

## INFLUENCE OF INSPIRATIONAL MOTIVATION ON ORGANIZATIONAL PERFORMANCE IN PRIVATE UNIVERSITIES IN NAIROBI CITY COUNTY, KENYA

<sup>1</sup>James K. Muthusi, <sup>2</sup>Ursulla A. Okoth, <sup>3</sup>Susan Chepkonga, <sup>4</sup>Joshua A. Okumbe

<sup>1-4</sup>University of Nairobi

<sup>1</sup>[jkmathusi2013@gmail.com](mailto:jkmathusi2013@gmail.com); <sup>2</sup>[ursulla.achieng@uonbi.ac.ke](mailto:ursulla.achieng@uonbi.ac.ke); <sup>3</sup>[syego@uonbi.ac.ke](mailto:syego@uonbi.ac.ke); <sup>4</sup>[jaokumbe@uonbi.ac.ke](mailto:jaokumbe@uonbi.ac.ke)

### ABSTRACT

*Transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation, creating significant changes in the lives of people and organizations. The purpose of the study was to investigate the influence of inspirational motivation style on organization performance in private universities in Nairobi City County, Kenya. The objective that guided the study was to: establish the influence of inspirational motivation on organizational performance in private universities in Nairobi City County, Kenya.*

*The study used Transformational Leadership Theory by Burns (1978) and the conceptual framework of this study was based on the relationship between inspirational motivation style and organizational performance. The sample comprised of 288 lecturers and 7 Deans of Academic Affairs of the chartered private universities. Questionnaires and interview guides were used to gather data. Validation of the questionnaires were through Cronbach's Alpha and use of expert judgement. The coefficient value was 0.872 at alpha = 0.05.*

*Data was analyzed using both descriptive and inferential statistics. Regression analysis showed a strong relationship between inspirational motivation and performance of private universities. The results revealed a positive and significant relationship between inspirational motivation ( $\beta = .401, p < .05$ ). It was concluded that follower motivation, creating team spirit, internal communication and employee empowerment influences performance.*

*The following recommendations were made: the management of private universities ought to apply inspirational motivation in that they talk about their needs to be accomplished; as well as ensuring that the universities have all the necessary facilities and resources to help in learning and improving their performance. In addition, the management of private universities should empower their employees to have a diverse perspective on getting solutions to problems; suggest new ways of achieving their set targets and re-examine important assumptions.*

**Key words:** Inspirational motivation - Transformational leadership - Organizational performance.

## INTRODUCTION

According to Chandan (2021), leadership is the art of influencing and inspiring subordinates to perform their duties willingly, competently and enthusiastically for achievement of group objectives. Similarly, leaders are seen as people that are capable of making changes in order to attain a high level of performance (Desky et al., 2020), they must be able to create visions, develop strategies, and use his power to influence their subordinates positively (Indrawan et al., 2020). In addition, leaders who possess these qualities are classified as “Transformational Leaders” (Desky et al., 2020). Leaders have the ability to equalize his future vision with that of his subordinates and heighten his subordinates’ needs (Kadiyono et al., 2020). Transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation, creating significant changes in the lives of people and organizations (Burns, 1978).

Alatawi (2022) conceptualized transformational leadership as comprising four I’s: idealized Influence, inspirational motivation, intellectual stimulation and individualized consideration. Inspirational motivation, leader articulates an exciting vision of the future, shows his or her followers the ways to achieve their goals, and expresses his or her belief that they can succeed (Arif & Akram, 2018).

Under this component, the leader articulates organization vision on which strategy to use in a way that motivates the team and how the team can be successful. A study done in Britain by Elgelal (2017) determined that inspirational motivation was positively associated with employee motivation and performance. Almahasneh et al. (2022) found that inspirational motivation influences organizational performance in Malaysia while Yang et al. (2021) revealed that inspirational motivation has a direct impact on performance of organizations.

In line with the demand for change in organizations, there is a significant role that the model of transformational leadership is playing in organizational performance because transformational leader can create vision in an environment which can motivate the employees to achieve results that exceeds expectations (Gelard et al., 2019; Birasnay et al., 2021). Yukl (2009) cited in Milelu (2019) suggested that transformational leadership could help in building the work groups and integrate individual towards achievement of organizational corporate goal. According to Ahmad et al. (2019), transformational leadership plays a very crucial role in an organization in the sense that, it brings about positive change in the followers; it enhances the motivation, morale and performance, and that its relevance and contribution to organizational performance cannot be undermined.

One way of examining inspirational motivation is through the performance of the private universities. With 17 fully chartered private universities in Kenya and 7 in Nairobi City County, the higher education sector has registered growth, attributable to a host of factors, among them the growing demand for university education. Consequently, there has been a strain on public universities to handle the subsequent demand. The growth of Private University sector in Kenya has further been attributed to the fact that most of the private universities in the country are established and managed and/or affiliated with religious organizations with massive followings diminishing; as well as the diminishing opportunities available in public universities. Being profit making entities, fees in private universities are accordingly charged in conformity to market forces on the grounds of full cost recovery (Altbach et al., 2019).

Private university education has experienced a crisis ranging from deteriorating quality, unsustainable financing, limited research, relevance, low staff morale, and insufficient facilities due to the kind of leadership being applied (Mbirithi, 2019). This has affected the teaching quality and painted the wrong picture to the public as far as quality teaching and performance of universities is concerned (Lumbasi, K'ao & Ouma, 2016).

Lack of inspirational motivation revealed that the leaders are not role models for their followers because they don't engage in high standards of ethical behaviour. Therefore, the followers may not identify with these leaders or emulate them. Therefore, there is need to explore ways of addressing the above challenges through sound responses, to meet the best inspirational motivation leadership style for universities to remain competitive and to maximum performance. The null hypothesis of this study was: There is no significant relationship between inspirational motivation and organizational performance in private universities in Nairobi City County, Kenya.

#### **LITERATURE REVIEW**

Inspirational motivation deals with the propensity to which a leader communicate a vision that appeals to, and inspires the followers for the attainment of future goals, and giving meaning to current tasks at hand (Arif et al., 2019). Inspirational motivation also refers to the capabilities of transformational leadership that introduces the leader as a figure who encourages the followers to display suitable behaviors (Martin, 2019). According to Buenvinida and Ramos (2019), inspiration motivation is an attribute associated with a leader who shares a compelling vision or goal, constantly motivating team members, boosting confidence and assurances despite imminent barriers faced.

Inspiration motivation depicts a leader's capacity to succinctly present goals of the organization or key tasks to be accomplished. Alongside this, is the ability to foster mutual collaboration, and articulation of methodologies for executing tasks within the precincts of organizational goals (Ayacko, 2016). Inspirational motivation is when a leader encourages subordinates and inspire commitment from the people they lead. They enhance this by clearly demonstrating that their understanding of what it will entail to achieve those goals, and so, the followers are abreast with what is expected of them (Stewart, 2006).

Transformational leaders are also expected to behave in a special way and stimulate their followers (Penonia & Quines, 2022), and that such behavior shows the tendency to encourage team members (Dimitrios, 2015). Thus, it is this type of motivation that drive the followers towards commitment because inspirational motivation, help leaders to create a shared insight for followers (Naqvi et al., 2019). This means that individuals learn when there is a factual vision not because the leaders tell them to learn. This tendency tends to be higher than the needs hierarchy levels and it is inspired among followers by stimulating a shared perspective of corporate goal (Matthias & Eline, 2016).

Furthermore, inspirational motivation entails the following; speaking optimistically about the future, speaking enthusiastically about what needed to be done, displaying an attractive insight of the future, being confident that the aim of the organization will be met, portraying an interesting picture of what should be done and, responding positively to challenges (Merhabi, 2021). The transformational leader articulates a clear vision to be followed and realized in the future. Inspirational motivation has been identified as a key contributor to employee dedication and is applied by the leader to realize higher levels of employee engagement, which are connected to better performance outcomes (Khan et al., 2020).

Sadeghi and Pihie (2019) conducted a study among 298 permanent lecturers in Malaysia Research Universities and found that among dimensions of transformational leadership, inspirational motivation received the highest mean score. It was revealed that leaders need to be good communicators for them to be able to package and convey their vision to followers and thereby motivate reciprocal action towards realization of intended goals. According to Muia (2018), inspirational motivation correlated positively with academic performance. This shows that the dimension is directly associated with student academic performance. Transformational leaders who practice this dimension have several characteristics.

Similarly, Samuel (2020) postulated that transformational leaders involve teachers and students in identifying with the school vision and mission hence improve academic performance. Rawung, Wuryaningrat, and Elvinita (2016) posited that the leader who exhibits inspirational motivation must be able to develop trust and satisfaction to the followers. This will result to a change leading to development in the organization. Murage (2022) who found that inspirational motivation has a significant effect on performance of public universities in Kenya. However, a study conducted in Bomet County by Kitur et al. (2020) which found that inspirational motivation had no statistical significant relationship with students' academic performance in KCSE results.

Transformational leadership theory which focuses on leadership behaviors influencing positive changes in its followers informed this study. According to transformational leadership theory, transformational leadership involves leaders exerting influence on followers to increase their commitment to organizational performance (Antonakis & House, 2019; Shikokoti, Okoth, Chepkonga, 2023). This is realized when the leader is able to influence followers to increase their performance by motivating them to transcend self-interest and increase their level of commitment to the task at hand.

The followers' performance is achieved through higher degrees of extra effort, effectiveness, and satisfaction (Bush, 2008; Bush, 2013).

Northouse (2014) emphasized that the admiration and respect that transformational leaders exhibit is entrenched through commitment to advance the interests of the individuals in the group they are leading. Thus, inspirational motivation can be reliably associated with transformational leaders. Bass (2012) explained that transformational leaders embody high-level moral codes, and they are always found going beyond the call of duty in any situation that requires their attention. According to Bass, they do this not out of good practice, but because they are visionary and focused. Transformational leaders understand that because of the intended goals and the much-desired impact of their actions, they must operate within the boundaries of high standards while they put people at the center of all that they champion.

The theory argues that good leadership in organizations can result to organizational productivity. It is argued by the theory that leaders who serve as role models are likely to shape the behaviour of workers. Leaders who recognize and support workers to own the change process in any organization are likely to face minimal resistance from workers (Evangelos & Psomas, 2022).

The theory argues that organizations which succeed in implementing new policies formulated are attributed to competitive practices such as employee motivation, technological integration in the system and ability of the leaders to challenge the status quo (Fotopoulos, Psomas & Vouzas, 2020). The theory opines that transformative leaders in any competitive organization are always keen in rewarding behaviour rather than individuals (Choi & Eboch, 2019). Furthermore, the theory suggests that organizations that fail to navigate in the dynamic business environment are highly rigid to embrace transformational leadership (Bell & Omachonu, 2021). Based on this theory, this study sought to investigate the influence of inspirational motivation style on organization performance in private universities in Nairobi City County, Kenya.

### **RESEARCH METHODOLOGY**

A research design is the entire methodological frame of the study (Cooper & Schindler, 2014). Descriptive survey was adopted in this study. Descriptive research design was appropriate for this study since it enabled the researcher to provide detailed summaries on relevant variables of the study (Orodho, Khateta & Mugiraneza, 2016). The sample comprised of 288 lecturers and 7 Deans of Academic Affairs of the chartered private universities. The study utilized simple random sampling and purposive sampling to draw the study's population.

Questionnaires and interview guides were used to gather data. Creswell (2012) noted that questionnaire can collect a large amount of information reasonably quickly. The questionnaire method was preferred because of the large number of respondents targeted and the nature of the information sought (Kothari, 2013). Galletta (2013) asserted that the interview guide was flexible and provides more in-depth responses to the questions at hand. It also helped in triangulating the responses from the questionnaire

Validation of the questionnaires were through use of expert judgement. Cronbach's Alpha was used to establish the reliability of the study's instruments. The coefficient value was 0.872 at  $\alpha = 0.05$ . A scale is reliable if Cronbach's coefficient alpha is well above the threshold value of 0.7 and the acceptable minimum of 0.6 (Hair et al., 2006). Data analysis was based on descriptive statistics using Statistical Package for Social Sciences version 25.0. In addition, correlation analysis and regression analysis were used to determine the relationship between the variables.

### **RESULTS AND DISCUSSIONS**

#### *Questionnaire Return Rate*

Data was collected from 217 out of 288 lecturers (80.2%) in private universities in Nairobi County, Kenya.

The questionnaire was administered to lecturers and the interview guides to Deans of Academic Affairs. The researcher targeted at least 70% of each category to participate. A total of five Deans of Academic Affairs from the private universities in Nairobi County, Kenya responded. Table 1 shows the questionnaire and interview guide return rate.

A. Table 1: Research Instruments' Response Rate

Respondents	Returned	Not returned	% return rate
Lecturers	231	57	80.2
Deans of Academic Affairs	5	2	71.4

Table 1 indicates that the response rate of the lecturers was 80.2 percent while that of the Deans of Academic Affairs was 71.4 percent. According to Best and Kahn (2011), in a population where the respondents are either widely scattered across a large geographical area or are difficult to access, at least 70% of the sample picked will respond.

**DEMOGRAPHIC INFORMATION**

Demographic results showed that majority of the lecturers in private universities in Kenya were male 125(57.6 percent) while 92(42.4 percent) were female.

Demographic information of the Deans of Academic affairs was 4(80.0 percent) male and 1(20.0 percent) female. The results revealed that there was high gender disparity of the lecturers and Deans of Academic Affairs.

Concerning the age of the respondents, majority of the lecturers (55.4 percent) and Deans of Academic Affairs (60.0 percent) were aged 40-50 years giving an indication that they are of diverse age categories hence cordial interaction with the management leading to a clear understanding of the transformational leadership and how it affects the performance of the private universities.

Regarding education level of the respondents, majority of the lecturers have attained PhD level of education comprising of 52.5 percent while all the Deans of Academic Affairs (100.0 percent) have attained PhD. This showed that there were adequate academic qualifications that qualify the respondents suitable in their line of duties respectively that contribute to the performance of the private universities.

Majority of the lecturers have worked in the education sector for 4-6 years (34.1 percent) and Deans of Academic Affairs had worked in the education sector for more than 10 years (100.0 percent) implying that they have an understanding of how transformational leadership affects the

performance of universities. Furthermore, regarding years worked in the university, the lecturers have worked in the university for 4-6 years comprising 39.6 percent of the total sampled population while Deans of Academic Affairs have worked in the university for more than 10 years comprising of 80.0 percent. %). The findings reveal that the respondents have been in the private universities for a longer period and thus have a clear picture of how performance of the private universities is influenced by the different aspects of transformational leadership. Therefore, they can be able to give their opinions on the current study.

**Performance of Private Universities**

The lecturers were required to indicate the agreement level on performance of private universities in Kenya. The findings are presented in frequencies, percentages, means and standard deviations (SD). The table 2 shows the lecturers’ responses on the statements regarding the performance of the universities.

*Table 2: Performance of the Private Universities*

	N	Mean	SD
This institution has highly satisfied clients/students	231	4.13	.966
This institution enjoys a good public image	231	4.03	1.042
This institution retains existing students and manage to attract new ones	231	4.13	.933
<b>Business Processes</b>			
The operational efficiency of this institution has increased over the last three years	231	3.89	1.057
This institution is generally innovative	231	3.90	.964
Productivity of lecturers is much higher than the industry average	231	4.03	1.101
<b>Employee Satisfaction</b>			
The university’s top managers promote and support innovative ideas, experimentation and creative processes	231	4.10	1.156
Lecturers’ trust in leadership is high	231	4.14	1.060
In our institution, we often organize internal training of our lecturers	231	3.72	1.096
<b>Enrolment</b>			
The number of students enrolling in the university has increased in the last 5 years	231	4.20	.898
Enrolment of students affects the performance of this university	231	4.31	.832
<b>Average Mean</b>	<b>231</b>	<b>4.05</b>	<b>1.009</b>

Regarding customer satisfaction, this institution has highly satisfied clients/students had a mean of 4.33 and SD of .966.



The institution retains existing students and manage to attract new ones had a mean of 4.13 and SD of .933. Regarding business processes of the university, productivity of lecturers is much higher than the industry average had the highest mean of 4.03 and SD of .964. The operational efficiency of this institution has increased over the last three years had a mean of 3.89 and SD of 1.057. This institution is generally innovative had a mean of 3.90 and SD of .964.

With respect to employee satisfaction, the university's top managers promote and support innovative ideas, experimentation and creative processes had a mean of 4.10 and SD of 1.156. Lecturers' trust in leadership is high had a mean of 4.124 and SD of 1.060. In the institution, they often organize internal training of their lecturers had a mean of 3.72 ad SD of 1.096. On enrollment, enrolment of students affects the performance of this university had the highest mean of 4.31 and SD of .832. The number of students enrolling in the university has increased in the last 5 years had a mean of 4.20 and SD of .898.

Overall, in performance of the private universities, the average mean was 4.04 and SD of 1.009. This means that majority of the lecturers agreed that customer satisfaction, business processes, employee satisfaction and enrolment are important factors of performance in the universities.

These findings concur with Söderlind and Geschwind (2019) who explained that universities utilize diverse criteria for measuring performance. These include student enrollment figures, rankings, research accomplishments, publications, grant acquisitions, graduation rates, and the reputation of their faculty members (Söderlind & Geschwind, 2019; Ortagus et al., 2020). Al Khajeh (2018) further added that customer retention, productivity, profitability, ability to become accustomed to the ever-varying environment, employee satisfaction, growth and social responsibility are used to measure performance. Other indicators include: effectiveness, efficiency, quality, and company image (Waiganjo, Mukulu & Kahiri, 2017).

### ***Responses from Interviews***

One of the Deans of Academic Affairs stated that

*'We encourage employee satisfaction recognizing employees regularly and valuing them, supporting their mental health and providing better benefits to ensure they are content. We also offer competitive pay in line with industry standards and the present cost of living. This is important as employee satisfaction established whether the employees are satisfied or not as satisfied employees are happier workers which in turn means quality work and good performance.'*

Another Dean noted that when an organization has high quality human capital, they perform better, and deliver higher and

more consistent returns to stakeholders. The satisfied employees are also more likely to be creative and come up with breakthroughs that allow the university to grow and change positively with the changing market conditions and time.

The Deans of Affairs noted that they use both monetary and non-monetary incentives to motivate their employees. They noted that the monetary incentives include commissions and bonuses for the good work done. The non-monetary incentives include certificates, gift vouchers, trophies, letters of appreciation, promotions, participation in decision -making, training, representing the universities at public and training forums, financial rewards to motivate their employees, growth opportunities, and special assignments. One of the Deans of Academic Affairs stated that

*“More often than not, attractive remuneration packages are offered to entice best talents to a position, ensuring they perform at maximum efficacy, and retain talented employees within the organization while commission-based remuneration are extended to encourage employees to meet organizational targets.”*

The Deans of Academic Affairs pointed out that they create a conducive working environment that involves good university culture, management styles and human resource policies such as reward management, talent management,

performance management and human resource planning. This is because employees want to feel that their talents and skills enables them to develop in a certain organization through growth opportunities and the absence of this leads to poor performance and dissatisfaction.

The internal business processes in the university include quick customer service and responding to enquiries on time, financial management, customer relationship management, supply chain management, knowledge management, inventory management employee onboarding, capacity utilization using technology, and internal communication.

The financial returns/Assets challenge the organization faces were highlighted a high taxation that has made assets very expensive, high maintenance costs, and high cost of living leading to high cost of expenditures such as electricity and water bills increasing. Monitoring of cash flow has also become a challenge as there have been delayed customer payments, and seasonal variations in enrollment, sales and costs, tax compliance as well as debt management.

### *Inspirational Motivation and Organizational Performance*

The researcher sought to determine the influence of inspirational motivation on performance of private universities in Kenya.

Inspirational motivation has characteristics that are helpful and can be copied by management and lecturers of private universities thus increasing performance. This can be achieved through follower motivation, creating team spirit, internal communication and employee empowerment.

*Responses on the Use of Inspirational Motivation and Organizational Performance*

The lecturers were required to indicate their level of agreement on inspirational motivation and its influence of performance of private universities in Kenya. Table 3 shows the lecturer’s responses on inspirational motivation and performance.

*Table 3: Responses on Inspirational Motivation and Performance of Private Universities*

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Top leadership in the university expresses that goals will be achieved	4 1.7	18 7.8	36 15.6	118 51.1	55 23.8
Top leadership in the university articulates a compelling vision for the future	3 1.3	13 5.8	31 13.4	97 42.0	87 37.7

In this university, top leadership talk optimistically about the future	4 1.7	30 13.0	45 19.5	113 48.9	39 16.9
Leaders in our organization facilitate communication among lecturers and between the leadership and the lecturers	8 3.5	29 12.6	28 12.1	98 42.4	68 29.4
Leaders in our organization provide followers with an inspiring mission and vision	4 1.7	6 2.6	23 10.0	120 51.9	78 33.8

The Table 3 reveals that majority of the lecturers agreed that leaders provide followers with an inspiring mission and vision (51.9%) while 33.8% strongly agreed. The findings concur with Rotherme and LaMarsh (2022) who acknowledged that transformative leadership is purely dependent on the leader’s personality traits to energize followers and articulate the vision, mission and goals of the firm. Thus, subordinates become more involved with the vision of the leader and are willing to make more sacrifices for that vision leading to commitment to their organizations and achievement of organizational goals (Murage, 2022).

Majority of the lecturers agreed that top leadership expresses that goals will be achieved (51.1%) while 23.8% strongly agreed and 15.6% were neutral. The findings concur with Datche (2019) who revealed that immediate supervisors were enthusiastic about duties to be done and even went further to express confidence that the set goals would be achieved. Furthermore, Mohammadi (2021) asserted that efficient achievement of goals and objectives is directly linked to how well an organization's leadership consistently performs, and the style of leadership deployed. In order for this to be achieved, organizations require transformational leaders of high moral standing and excellent performance to spearhead the goals and objectives of the institutions (Hamidifar, 2022).

The table reveals that 48.9% of the lecturers agreed that in this university, top leadership talked optimistically about the future while 16.9% strongly agreed and 19.5% were neutral. This finding agrees with that made by Den Hartog et al. (2019) that by showing optimism, leaders encourage their followers not only to perform but enhance their ability to perform. Due to inspirational motivation, followers are willing to invest more effort in their tasks, feel encouraged and optimistic about the future and believe in their abilities (Datche, 2019). Estherita et al. (2023) noted that leaders, who are transformational, are astute at articulating compelling visions for

the future, in such a manner that enhance ownership at an emotional level among the team members, making them improve in what they do.

The findings further reveal that 42.4% of the lecturers agreed that leaders in our organization facilitate communication among lecturers and between the leadership and the lecturers while 29.4% strongly agreed. This is in line with the observation made by Den Hartog et al. (2019) when they noted that inspirational leaders to act as a role model for his or follower's subordinates. Furthermore, Merhabi (2021) asserted that the inspirational leaders try to inspire the followers to achieve both personal and organizational goals. The leaders do this by providing realizable and acceptable vision of the organization through clear communication and lead from the front in the endeavor to achieve the stated goals (Kazmi, Naarananoja & Kytola, 2021).

Moreover, the findings reveal that majority of the lecturers agreed that top leadership articulated a compelling vision for the future (42.0%) while 37.7% strongly agreed. The findings support Sashkin (2020) who argues that leaders who have clear vision of the future are not only optimistic but are capable of outlining, to the employees, how the organization was to get there. In so doing, they lead from the front and set example of what should be done to achieve the stated goal. Bono and Judge (2020) posited that

inspirational leaders are leaders who have a strong vision for the future based on values and ideals. Thus, the leader articulates a vision that is appealing and inspiring to followers. Through the vision, the leader offers to the followers the opportunity to see meaning in their work.

The Deans of Academic Affairs indicated that they are very clear about the core values that govern them as most of these values emanated from Commission for Higher Education (CHE). The Deans of Academic Affairs noted that employees are involved in the decision-making processes. One of the Deans also noted that

*“When employees are involved in the decision-making process, it makes them feel that their opinion is valued and trusted as well as helping them feel like ‘experts and consultants in their respective areas of expertise. Employee involvement also helps them feel a sense of ownership in the university as they feel that they can make a difference, contribute to the university and are empowered to do so in a regular basis. This helps in improving their performance and that of the university and also reducing employee turnover as they are more committed to their work.”*

The Deans of Academic Affairs further agreed that they consider themselves as charismatic leaders who inspire employees as well as the students. They also noted that they aim at portraying important core values such as the spirit of hard work, honesty,

integrity and dignity as they are crucial in performance of the universities and this helps in improving the education standards in the different universities.

The study believes that inspirational motivation is crucial in performance of universities. However, it is dependent on the core values maintained by the leaders in the universities. The findings implied that the Deans of Academic Affairs inspired and motivated their followers through instilling core values, facilitating communication among employees and between the leadership and the employees, having a good mission and vision, as well as engaging the employees and talking optimistically to them.

#### **HYPOTHESIS TESTING**

The null hypothesis: there is no significant relationship between inspirational motivation and organizational performance in private universities in Nairobi City County, Kenya. Correlational analysis using Pearson’s correlation coefficient was used to test the relationship between inspirational motivation and performance of private universities. The results of the correlation are presented in the Table 4.

Table 4: Correlation Analysis for Inspirational Motivation and Performance of Private Universities

		Performance	Inspirational Motivation
Performance	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
	N	231	231
Inspirational Motivation	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	
	N	231	231
**. Correlation is significant at the 0.01 level (2-tailed).			

The Table 4 reveals that the computed correlation of inspirational motivation and performance was 0.532 (p=0.000). This indicates that performance as the dependent variable had a positive and significant relationship with inspirational motivation. Therefore, this implies that as inspirational motivation in transformational leadership increases, the performance of private universities in Kenya also increases. The findings are in line with Juma and Ndisya’s (2019) study which found a positive influence between inspirational motivation and organizational performance.

An empirical study by Mohammad et al. (2021) found a statistically significant positive relationship between inspirational motivation and job satisfaction and concluded that leaders should focus on being inspirationally motivating by looking toward the future with optimism, articulating a

vision of the future, displaying confident behaviour as well as providing autonomy for one's work, since these characteristics were found to be related to job satisfaction. In summary, the lecturers agreed that when inspirational motivation increases, the performance of the private universities increases too.

Regression analysis was done to determine the relationship between the indicators of inspirational motivation and performance of private universities at an alpha value of 0.05 significance level.

Table 5: Model Summary for Inspirational Motivation and Organizational Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475 <sup>a</sup>	.326	.224	5.90769
a. Predictors: (Constant), inspirational motivation				

As presented in Table 5, the degree to which Inspirational Motivation influences performance was statistically significant,  $R^2 = 0.326$ ,  $F(1, 229) = 104.144$ ,  $p\text{-value} < 0.05$ . This shows that 32.6% of performance can be attributed to Inspirational Motivation while the remaining 67.4% can be attributed to other factors not included in the study and the error term. The regression ANOVA determines if the model used is the best to answer the study hypothesis.

*B. Table 6: ANOVA Table for Inspirational Motivation and Organizational Performance*

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.005	1	22.005	104.144	.000 <sup>b</sup>
	Residual	75.441	229	.222		
	Total	97.446	230			

a. Dependent Variable: Performance

b. Predictors: (Constant), Inspirational Motivation

As presented in Table 6, inspirational motivation had a significant influence on performance,  $F(1, 229) = 104.144$ ,  $p < 0.05$ . This shows that the regression model used was suitable for predicting the outcome variable on how inspirational motivation influences performance. The third table 4.7 shows the regression coefficient output of inspirational motivation on performance advantage. The coefficient indicates the Beta values of the parameters.

*C. Table 7: Regression Coefficients Table for Inspirational Motivation and Organizational Performance*

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.165	.142		14.330	.000
	Inspirational Motivation	.401	.048	.532	10.214	.000

a. Dependent Variable: Performance

As presented in Table 7, inspirational motivation had a significant influence on performance ( $\beta = .401$ ,  $t = 10.214$ ,  $p < .05$ ). This shows that a unit change in Inspirational Motivation will affect performance by .401. Thus, the study rejected the null hypothesis, that there is no significant relationship between inspirational motivation and organizational performance in private universities in Nairobi County and accepted the alternative hypothesis that there is significant relationship between inspirational motivation and organizational performance in private universities in Nairobi County.

These findings concur with Murage (2022) who found that inspirational motivation has a significant effect on performance of public universities in Kenya. According to Muia (2018), inspirational motivation correlated positively with academic performance.

Sadeghi and Pihie (2019) conducted a study among 298 permanent lecturers in Malaysia Research Universities.

Among the dimensions of transformational leadership, inspirational motivation received the highest mean score. It was revealed that leaders need to be good communicators for them to be able to package and convey their vision to followers and thereby motivate reciprocal action towards realization of intended goals. Musyoki, Kalai, Okoth and Okumbe (2021) and Okoth (2018) though studied IM at secondary school level, concur that IM enhances performance of teachers and students. The findings disagree with a study conducted in Bomet County by Kitur et al. (2020) which found that inspirational motivation had no statistical significant relationship with students' academic performance in KCSE results.

## CONCLUSION

Transformational leadership is a process in which leaders and followers help each other to advance to a higher level of morale and motivation, creating significant changes in the lives of people and organizations. The purpose of the study was to investigate the influence of inspirational motivation style on organization performance in private universities in Nairobi City County, Kenya.

Inspirational motivation was seen to be used by private universities in Nairobi County as it directly contributed to their performance.

The findings from the lecturers and Deans of Academic Affairs imply that inspirational motivation is very crucial in attaining performance in private universities. University administrators who are the key factors provide the most valuable leadership by improving performance and employee commitment. Therefore, the leaders should be knowledgeable, motivators, communicators, role models and experts in their leadership. The indicators of inspirational motivation include ( $\beta = .401$ ,  $t = 10.214$ ,  $p < .05$ ). the null hypothesis states that There is no significant relationship between inspirational motivation and organizational performance in private universities in Nairobi City County, Kenya was rejected at  $p < 0.05$ .

## RECOMMENDATIONS

From the findings of the study on inspirational motivation and organizational performance in private universities, the study concludes that there is a positive and significant relationship between inspirational motivation and organizational performance in private universities. Therefore, the study recommends that private universities' management should the private universities management should empower their support staff to have a diverse perspective on getting solutions to problems; suggest new ways of achieving their set targets and re-examine important assumptions.



It is important for the Deans of Academic Affairs to attend seminars and trainings on transformational leadership so that they can be well versed with transformational leadership skills, responsibilities and characteristics.

When they attend these training agencies, they get the quality transformational leadership skills. They ought to embrace inspirational motivation whereby they aim to inspire and be role models to their followers. Private universities should identify and hire leaders who exude confidence and are able to motivate confidence among the lecturers. Furthermore, the leaders in private universities should empower employees by engaging them in decision making, and encouraging them to think critically if they expect to realize higher performance of their respective institutions.

## REFERENCES

1. Al Khajeh, E. H. (2018). Impact of Leadership Styles on Organizational Performance. *Journal of Human Resources Management Research*, 2018, Article ID: 687849.
2. Alatawi, M. A. (2022). The myth of the additive effect of the transformational leadership model. *Contemporary Management Research*, 13(1), 45-75.
3. Almahasneh, Y.A., Rahman, M.S., Omar, K.B., & Zulkifli, S.N. (2022). Idealized influence, inspirational motivation, organizational culture and organizational performances. *Journal of Southwest Jiaotong University*, 57(1), 99-117.
4. Antonakis, J., & House, R. (2019). An analysis of the full-range leadership theory: The way forward. In B. J. Avolio & F. J. Yammarino (Eds.), *Transformational and charismatic leadership: The road ahead* (pp. 3-33). Amsterdam: JAI Press
5. Arif, S., & Akram, A. (2018). Transformational Leadership and Organizational Performance. *SEISENSE Journal of Management*, 1(3), 59-75.
6. Arif, S., Zainudin, H.K. & Hamid, A. (2019). Influence of Leadership, Organizational Culture, Work Motivation, and Job Satisfaction of Performance Principles of Senior High School in Medan City. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*, 2(4), 239-254.
7. Ayacko, G. (2016). *Transformational leadership style and its influence on performance of judicial staff in Kenya*. (Master's thesis), United States International University - Africa
8. Bass, B. M. (2012). The ethics of transformational leadership, KLSP:

- Transformational Leadership. *Working Papers*.
9. Bell, M. & Omachonu, V. (2021). Quality system implementation process for business success. *International Journal of Quality and Reliability Management*, 28(7), 723 – 773
  10. Best, J. W., & Kahn, J. V. (2011). *Research in education* (7<sup>th</sup> ed.). Englewoods Cliffs, N.J.: Prentice-Hall.
  11. Bono, J., & Judge, T. (2020). Personality and Transformational and Transactional Leadership: A Meta-Analysis. *Journal of Applied Psychology*, 89(5), 901–910.
  12. Buenvenida, L. P., & Ramos, M. T. S., (2019). Transformational Leadership Practices of School Heads and Performance of City Schools in the Division of First District of Laguna, Philippines. *PEOPLE: International Journal of Social Sciences*, 4(3), 799-812.
  13. Burns, J. M. (1978). *Leadership*. New York: Harper and Row Publishers.
  14. Bush, T. (2008). *Leadership and management development*. London: SAGE Publication Ltd.
  15. Bush, T. (2013). Distributed leadership: The model of choice in the 21st century. *Educational management administration & leadership*, 41(5), 543-544.
  16. Chandan J.S., (2021): Organizational Behaviour: New Delhi, Vikas Publishing House (Pvt) Ltd
  17. Choi, T.Y., Eboch, K. (2019). The TQM paradox: relations among TQM practices, plant performance, and customer satisfaction. *Journal of Operations Management*, 17, 59-75.
  18. Cooper, D. & Schindler, P. (2014). *Business research methods* (11th edition.). Boston, MA: McGraw-Hill Higher Education.
  19. Creswell, J. W. (2012). *Qualitative Inquiry and Research Design: Choosing Among Five Designs* (3rd ed.). Thousand Oaks, CA: Sage.
  20. Datche, E. (2019). *Influence of transformational leadership on organizational performance of state corporations in Kenya*. (Unpublished PhD thesis), United States International University-Africa.
  21. Den Hartog, D., Van Muijen, J., & Koopman, P. (2019). Transactional versus Transformational Leadership: An Analysis of the MLQ. *Journal of Occupational and Organizational Psychology*, 70(22), 19-34.
  22. Desky H., Mukhtasar M. I., Ariesa Y., Dewi I. B. M., Fahlevi M., Nur M. (2020). Did trilogy leadership style, organizational citizenship behaviour (OCB) and organizational commitment (OCO) influence financial performance? Evidence from pharmacy industries. *Systematic Reviews Journal of Pharmacy*, 11, 297–305
  23. Dimitrios, K. (2015). Learning from past leaders. In F. Hesselbein, M. Goldsmith, & R. Beckhard, (Eds.), *The leader of the future*, 221-226. San Francisco: Jossey-Bass.
  24. Elgelal, K. S. K. (2017). The Influences of Transformational Leaderships on Employees Performance (A Study of the Economics and Business Faculty Employee at University of Muhammadiyah Malang). *Asia-Pacific and Business Application*, 3(1), 48-66.
  25. Estherita, S. A., Vasantha, S., & Sudha, S. (2023). Influence Of Transformational Leadership on Organisational Culture with a Mediating Effect of Innovative Work Behaviour: A Systematic Review. *Journal of Law and Sustainable Development*, 11(12), 1-16.
  26. Evangelos, L & Psomas, E. (2022). The effectiveness of the ISO quality management system in service firms. *Total Quality Management and business excellence*, 24, 769-781.

27. Galletta, A. (2013). *Mastering the semi-structured interview and beyond: From research design to analysis and publication*. New York, USA: New York University Press.
28. Gelard P., Boroumand Z., Mohammadi A. (2019). Relationship between transformational leadership and knowledge management. *International Journal of Information, Science Management*, 67–82.
29. Hair, J., Money, A., Page, M. and Samouel, P. (2006). *Research Methods for Business*. London: Routledge.
30. Hamidifar, F. (2022). A study of the relationship between leadership styles and employee job satisfaction at Islamic Azad University branches in Tehran, Iran. *AU-GSB- e-journal*, 1-13.
31. Indrawan I., Evanirosa A. R., Indra R. H. M., Sumartiningsih S. (2020). Develop model of transactional, transformational, democratic and autocratic leadership style for Indonesian school performance in education 4.0 era. *Systematic Reviews Journal of Pharmacy*, 11, 409–419.
32. Juma, D. O., & Ndisya, S. N. (2019). Influence of Transformational Leadership on Employee Performance. A Case Study of Safaricom Limited. *Strategic Journal of Business & Change Management*, 3(2), 85-141.
33. Kadiyono A. L., Sulistiobudi R. A., Haris I., Wahab M. K. A., Ramdani I., Purwanto A., Mufid, A., Muqtada, M., Nuryansah, G., Ficayuma, L., Fahlevi, M., & Sumartiningshi, S. (2020). Develop leadership style model for Indonesian teachers' performance in education 4.0 era. *Systematic Reviews Journal of Pharmacy*, 11, 363–373.
34. Kazmi, S. A., Naarananoja, M., & Kytola, J. (2021). Fusing theory to practice: A case of executing analytical strategic leadership tool. *International Journal of Strategic Decision Sciences (IJSDS)*, 6(4), 412-502.
35. Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal*, 6(1), 1-13.
36. Kitur, K., Choge, J. & Tanui, E. (2020). Relationship between principals' transformational leadership style and secondary school students' academic performance in Kenya Certificate of Secondary Education in Bomet County, Kenya. *Universal Journal of Educational Research*, 8(2), 402-409.
37. Kothari, C. R. (2013). *Research methodology: Methods and techniques* (2<sup>nd</sup> Ed). New Delhi, India: New Age International (P) Ltd. Publishers.
38. Lumbasi, G. W., K' Aol, G. O., and Ouma, C. A. (2016). The Effect of Achievement Oriented leadership Style on the Performance of COYA Senior Managers in Kenya. *International Journal of Novel Research in Marketing Management and Economics*, 3(2), 118-125.
39. Martin, G. M. (2019). Effect of Transformational Leadership Style, Information Technology, Organization Culture and Leader Innovation on Leader Performance (Study in Jayapura City Government). *International Journal of Business and Management Invention*, 3(10), 28-39.
40. Matthias, A., & Eline, O. (2016). Embracing transformational leadership: Team values and the impact of leader behavior on team performance. *Journal of Applied Psychology*, 92(4), 1020-1030
41. Mbirithi, D. M. (2019). *Management challenges facing Kenya's public universities and implications for quality of education*. Kenyatta University. Unpublished Thesis.

42. Merhabi, Q. G. (2021). A Survey on the Relationship between Transformational Leadership and Employee's Empowerment: A Study among Iranian Hospital Employees. *Indian Journal of Fundamental and Applied Life Science*, 4 (S4), 1651-1655.
43. Milelu, V. (2019). *Effects of transformational leadership on organizational performance within public universities in Kenya: A case of Kenyatta University*. (Masters' thesis), United States International University – Africa.
44. Mohammad, E., Pirzadian, M., & Sharafi, V. (2021). The Relation between Transformational Leadership and Organizational Culture. *Journal of Business Studies Quarterly*, 5, 113- 124.
45. Mohammadi, K. A. (2021). Leadership Styles and Job Satisfaction among Employees in Small and Medium Enterprises. *International Journal of Business and Management*, 8(13), 1-11.
46. Muia, P. N., Okoth, U.A. & Nyagah, G. (2017). Influence of principals' inspirational motivation on students' performance at Kenya Certificate of Secondary Education in public secondary schools, Kenya. *International Journal of Science and Research*, 6 (11),1064-1071
47. Murage, S. (2022). Transformational Leadership and Performance of Public Universities in Kenya. *American Journal of Humanities and Social Sciences Research (AJHSSR)*, 6(2), 160-168.
48. Musyoki, J. M., Kalai, J. M., Okoth, U. A., & Okumbe, J.A. (2021). Influence of Principals' Inspirational motivation on Students' Performance at Kenya Certificate of Secondary Education in Public Secondary Schools, Kenya. *Journal of Pedagogy, Andragogy and Heutagogy in Academic Practice (JPAHAP)*, 2 (1), 109-132. ISSN: 2708-261X
49. Naqvi, S. M., Ishtiaq, M., Kanwal, N & Ali, M. (2019). Impact of Job Autonomy on Organizational Commitment and Job Satisfaction: The Moderating Role of Organizational Culture in Fast Food Sector of Pakistan. *International Journal of Business and Management*, 8(17), 92-102.
50. Northouse, P. G. (2014). *Leadership: theory and practice* (7<sup>th</sup> ed.). London, UK: Sage Publications.
51. Okoth, U. (2018). Okoth, U. A. (2018). Transformational Leadership Practices in Curriculum Implementation (Environmental Education) in Secondary Schools in Siaya County, Kenya. *European Scientific Journal (ESJ)*, 14 (10), 320-331 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 7431 April 2018 URL: <http://dx.doi.org/10.19044/esj.2018.v14n10p320>.
52. Orodho, A.J., Khatete, I., & Mugiraneza, J.P. (2016). *Concise Statistics: An illustrative approach to problem-solving*. Nairobi: Kanezja Publisher.
53. Ortagus, J. C., Kelchen, R., Rosinger, K., & Voorhees, N. (2020). Performance-based funding in American higher education: A systematic synthesis of the intended and unintended consequences. *Educational Evaluation and Policy Analysis*, 42(4), 520-550.
54. Penonia, M.P., & Quines, L.A. (2022). The Mediating Effect of Teachers' Trust on the Relationship Between Transformational Leadership of School Heads and Teachers' Self-Efficacy of Public School Teachers. *American Journal of Multidisciplinary Research and Innovation*, 1(6), 61-75.
55. Roethermel, R., & LaMarsh, J. (2022). Managing change through employee empowerment. *Global Business and Organizational Excellence*, 1(2), 17–23.

56. Sashkin, M. (2020). *The “Visionary Leader” Leader Behavior Questionnaire Trainer Guide*. Amherst, MA: Human Resource Development Press, Inc.
57. Shikokoti, H., Okoth, P. A., & Chepkonga, S. (2023). Influence of Principals’ Involvement of Teachers in Decision Making on Teachers’ Job Satisfaction in Public Secondary Schools in Kakamega County, Kenya.
58. Waiganjo, E., Mukulu, E., & Kahiri, J. (2017). Relationship between Strategic Human Resource Management and Firm Performance of Kenya’s Corporate Organizations. *International Journal of Humanities and Social Science*, 2(1), 63- 68.
59. Yang, F. H., Melien, W., Chieh, C. C., & Yushin, C. (2021) Elucidating the relationship among transformational leadership, job satisfaction, commitment foci and commitment bases in the public sector. *Public Personnel Management*, 40, 265- 278
60. Yukl, G. (2009). Leading organizational learning: Reflections on theory and research. *The Leadership Quarterly*, 20(1), 49–53.