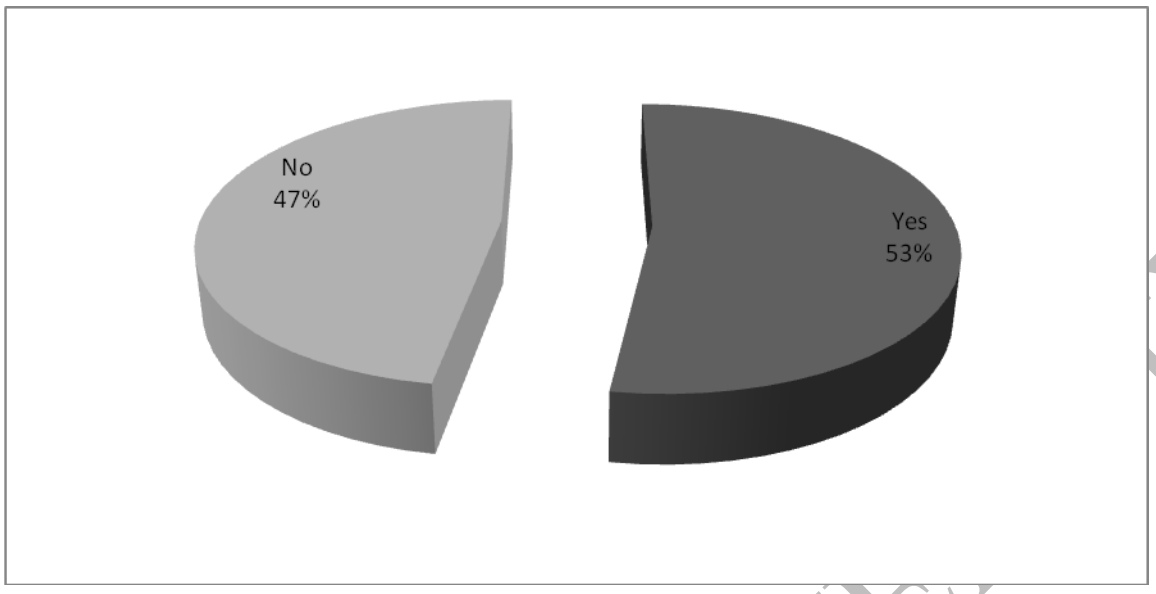
Majority of the respondents 92% had 6-15 years being CDF committee members compared to 7% who had been members for less than 5 years. This finding indicated that majority of the committee members had marked timed being CDF committee members for more than 5 terms in the election process, indicating further that same people were nominated into the committee after several general elections. This scenario may kill the spirit of representation and deny the constituencies chances for developing new transformational leaders for future successions.

4.3 Descriptive Analysis of Leader's Individualized Influence Competence

The first objective of the study was to determine the effects of leader's individualized influence on performance of Constituency Development Fund projects in Nakuru County. The variables used to analyze this objective included respondents knowledge of; transformational leadership, its application in CDF project management and the committee members appointment based on this type of leadership competence. Specific individualized influence analyzed in this study included; coaching, individualized treatment, considerations of people diverse needs, team inspiration, strength development, and self appraisal of their projects, accountability and transparency.

Figure 4.2: Respondents Knowledge of Transformational Leadership

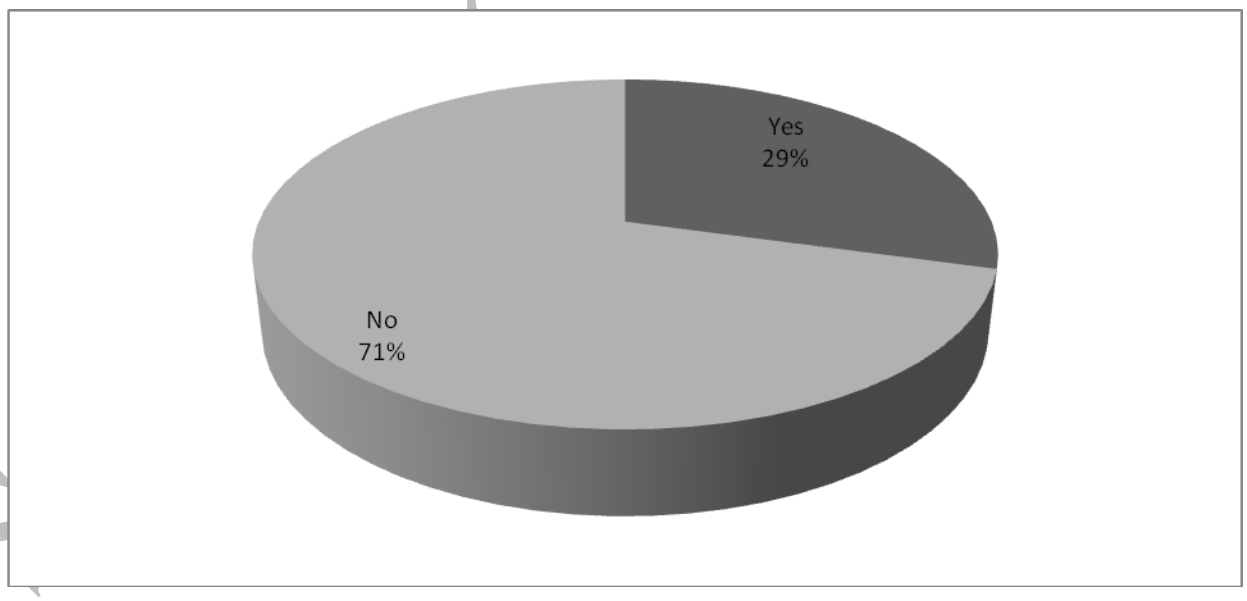
ST. PAUL'S UNIVERSITY



Source: Field Data (2016)

Majority of respondents 53% knew what transformational leadership was compared to 47% who did not know. This finding showed that the knowledge of transformational leadership style was still lacking in the 11 constituencies in Nakuru County.

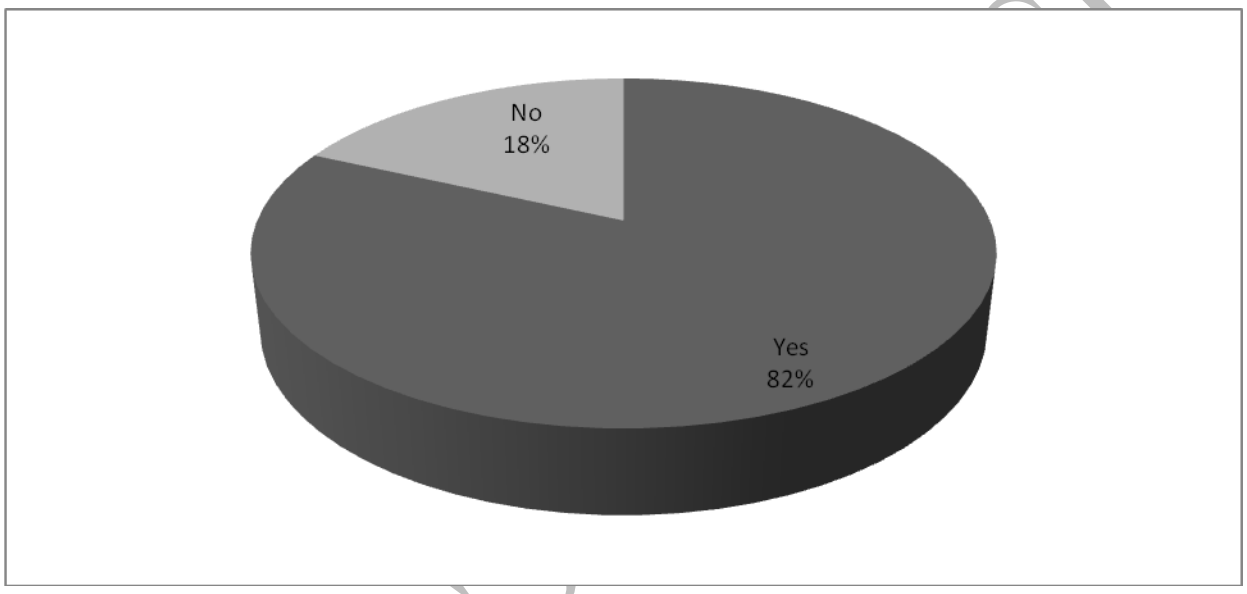
Figure 2.3: Application of Transformational Leadership



Source: Field Data (2016)

Majority of respondents 71% observed that their constituencies did not apply transformational leadership in the implementation of CDF projects in the County compared to 29% who applied the leadership style. This finding indicated that the application of transformational leadership style was far much lower than the level knowledge among the CDF committee members.

Figure 4. 4: Transformational Leadership Influence CDF Project Performance



Source: Field Data (2016)

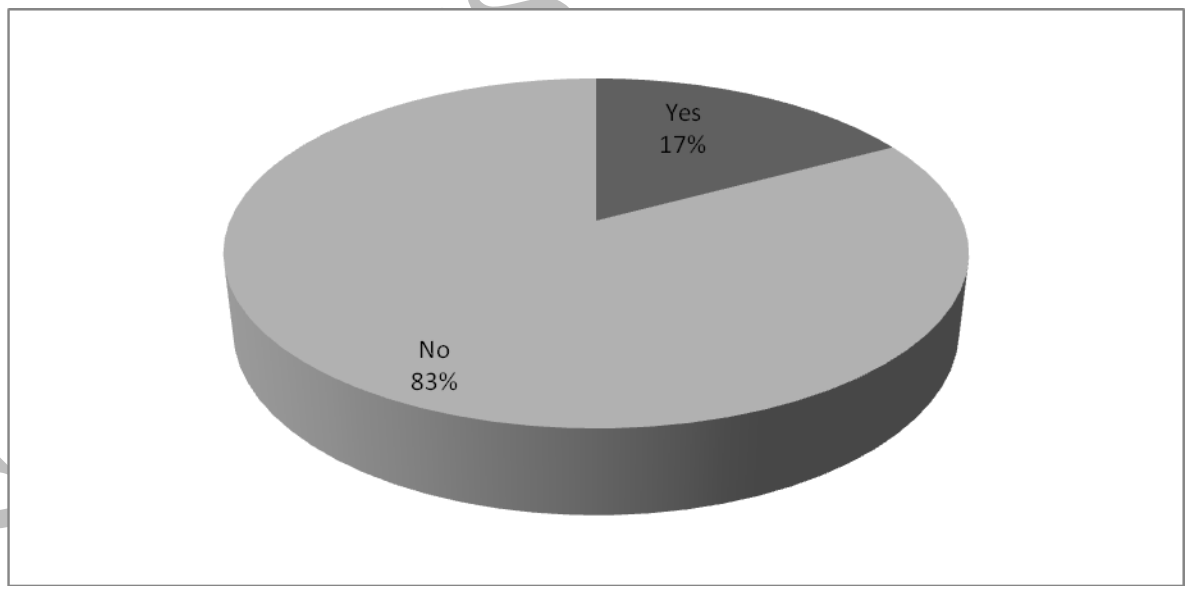
Majority of respondents 82% observed that transformational leadership style can influence CDF project performance compared to 18% who observed that the leadership style could not. This finding showed that although the level of knowledge of transformational leadership was moderate among the CDF committee members and that its application was minimal, the respondents observed that the leadership style can influence CDF projects performance. This finding is supported by Oyedijo and Akewusola (2012) who undertook a study, to provide systematic empirical evidence obtained from 34 paint manufacturing Small and Medium sized Enterprises (SMEs) in south-western Nigeria in support of Miles and Snow's model that prospectors and analyzers perform better than defenders and reactors. In this study performance was measured through the use of gross revenue and number of customers. In Nigeria, gross revenue and the number of customers are generally regarded as important criteria for evaluating

ST. PAUL'S UNIVERSITY

the success of SMEs and the chances of their survival and growth. The study established that significant performance differences were found between prospectors, analyzers, defenders and reactors and that negative performance was found to be associated with reactor strategy. The study found out that SMEs compete in different ways, thus allowing for their classification as prospectors, analyzers, defenders and reactors.

The finding is further supported by Overstreet (2012) who carried out a study on effect of transformational leadership and organizational innovativeness on Motor Carrier Performance. He found out that "leaders who display visionary, inspirational, and goal-oriented behaviors positively impact the bottom-line performance of the organization. Leaders have considerable control over the presence or absence of organizational innovativeness and that the leader's propensity for change permeates the entire organization. Transformational leaders raise the follower's awareness of the desired organizational outcome, encourage follower's to transcend their own personal interests, and enhance the abilities of the follower. Organizational innovativeness has a direct, positive relationship with the financial performance of the firm."

Figure 4.5: CDF Committee appointment was based on transformational leadership abilities



Source: Field Data (2016)

UNIVERSITY

Majority of respondents 83% observed that the CDF committee members' appointment in the constituencies in Nakuru County was not based on their transformational leadership abilities compared to 17% who observed that they were appointed based on their abilities in the leadership style. This finding indicated that although CDF projects were socio-economic transformation in the constituencies, the committee members were not appointed based on their transformational leadership abilities.

Table 4.4: Individualized Influence Competency

Individual Influence	SA	A	NS	D	SD
Teaching and coaching influence	15	3	7	39	36
Individualized treatment	10	13	0	41	36
Consideration of others needs	9	12	19	38	22
Inspiration of the entire team	17	10	0	43	30
Helping others develop their strengths	11	16	0	48	25
Help citizens appraise their own projects	35	39	0	16	10
Influence citizens to be accountable	16	17	0	38	29
Influence citizens to be transparent	12	9	0	43	36

Source: Field Data (2016)

Majority of respondents 75% disagreed that individuals in the CDF projects were influenced through teaching and coaching compared to 18% who agreed and 7% who were not sure. Majority of respondents 77% disagreed that there was individualized treatment in CDF projects compared to 23% who agreed. Majority 60% disagreed that there was consideration of other people's needs in the CDF projects compared to 40% who agreed. Majority of respondents 73% disagreed that there was inspiration of individuals in the teams in the CDF projects compared to 27% who agreed. Majority of respondents 73% disagreed that CDF committee members helped

ST. PAUL'S UNIVERSITY

individual develop their strengths in the CDF projects compared to 27% who agreed. Majority of respondents 74% agreed that the CDF committee helped individual citizens appraise their own projects compared to 26% who disagreed. Majority of respondents 67% disagreed that the CDF committee members helped the citizens to be accountable with CDF projects compared to 33% who agreed. Lastly, majority of respondents 79% disagreed that the CDF committee members helped the citizens to be transparent with CDF projects compared.

This finding indicated that the CDF committee leadership failed in the following aspects of individualized influence which is an important element of transformational leadership; there was no effective teaching and coaching, individualized treatment, considerations of people diverse needs, team inspiration, strength development, accountability and transparency. The committee members were only able to help the citizens in appraisal of their projects. This finding is the opposite of Tan (2010) findings who carried out an empirical study to establish the influence of transformational leadership on team innovation and team performance. He found out that "transformational leadership, namely the individualized consideration factor, significantly influences team performance in a positive manner. There was also a partially positive and significant relationship between transformational leadership and team innovation. In addition, team performance was predicted by team innovation, namely the vision and support for innovation factors." The finding is further supported by Tero (2014) who carried out a descriptive study on factors influencing performance of constituency development funded dispensary projects in Kenya: a case of Nandi County. The study found out that "the competence of the implementation team influenced the performance of the CDF funded dispensaries. The implementation team kept track of important information and is committed and supports the management in influencing the success of the organization. The study further found out that the implementation team had a reduced management decision making. Human resource does not influences employees' job satisfaction and organizations' commitment. Human resource recruits competent staff to carry out activities at the dispensary. This study did not consider effect of transformational leadership behavior on CDF project performance which this study hopes to achieve."

ST. PAUL'S UNIVERSITY

Other study related to this finding was carried out by Givens (2008) who studied on Transformational Leadership: The Impact on Organizational and Personal Outcomes. The study found out that "that transformational leadership impacts certain characteristics related to the follower such as empowerment, commitment, self-efficacy beliefs, job satisfaction, trust, and motivation. The study also established that transformational leadership has a direct and an indirect impact on organizational citizenship behavior. Transformational leaders have organizations with strong cultures and are better than other leaders at providing activities which continue to build culture. Studies in various organizational types demonstrate that transformational leaders provide the leadership style which produces effective organizations. Further research could inquire and discover which attribute of the transformational leader has the positive effect on the organization culture or is it the leader's overall leadership style. The transformational leader has inspired organizational employees to believe in new visions that have new opportunities. Job satisfaction is positively related to transformational leadership."

Other study on individualized influence related to this finding was carried out by Masson (1998) who found that "transformational leadership as well as a combination of idealize influence attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have equal predictive effect on perceived presidential leadership effectiveness at American community colleges." Idealized influence behavior received a mean score of M=2.61, with a frequency of fairly often which is consistent with MLQ norm. Idealized influence behavior leader focuses on worth and sense of mission from his findings.

4.4 Descriptive Analysis of Leader's Risk-taking Competence

The second objective of the study was to establish the relationship between leader's risk-taking and project performance of the Constituency Development Fund Projects in Nakuru County. The variables used in analyzing leader's risk-taking competency included; examination of critical assumption, solving problems from different perspectives, participation in seeking solutions and seeking new ways of solving a problem

ST. PAUL'S UNIVERSITY

Table 4.5: Risk Taking Competency

Risk Taking Competency	SA	A	NS	D	SD
examination of critical assumption	14	10	0	43	33
solving problems from different perspectives	9	13	0	41	37
participation in seeking solutions	15	13	0	38	34
seeking new ways of solving a problem	5	7	0	45	43

Source: Field Data (2016)

The study established that majority of respondents 76% disagreed that their committee examined critical assumptions associated with project risks compared 24% who agreed. Majority 78% disagreed that their committee was able to solve problems from different perspectives compared to 22% who agreed. Majority 72% disagreed that their committee employed inclusive participation in seeking solutions to CDF projects compared to 28% who agreed. Majority 88% disagreed that their committee sought new ways of solving CDF project problems compared to 12% who agreed.

This finding indicated that CDF committees in the 11 constituencies in Nakuru County lacked risk taking competency which is crucial component of transformational leadership. The committee therefore could not do the following; examination of critical assumption, solving problems from different perspectives, participation in seeking solutions and seeking new ways of solving a problem.

4.5 Descriptive Analysis of Leader's Motivational Competence

The third objective of the study was to determine the effects of motivational approaches used by leaders on the performance the Constituency Development Fund Projects in Nakuru County. The analysis considered the following variables; optimism about the future, enthusiasm on goals, articulation of compelling future vision and expressed confidence about the achievement of future goals.

ST PAUL'S UNIVERSITY

Table 4.6: Motivational Competence

Motivation Competency	SA	A	NS	D	SD
optimism about the future	18	16	0	35	31
enthusiasm on goals	14	6	0	43	37
articulation of compelling future vision	8	12	0	41	39
Confidence about the achievement of goals.	15	13	9	28	35

Source: Field Data (2016)

Majority of respondents 66% disagreed that their committee was optimistic about the future compared to 34% who agreed. Majority of respondents 80% disagreed that their committee was enthusiastic about the project goals and were able to articulate of compelling future vision compared to 20% who agreed respectively. Majority of respondents 63% disagreed that their committee was confidence about the achievement of goals compared to 37% who agreed.

This finding indicated that motivational approaches used by leaders did not have adequate competency to enable them achieve the following; optimism about the future, enthusiasm on goals, articulation of compelling future vision and expressed confidence about the achievement of future goals. This finding is supported by a number of scholars; Popper, Mayseless, and Castelnovo (2000) claim that transformational leaders are more successful in motivating their followers to move beyond "Maslow's (1954) need hierarchy from needs for safety and security to needs for achievement and self-actualization" (Bass, 1995). Transformational leaders carry out this by improving the self-efficacy of their followers, their self worth, sense of belonging to the company, as well as optimism. This helps employees to bring forth synergy in accomplishment of the goal. This aspect is similar to the scholarly views expressed in the extant literature on employees' levels of vigor, dedication and absorption at work affirms (Bakker & Demerouti 2008).

4.6 Descriptive Analysis of Leader's Beliefs Competence

The fourth objective of the study was to establish the effect of leaders' beliefs on performance of Constituency Development Fund Projects in Nakuru County. The following variables were used

ST. PAUL'S UNIVERSITY

to analyze leaders' beliefs competency; instilling pride on all project stakeholders, being beyond self interest, building stakeholders capacity, display sense of power and confidence, giving directions on values and ethics, directing stakeholders towards project purpose and consideration of moral consequences.

Table 4.7: Leaders' Beliefs Competence

Leader's Beliefs Competency	SA	A	NS	D	SD
Instilling pride on all project stakeholders	19	27	-	35	19
Being beyond self interest	10	7	-	43	40
Building stakeholders capacity	25	21	-	28	26
Display sense of power and confidence	23	8	-	37	32
Directions on values and ethics	15	6	-	35	44
Directing stakeholders towards project purpose	34	28	16	22	-
Consideration of moral consequences.	11	12	-	39	38

Source: Field Data (2016)

Majority of respondents 54% disagreed that their committee has succeeded in instilling pride on all project stakeholders compared to 46% who agreed. Majority of respondents 83% disagreed that their committee was beyond self interest compared to 17% who agreed. Majority of respondents 54% disagreed that their committee had built stakeholders capacity compared to 46% who agreed. Majority 69% disagreed that their committee displayed sense of power and

ST PAUL'S UNIVERSITY

confidence compared to 31% who agreed. Majority 79% disagreed that their committee gave directions on values and ethics compared to 21% who agreed. Majority 62% agreed that their committee directed stakeholders towards project purpose compared to 38% who disagreed and lastly majority 77% disagreed that their committee had consideration of moral consequences.

The finding showed that CDF committee members did not have adequate competency on leaders beliefs characterized by their failure to achieve the following on beliefs competence; instilling pride on all project stakeholders, being beyond self interest, building stakeholders capacity, display sense of power and confidence, giving directions on values and ethics and consideration of moral consequences. They were only competent in directing stakeholders towards project purpose.

This finding is supported by Erkutlu (2008) who found out that "all dimensions of transformational leadership were positively correlated with leadership effectiveness while, laissez-faire leadership was found to be negatively correlated." Webb (2003) indicated that "combination of idealize influence attribute, individualized consideration, and transactional contingent reward were significant predictors of perceived presidential leadership effectiveness at Evangelical colleges and universities rather than transformational or transactional leadership alone." Laissez-faire leadership was negatively correlated with leadership effectiveness. Masson (1998) found that "transformational leadership as well as a combination of idealize influence attribute, individualized consideration, contingent reward, management-by-exception active, and laissez-faire have equal predictive effect on perceived presidential leadership effectiveness at American community colleges. Both set of predictors were statistically significant." Recent studies in leadership have been conducted outside western countries and only a handful of them have focused on third world countries like Malaysia (Lo *et al*, 2010). Considering the new position of some Malaysian public universities as Research University, there is knowledge gap in terms of administrators' leadership styles at these universities which this study also hopes to explore.

4.7 Influence of Transformational Leadership on CDF Projects Performance

The main objective of the study was to investigate the influence of transformational leadership on performance of Constituency Development Fund projects in Nakuru County, Kenya. The

ST. PAUL'S UNIVERSITY

relationship between transformational leadership styles and CDF project performance was tested using Pearson Correlation at 0.05 significance level.

4.7.1 Descriptive Analysis of Combined Transformational Leadership Competencies

Table 4.8: Contingency Table of Transformational Leadership Competencies

Transformational Competence	SA	A	NS	D	SD
Individualized Influence	16	15	3	38	28
Risk taking	11	11	0	32	37
Motivation	14	12	2	37	36
Leader's beliefs	20	16	2	34	28

Source: Field Data (2016)

The study established that majority of respondents 66% disagreed that their committee had individualized influence competence compared to 31% who agreed and 3% who were not sure. Majority 69% disagreed that their committee had risk taking competence compared to 22% who agreed. Majority 73% disagreed that their committee had motivational competence compared to 26% who agreed and 25 who were undecided. Majority 62% disagreed that their committee had leader's beliefs competence compared to 36% who agreed and 2% who were not sure.

The finding therefore showed that CDF committees in the constituencies in Nakuru County lacked; individualized influence, risk taking, motivational and leader's beliefs competencies of transformational leadership.

4.7.2 CDF Project Performance

Table 4.3: CDF Project Performance

ST. PAUL'S UNIVERSITY

Performance	SA	A	NS	D	SD
Project are completed as per cost	14	6	-	45	35
Projects are delivered on schedule	11	7	-	39	43
Projects meet stakeholders satisfaction	35	37	-	16	12
Project have impact to community	42	38	-	11	9
Project have impact to the environment	12	10	-	43	35
Project implementation strategies are efficient	16	4	-	47	33
useful lessons among the stakeholders	37	34	-	18	11

Source: Field Data (2016)

Majority of respondents 80% disagreed that CDF projects in Nakuru County were completed as per the planned cost and that the project implementation strategies are efficient compared to 20% who agreed. Majority 82% disagreed that the projects were delivered on schedule compared to 18% who agreed. Majority of respondents 72% agreed that the CDF projects met the stakeholders satisfaction compared to 28% who disagreed. Majority 80% agreed the CDF projects in Nakuru County had an impact to the community compared to 20% who disagreed. Majority 78% disagreed that projects had impact on the environment compared to 22% who agreed. Majority 71% agreed that there were useful lessons learnt and shared among the stakeholders in relations to the CDF projects.

The finding indicated that transformational leadership had influence on the following aspects of project performance in the constituencies in Nakuru County; the CDF projects met the stakeholders expected satisfaction and had impact in the community and also brought useful lessons learnt and shared among the stakeholders in relations to the projects. Areas in the projects performance which were not positively influenced by transformational leadership style included; project completion as per cost, time and efficient strategies.

ST. PAUL'S UNIVERSITY

Table 4.4: Correlation Analysis of Transformational Leadership and Project Performance

Variable		Individualized influence	Leaders risk taking	Motivational approaches	Leaders beliefs	Project performance
Project performance	Pearson Correlation	-.131	.293**	.628**	.446**	1
	Sig. (2-tailed)	.135	.001	.000	.000	
	N	131	131	131	131	131

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2016)

The study established a negative correlation of -0.131 P=0.135>0.01 between leaders individualized influence and CDF project performance indicating that leaders individualized influence as a component of transformational leadership did not influence CDF project performance in the constituencies in Nakuru County. The study established a weak positive correlation of 0.293 P=0.001<0.01 between leaders risk taking competency and CDF project performance indicating that leaders risk taking as a component of transformational leadership did not influence CDF project performance in the constituencies in Nakuru County. The study established a strong positive correlation 0.628 P=0.000<0.01 between leaders motivational competency and CDF project performance indicating that leaders motivational competency influence as a component of transformational leadership influenced CDF project performance in the constituencies in Nakuru County. The study established positive correlation 0.446 P=0.000<0.01 between leaders beliefs competency and CDF project performance indicating that leaders beliefs competency as a component of transformational leadership influenced CDF project performance in the constituencies in Nakuru County.

This finding is supported by number of scholars; that the style of leadership adopted is considered by some researchers (e.g. Luthans, 2011 & Conger, 1999) "to be particularly important in achieving organizational goals, and in evoking performance among subordinates" (Berson *et al*., 2001 & Zacharatos *et al*., 2000). Further, there has been limited research that has

ST. PAUL'S UNIVERSITY

specifically addressed the relationship between transformational leadership behavior and the performance of CDF projects in terms of the projects cost, schedule performance and satisfaction of stakeholders across the board.

ST. PAUL'S UNIVERSITY

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study investigated influence of transformational leadership on performance of constituency development projects in Nakuru county, Kenya. Transformational leadership has been shown to have a significant positive relationship with many outcomes that affect operational performance. The main aim of the study was to investigate the influence of transformational leadership on performance of Constituency Development Fund projects in Nakuru County, Kenya.

5.2 Summaries

This section analysed; findings on demographic characteristics of the population; findings on the descriptive analysis of leader's individualized influence competence; findings on the descriptive analysis of leader's risk-taking competence; findings on the descriptive analysis of leader's motivational competence; findings on the descriptive analysis of leader's beliefs competence and findings on influence of transformational leadership on CDF projects performance.

Concerning the findings on demographic characteristics of the population; the results showed that although majority of the CDF committee members in the constituencies in Nakuru County was dominated by men, they met the Kenya Constitution 2010 threshold that requires at least 30% gender representation in the Public Service. Secondly, CDF committee members in the 11 constituencies in Nakuru County were in active middle age with few members who were past the active middle age compared to few who were in the younger and youthful middle age. Third, the majority of the CDF committee members Nakuru County had college level of education which may imply that the liberalized higher education in Kenya which increases Access to skills acquisition did not influence the CDF committee members to take full advantage of advance degree education. Fourth, majority of the committee members had marked timed being CDF committee members for more than 5 terms in the election process, indicating further that same people were nominated into the committee after several general elections.

Regarding findings on the descriptive analysis of leader's individualized influence competence, first, the knowledge of transformational leadership style was still lacking and its application of

ST. PAUL'S UNIVERSITY

was even far much lower than the level knowledge though the respondents believed that transformational leadership style can influence CDF projects performance. Second, although CDF projects were socio-economic transformation in the constituencies, the committee members were not appointed based on their transformational leadership abilities. Third, the CDF committee leadership failed in the following aspects of individualized influence which is an important element of transformational leadership; there was no effective teaching and coaching, individualized treatment, considerations of people diverse needs, team inspiration, strength development, accountability and transparency. The committee members were only able to help the citizens in appraisal of their projects.

On the findings on the descriptive analysis of leader's risk-taking competence, the study established that CDF committees in the 11 constituencies in Nakuru County lacked risk taking competency which is crucial component of transformational leadership. The committee therefore could not do the following; examination of critical assumption, solving problems from different perspectives, participation in seeking solutions and seeking new ways of solving a problem.

Concerning the findings on the descriptive analysis of leader's motivational competence, **t**he study found out that motivational approaches used by leaders did not have adequate competency to enable them achieve the following; optimism about the future, enthusiasm on goals, articulation of compelling future vision and expressed confidence about the achievement of future goals.

As per the findings on the descriptive analysis of leader's beliefs competence, the study established that CDF committee members did not have adequate competency on leaders beliefs characterized by their failure to achieve the following on beliefs competence; instilling pride on all project stakeholders, being beyond self interest, building stakeholders capacity, display sense of power and confidence, giving directions on values and ethics and consideration of moral consequences. They were only competent in directing stakeholders towards project purpose.

Finally, the findings on influence of transformational leadership on CDF projects performance,
First the study established that CDF committees in the constituencies in Nakuru County lacked; individualized influence, risk taking, motivational and leader's beliefs competencies of transformational leadership. Second, that transformational leadership had influence on the

ST. PAUL'S UNIVERSITY

following aspects of project performance in the constituencies in Nakuru County; the CDF projects met the stakeholders expected satisfaction and had impact in the community and also brought useful lessons learnt and shared among the stakeholders in relations to the projects. Areas in the projects performance which were not positively influenced by transformational leadership style included; project completion as per cost, time and efficient strategies.

5.3 Conclusion

The main aim of the study was to investigate the influence of transformational leadership on performance of Constituency Development Fund projects in Nakuru County, Kenya. The study established that leaders motivational and beliefs competent as components of transformational leadership style greatly influenced CDF project performance in the constituencies in Nakuru County.

The study established that significant performance differences were found between prospectors, analyzers, defenders and reactors and that negative performance was found to be associated with reactor strategy. The study found out that SMEs compete in different ways, thus allowing for their classification as prospectors, analyzers, defenders and reactors.

The finding therefore showed that CDF committees in the constituencies in Nakuru County lacked; individualized influence, risk taking, motivational and leader's beliefs competencies of transformational leadership.

The finding indicated that transformational leadership had influence on the following aspects of project performance in the constituencies in Nakuru County; the CDF projects met the stakeholders expected satisfaction and had impact in the community and also brought useful lessons learnt and shared among the stakeholders in relations to the projects. Areas in the projects performance which were not positively influenced by transformational leadership style included; project completion as per cost, time and efficient strategies.

5.4 Recommendations

5.4.1 Recommendations on Transformational Leadership Competencies

First, the Constituencies in Nakuru County should capacity build CDF committee members on transformational leadership especial on individualized influence through effective teaching and

ST. PAUL'S UNIVERSITY

coaching, individualized treatment, considerations of people diverse needs, team inspiration, strength development, accountability and transparency.

Second, since most of CDF projects are constructional based, CDF should train committee members on calculated risk taking competence of transformational leadership. This can be done by; examination of critical assumption in projects implementation, solving problems from different perspectives for purposes of developing innovations, participation in seeking solutions and seeking new ways of solving problems since projects are diverse and requires full involvement of all the stakeholders.

Third, there is need to enhance motivational approaches to be used by CDF committee members in running the CDF projects by; encouraging citizens on optimism about the future, being enthusiastic on setting the future goals, articulation of compelling future vision and expression of confidence about the achievement of future goals.

Fourth, CDF committee members should develop beliefs that would create confidence among citizens through; instilling pride on all project stakeholders to make them appreciate project activities, members should demonstrate that they are beyond self interest in the way they conduct their activities, building stakeholders capacity, display sense of power and confidence, giving directions on values and ethics and consideration of moral consequences for unethical acts.

5.4.2 Recommendation for Further Study

Further study on factors affecting the adoption of transformational leadership style should be conducted in the County Governments in Kenya. This is because this study analyzed the influence of transformational leadership on performance of Constituency Development Fund projects, the analyzed data and discussion did not handle factors affecting the adoption of transformational leadership style. The findings from such a study will shed more light why the CDF committee is not adopting transformational leadership style necessary for improved projects implementation.

ST. PAUL'S UNIVERSITY

REFERENCES

Ahmad, K. & I. Ali, S. (2010). Relationship between Job Satisfaction, Job Performance Attitude towards Work and Organizational Commitment. *European Journal of Social Sciences,* 18, (2). 257-267.

Antonakis, J. Avolio, B. J. & Sivasubramaniam, N. (2003). Context and leadership: an examination of the nine-factor fullrange leadership theory using the Multifactor Leadership Questionnaire. *The Leadership Quarterly, 14(3), 261-295*.

Avolio, B. J. & Bass, B. (2004). *Multifactor Leadership Questionnaire*: Manual and Sampler Set: Mind Garden.

Avolio, B. J. & Yammarino, F.J. (2002a*). Introduction to, and overview of, transformational and charismatic leadership.* In B. J. Avolio & F.J. Yammarino (Eds.), Transformational and charismatic leadership (pp. xv-xvi). Oxford: JAI.

Avolio, B. J. & Yammarino, F.J. (2002b). *Reflections, closing thoughts and future directions*. In B. J. Avolio & F.J. Yammarino (Eds.), Transformational and charismatic leadership (pp. 385-406). Oxford: JAI.

Baker, B. (2007). "Power points. PM Network, Vol. 21 No.3,

Bakker, A.B. & Demerouti, E. (2008). towards a model of work engagement, *Career Development International 13: 209-223*

Bass, B., & Bass, R. (2008). *The Bass handbook of leadership.* New York, NY: The Free Press.

Bass, B., & Riggio, R. (2006). *Transformational leadership,* (2nd ed.). New York, NY: Routledge.

ST. PAUL'S UNIVERSITY

Bass, B. M. & Avoilio, B. J. (2003). *The multifactor leadership questionnaire report*. Palo Alto, CA: Mind Garden

Bass, B. (1990). *Bass & Stodgill's handbook of leadership*. New York, NY: The Free Press.

Bass, B. (1995). Theory of transformational leadership redux. *Leadership Quarterly, 6, 463-478. doi:10.1016/1048-9843(95)90021-7*

Beck-Tauber, D. (2012). *Transformational Leadership: Exploring its Functionality* Unpublished MBA, University of St. Gallen, Germany.

Berson, Y., Shamair, B., Avolio, B.J. & Popper, M. (2001) The relationship between vision strength, leadership style & context. *The Leadership Quarterly*, 12: 53-73.

Blau, P. M. (2004). *Exchange and power in social life*. New York; Wiley.

Bolthouse, J. E. (2013). *Transformational Leadership: Efforts of Culture Creation in the K-8 School Setting.* Unpublished Masters Thesis. Northern Michigan University

Burke, C.S., Stagl, K.C, Klein, C., Goodwin, G.F., Salas, E. & Halpin, S.M. (2006). 'What type of leadership behaviors are functional in teams? A meta-analysis', *Leadership Quarterly, Vol. 17, 288-307.*

Cheung Sai On, Suen Henry C.H. & Cheung Kevin K.W., (2004), PPMS: a Web- based construction Project Performance Monitoring System, *Automation in Construction, Vol. 13, PP. 361ñ 376*

David, M. & Sutton, C. D. (2004). *Social Research: The Basics.* London: Sage Publication.

ST. PAUL'S UNIVERSITY

Dionne, S. D., Yammarino, F. J., Atwater, L. E., & Spangler, W. D. (2004). Transformational leadership and team performance. *Journal of Organizational Change Management, 17(2), 177-193.*

Eisenhardt, K. (2009). Agency Theory: An Assessment and Review. *Academy of Management Review 14(1): 57- 74*

Erkutlu, H. (2008). The impact of transformational leadership on organizational and leadership effectiveness the Turkish case. *Journal of Management Development, 27(7), 708-726.*

Gardner, W. L., Lowe, K. B., Moss, T. W., Mahoney, K. T., & Cogliser, C. C. (2010). Scholarly leadership of the study of leadership: A review of The Leadership Quarterly's second decade, 2000–2009. *The Leadership Quarterly, 21(6), 922- 958.*

Giambatista, R.C. (2004) Jumping through hoops: A longitudinal study of leader life cycle in the NBA. *The Leadership Quarterly, 15: 607-624*.

Gikonyo, W. (2008).*The CDF Social Audit Guide: A Handbook for Communities. Nairobi*: Open Society Initiative for East Africa

Givens, R.. J. (2008). Transformational Leadership: The Impact on Organizational and Personal Outcomes. *Emerging Leadership Journeys*, Vol. 1 Iss. 1, 2008, pp. 4-24

Government of Kenya; CDF ACT (2003); www.cdfgo.ke

Government of Kenya (2003). *Constituency Development Fund Act*, 2003 Nairobi, Kenya.

Government of Kenya (2005). *The Public Procurement Act*, published by Government printers, Nairobi Kenya.

ST. PAUL'S UNIVERSITY

Graham, K. A., Ziegert, J. C., & Capitano, J. (2015). The effect of leadership style, framing, and promotion regulatory focus on unethical pro-organizational behavior. *Journal of Business Ethics, 126: 423-436.*

Hackman, J.R. (2002). *Leading teams: Setting the stage for great performances*. Boston: HBS Press

Hyväri, I. (2006). 'Project management effectiveness in project-oriented business organizations', *Project Management Journal, Vol. 24, 216-225*

Horn-Turpin, F. D. (2009). *The Effects of Transformational Leadership Behaviors on the Factors of Teaching Efficacy, Job Satisfaction and Organizational Commitment as Perceived by Special Education Teachers*. Unpublished M.Ed, Virginia Polytechnic Institute and State University.

Kavanagh, M. H., & Ashkanasy, N. M. (2006). The impact of leadership and change management strategy on organizational culture and individual acceptance of change during a merger. *British Journal of Management, 17(S1), S81-S103.*

Kinicki, A., & Kreitner, R. (2008). *Organizational behavior: key concepts, skills & best practices* (3rd ed.). New York, NY: McGraw-Hill/Irwin

Kothari, C.R (2008). *Research Methods: Methods and Techniques*. 2nd edition. New Delhi: New Age international.

Krishnan, V. R. (2005). *Transformational leadership and outcomes: Role of relationship duration.*

Kular S., Gatenby M., Rees C., Soane, E. & Truss K. (2008). *Employee Engagement: A Literature Review*. (Working Paper) Kingston upon Thames, U.K.: Kingston Business School, Kingston University.

ST. PAUL'S UNIVERSITY

Judge, T. A., & Piccolo, R. F. (2014). Transformational and Transactional Leadership: A Meta-Analytic test of their relative validity. *Journal of Applied Psychology, 89(5), 755-768*.

Leban, W. & Zulauf, C. (2014). 'Linking emotional intelligence abilities and transformational leadership styles', *The Leadership & Organization Development Journal, Vol. 25, No. 7, 554-564*

Lee, P. K. C., Cheng, T., Yeung, A. C. L., & Lai, K. (2011). An empirical study of transformational leadership, team performance and service quality in retail banks. *Omega, 39(6), 690-701*.

Lehtonen T. W., (2001), Performance measurement in construction logistics, *International Journal of Production Economics, Vol. 69, PP.107-116*

Limsila, k., & Ogunlana, S. O. (2008). Performance and leadership outcome correlates of leadership styles and subordinate commitment. *Engineering, Construction and Architectural Management, 15(2), 164-184.*

Luthans, F. (2011). *Organizational Behavior*, New York: McGraw Hill. Print.

MacKenzie, S. B., Podsakoff, P. M., & Rich, G. A. (2001). Transformational and transactional leadership and salesperson performance. *Journal of the Academy of Marketing Science, 29, 115-134.*

McGrath, G.R & MacMillan, I.C. (2000). *Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty*. Harvard Business School Press Books.

McShane, S. L. & Von Glinow, M. A. (2000). *Organizational Behavior*. Burr Ridge, IL: Irwin/McGrawHill.

ST. PAUL'S UNIVERSITY

Moolenaar, N. M., Daly, A. J., & Sleegers, P. J. (2013). Occupying the principal position: Examining relationships between transformational leadership, social setwork position, and schools' innovative climate. *Educational Administration Quarterly, 46, 623-670*

Moss, S. A., & Ritossa, D. A. (2007). The impact of goal orientation on the association between leadership style and follower performance, creativity and work attitudes. *Leadership & Organization Development Journal, 3(4), 433-456.*

Munyori, C. M. (2012). *The Influence of Constituency Development Fund (CDF) Projects on Public Primary Schools Performance In Kenya Certificate Of Primary Education (KCPE) Examination in Starehe Constituency*. Unpublished Masters in Project Management, University of Nairobi.

Mwangi, S. K. (2015). Efficiency and Efficacy of Kenya's Constituency Development Fund: Theory and Evidence. *Economics Working Papers paper.200542 on www.digitalcommons.ucon.edu accessed on 18th December 2015*.

Nemanich, L. A., & Keller, R. T. (2007). Transformational leadership in an acquisition: A field study *Leadership & Organization Journal, 26(5/6), 442-457.*of employees. *The Leadership Quarterly, 18(1), 49-68*.

Ngigi, G. N. (2015). An Assessment of Community Participation in Constituency Development Funded Projects : A Case of Laikipia East District, Kenya. *Research on Humanities and Social Sciences 2224-5766 Vol.5, No.10, 2015*

Nguni, S., Sleegers, P., & Denessen, E. (2006). Transformational and transactional leadership effects on teachers' job satisfaction, organizational commitment, and organizational citizenship behavior in primary schools: The Tanzanian case. *School Effectiveness and School Improvement, 17(2), 145-177.*

ST. PAUL'S UNIVERSITY

Nusair, N., Abaaneh, R. & Bae, Y. K. (2012). The Impact of Transformational Leadership style on Innovation as Perceived by Public Employees in Jordan. *International Journal of Communication and Management, 22 (3), 182-201*.

Nyaguthii, E., & Oyugi, L. A. (2013). *Influence of Community Participation on successful Implementation of Constituency Development Fund Projects in Kenya: Case Study of Mwea Constituency.* Unpublished MBA, Nairobi University

Nyambegera, S. M., Sparrow , P., & Daniels, K., (2010). The impact of cultural value orientations on individual HRM preferences in developing countries: Lessons from Kenyan organizations, *International Journal of Human Resource Management*, 11, (4), 639–663.

Ooijen, M. V. (2007). *Leadership in project-oriented organizations. Unpublished Masters of Business Studies*, Amsterdam University.

Overstreet, R. E. (2012). *Effect of Transformational Leadership and Organizational Innovativeness on Motor Carrier Performance*. Unpublished PhD

Oyedijo, A. & Akewusola, R.O. (2012). Organizational Strategy and Firm Performance: A Test of Miles and Snow‟s Model Using 34 Paint Manufacturing SMEs in Southwestern Nigeria; *Journal of Research in International Business and Management, 2(6), 170-178*.

Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediating role of core job characteristics. *The Academy of Management Journal, 49(2), 327-340.*

Sarros, J. C., Cooper, B. K., & Santora, J. C. (2008). Building a climate for innovation through transformational leadership and organizational culture. *Journal of Leadership & Organizational Studies, 15(2), 145-158.*

ST. PAUL'S UNIVERSITY

Schaufeli WB, Salanova M, Gonzalez-Roma V & Bakker, AB (2001), The measurement of engagement and burnout: A two sample confirmatory factor analytic approach, *Journal of Happiness Studies 3: 71-92.*

Shamir B, House RJ & Arthur MB (1993). The motivational effects of charismatic leadership: *A selfconcept based theory, Organization Science 4: 577-593.*

Tan, A. W. (2010). *The influence of transformational leadership on team innovation and team performance*. Unpublished MBA, University of Malasya.

Tangen S., (2004). Professional practice performance measurement: from philosophy to practice, *International Journal of Productivity and Performance Management, Vol. 53, No. 8, PP. 726-737*

Tero, J. (2014). *Factors influencing performance of constituency development funded dispensary projects in Kenya: a case of Nandi County*. Unpublished M.A. University of Nairobi.

Tracey, J., & Hinkin, T. (2008). Transformational leadership or effective managerial practices? *Group & Organization Management, 23, 220-236.*

Tucker, B. A., & Russell, R. F. (2004). The influence of the transformational leader. *Journal of Leadership &Organizational Studies, 10(4), 103-111.*

Turker, K., Ibrahim, D., & Temel, C. (2012). Are we legitimate yet? *Journal of Management Development, 31(1), 71-86.*

Walumbwa F. O. & Lawler, J. J. (2013). Building effective organizations: Transformational leadership, collectivist orientation, work-related attitudes, and withdrawal behaviors in three emerging economies. *International Journal of Human Resource Management*, 14, 1083-1101,

ST. PAUL'S UNIVERSITY

Ward, E.A. & Davis, E. (2005). The Effect of Benefit Satisfaction on Organizational Commitment. *Compensation and Benefits Management*, 11, 35-40.

Wesonga, W. J. M. (2006) *Essentials of Development Planning*. Nairobi, Phoenix Publishers.

Yukl, G. (2009). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly, 10(2), 285-305.*

Yukl, G. (2010). *Leadership in Organizations*: Pearson.

Zacharatos, A., Barling, J. & Kelloway, E.K. (2000) Development & effects of transformational leadership in adolescents. *The Leadership Quarterly*, 11: 211–226.

Zaccaro, S. J. (2002). Organizational leadership and social intelligence. In: R. Riggio (Ed.), *Multiple intelligences and leadership.* Washington, DC: Lawrence Erlbaum. Mahwah, NJ: LEA Publishers.

Zhu, W., Chew, I. K. H., & Spangler, W. D. (2005). CEO transformational leadership and organizational outcomes: The mediating role of human-capital-enhancing human resource management. *The Leadership Quarterly, 16(1), 39-52.*

ST. PAUL'S UNIVERSITY

APPENDICES

Appendix I: Letter for Data Collection

Nelly .N.Migongo

P.O Box 447-2100,

Nakuru.

naseriannelly@gmail.com

+254727866572.

Dear Respondent,

I cordially invite you to participate in a survey that constitutes part of my Master of Business Administration; Strategic Management and Leadership at St. Paul's University, Nakuru branch. I am undertaking a project research on the topic "Investigation into the influence of transformational leadership behaviour on performance of Constituency Development Fund projects in Nakuru County, Kenya." I have therefore chosen you as a respondent and assure you that all the information given will be treated with utmost confidentiality, since this is purely an academic research. Do not hesitate to contact me or my supervisors; Dr.D.Gichuhi or Dr.P.Gesimba in case of any clarification.

Thank you in advance for your assistance and co-operation.

Yours Sincerely,

Nelly Migongo.

St. Paul's University.

ST. PAUL'S UNIVERSITY

Appendix II: Questionnaire

SECTION A: Respondents' personal characteristics and General Information.

1. Gender of respondent: Female (1) Male (2)
2. Age of respondent in years: Below 20 ☐ 21-30 ☐ 31-40☐ 41-50☐ above 50 ☐
3. Highest educational level: Primary ☐ Secondary☐ College☐ University ☐
4. Occupation Employed ☐ Self Employed ☐
5. Experience in CDF projects in years. Less than 5 ☐ 6-10 ☐ 11-15☐

Section B: Transformational Leadership

6. Do you know the concept transformational leadership? Yes ☐ No ☐
7. Do you think the CDF in your constituency have such leadership? Yes ☐ No ☐
8. Do you think transformational leadership can influence CDF project performance? Yes ☐No ☐
9. Do you think the CDF committee is appointed based on their transformational leadership abilities? Yes ☐ No ☐

The following table indicates key aspects of transformational leadership behavior which include; individual, risk taking, motivational and beliefs influences. Please indicate by ticking 5 SA – SSA Strongly Agree, 4 – A Agree, 3 NS – Not Sure, 2 D – Disagree, 1 SD - Strongly Disagree your level of agreement on how your constituency uses the aspects in implementing the projects.

Individual Influence	**SA**	**A**	**NS**	**D**	**SD**
10. The committee spend time teaching and coaching					
11. The committee treat others as individual					
12. Leadership consider others needs					

ST PAUL'S UNIVERSITY

13. The committee inspire the entire team					
14. The committee help others develop their strengths					
15. The committee help citizens appraise their own projects					
16. The committee influence citizens to be accountable					
17. The committee influence citizens to be transparent in their dealings					

Please write down any other aspects of individual influence

……

……

Risk Taking influence	**SA**	**A**	**NS**	**D**	**SD**
18. The committee examines critical assumptions					
19. The committee seek different perspectives when solving problems					
20. The committee encourage participation in looking for solutions					
21. The committee select suggests new ways of tackling the problem					

Please write down any other aspects of risk taking influence

……

……

ST. PAUL'S UNIVERSITY

Motivational influence	SA	A	NS	D	SD
22. The committee talks optimistically about future					
23. The committee is enthusiastic about what is to be achieved					
24. The committee articulate compelling future vision					
25. The committee express confidence that goals will be achieved					

Please write down any other aspects of motivational influence

……

……

Beliefs influence	SA	A	NS	D	SD
26. The committee instill pride on all project stakeholders					
27. The committee is beyond self interest					
28. The committee build stakeholders capacity					
29. The committee display sense of power and confidence					
30. The committee give directions on values and ethics					
31. The committee directs stakeholders towards project purpose					
32. The committee considers moral consequences					

ST. PAUL'S UNIVERSITY

33. Leadership emphasizes efforts towards mission					
34. The committee has developed trust among citizens					
35. The committee members are role models					

Please write down any other aspects of beliefs

……

……

Section C: CDF Project Performance

36. Do you think CDF projects are beneficial to the citizens? Yes ( ) No ( )

37. How would do you measure the benefit the projects bring to the Citizen?

Through social transformation ( ) through poverty indices ( )

Through their level of satisfaction ( )

38. Does the current leadership of CDF effectively support the projects? Yes ( ) No ( )

39. Do you think the leadership is transforming your constituency? Yes ( ) No ( )

The following table indicates key aspects of CDF projects performance. Please indicate by ticking 5 SA – SA Strongly Agree, 4 – A Agree, 3 NS – Not Sure, 2 D – Disagree, 1 SD - Strongly Disagree your level of agreement on the how your projects are performing.

Project performance	**SA**	**A**	**NS**	**D**	**SD**
40. Project are completed as per cost					
41. Projects are delivered on schedule					
42. Projects meet stakeholders satisfaction					
43. Project have impact to community					

ST. PAUL'S UNIVERSITY

44. Project have impact to the environment					
45. Project implementation strategies are efficient					
46. The project elicited useful lessons among the stakeholders					

Please write down any other aspects of project performance

……

……

ST. PAUL'S UNIVERSITY