
**MEDIATING ROLE OF EMPLOYEE MOTIVATION ON THE
RELATIONSHIP BETWEEN LEADERSHIP PRACTICES AND
PERFORMANCE OF CHARTERED UNIVERSITIES IN
KENYA**

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ABSTRACT

Purpose of the study: The purpose of the study was to examine the mediating role of employee motivation on the relationship between leadership practices and performance of chartered universities in Kenya.

Problem statement: Universities in Kenya have faced challenges in recent years which include lowering the enrollment rate of college students, low salary, lack of promotion opportunities, unsatisfactory leader behavior, student discipline problems, uncooperative colleagues and unconducive working environment, lack of effective and efficient quality service delivery to clients, inadequate quality manpower, inadequate research, staff turnover, followed by student anxiety and increased faculty strikes. Such challenges have been attributed to weak leadership practices of university leaders who have not made employee motivation their priority and which consequently has led to the underperforming of most of universities for a long time.

Research methodology: The study used quantitative research approach. The sample size was 245 and included 49 chartered universities operating in Kenya. Data was collected from academic registrars, persons in charge of human resources, finance, quality assurance and student chairpersons. A self-administered, semi-structured questionnaire was used to collect the data. Obtained data was analyzed using descriptive statistics.

Findings: Employee motivation plays a significant mediating role in the relationship between leadership practices and performance of chartered universities in Kenya. The correlation results showed that a positive and significant relationship exists between employee motivation and performance ($r=.752$; $sig=.000$). The null hypothesis was rejected. The study established that leadership practices and employee motivation are positively associated with performance of chartered Universities in Kenya.

Conclusion: The study concluded that employee motivation has significant mediating role on the relationship between leadership practices and performance of chartered Universities in Kenya

Recommendations: The study recommends that the university management board should pay more attention to both intrinsic and extrinsic motivational factors to eliminate employees' dissatisfying factors and improve organizational performance.

Keywords: *Leadership practices, employee motivation, performance, Chartered Universities, Kenya*

INTRODUCTION

Universities in the world exist in order to create and communicate knowledge, mainly through research and teaching. University education contributes to the economic and social development. It trains a highly skilled workforce, as well as people with vast knowledge and enriched culture. University education is the engine that drives the economy, creates opportunity, and gives people a place to learn more, dream more, and pursue their dreams to do more and become more (Bates, 2008). The higher education affects every area of national development and deserves requisite attention (Ghosh, 2015). University education is a main factor in the competitiveness of nations and rises the competition and innovation in the internal market.

In Africa, Akomolafe and Ibijola (2014) portray university education as a cornerstone for development that is useful in any country. Universities are critical in preparing a country to gain a competitive advantage in the global marketplace. As a result, they are expected to produce graduates who have the necessary knowledge and skills required in the global labor market. With a well-educated society, university education is expected to make good contribution and useful for the development of the nation. Every society is expected to achieve the highest level of education. To build a good academic culture in a university, one of the conditions required to achieve this is good performance practice.

In Kenya, studies on university performance have generated varied results. Both public and private universities are viewed as an instrument for national development and social change

(Mbithi et al, 2016). Mwiria and Ng’ethe (2006) highlight that university education plays an important role in facilitating technological progress and empowering countries with important source of new ideas, and necessary human capital for economic development. Mulili (2014) reported that the implementation of good leadership practices in universities is crucial to determine and influence good performance. Therefore, effective leadership practices are crucial to organizational survival in the present highly competitive and continuously evolving business environments to strengthen the habit of operating in a way of harmonizing supervision, external quality assurance, setting standards for operation and monitoring high performance in universities.

STATEMENT OF THE PROBLEM

Universities in Kenya have faced challenges in recent years which include lowering the enrollment rate of college students, low salary, lack of promotion opportunities, unsatisfactory leader behavior, student discipline problems, uncooperative colleagues and unconducive working environment, lack of effective and efficient quality service delivery to clients, inadequate quality manpower, inadequate research, staff turnover, followed by student anxiety and increased faculty strikes, and generally increased exposure to market forces due to competition (Mbithi et al, 2016; Okeyo, 2017). This affected the quality of education and created a false general image of quality of education and performance (Wanzala, 2013). In addition, the expansion of higher education has experienced crises leading to poor quality, relevance, unsustainable funding, limited research, low morale and inadequate facilities.

Most public universities are unable to cover the necessary operating costs such as salaries, pensions, medical care, and maintenance of facilities and equipment. As Abagi (2008) argued, the future of chartered universities in Kenya depends on how well university leadership can meet these challenges. And one of the major key factors in assessing how a university responds to these challenges is the appropriate identification and implementation of relevant employee motivational factors. Employee motivation has been identified to be the backbone of every business and therefore a major factor in determining organizational performance. According to Numbu and Bose (2019), employees are the lifeblood of any business. As Afful-Broni (2012) argued, motivation is the most important factors that drives every employee to achieve his or her goal.

How they feel about their work and the results they get from it has a direct impact on an organization's performance and, ultimately, its stability. For example, if an organization's employees are highly motivated and proactive, they will go above and beyond to achieve the organization's goals, as well as monitor an organization's performance to address any potential challenges.

Therefore, employee motivation is an essential component of any organization and the most important factor in an organization's success and rated performance. Consequently, the study of employee motivation is worth exploring and relevant theories of motivation should be taken into consideration for better performance of every organization. Hence, in order to remain competitive, and achieve organizational goals, university leaders should explore all the modern motivational strategies to create an organizational motivation system that could provide solutions for low employee motivation problem, and of keep employee motivation high at different levels for performance of chartered universities in Kenya.

RESEARCH OBJECTIVE

To examine the mediating role of employee motivation on the relationship between leadership practices and performance of chartered Universities in Kenya.

RESEARCH HYPOTHESIS

H₀: There is no significant mediating effect of employee motivation in the relationship between leadership practices and performance of chartered universities in Kenya.

THEORETICAL FRAMEWORK

The study was anchored on Herzberg's Two Factor Theory. In 1959, Frederick Herzberg created the well-known Two-Factor Theory (Yusoff et al., 2013). The two-factor theory of motivation, according to Harvard Business Review (2003), explains the factors that employees find satisfying and dissatisfying about their jobs. These are the hygiene and motivating factors. When hygiene factors are lacking, it can lead to dissatisfaction in the workplace, which can have a negative impact on performance, but when fully addressed, it can boost performance. However, motivators related to the nature of the job provide satisfaction and lead to higher motivation, resulting in an increase in performance (Harvard Business Review, 2003).

According to Robbins and Juge (2017), to apply Herzberg's theory, leaders need to adopt a two factor process to motivate their followers. Firstly, leaders need to eliminate the dissatisfactions the employees are experiencing such as unbearable company policy and administration, supervision as well as the relationship with the supervisor, the working conditions, the salary, the relationship with peers, the personal life, and relationship with subordinates, status and security and, secondly, if leaders want to motivate employees in their jobs find adequate satisfaction. According to Langton et al. (2016), in order to motivate employees, organizations should focus on providing intrinsic or motivating factors such as employee achievement, recognition and positive perception of the work itself, or with outcomes directly derived from it, such as promotional opportunities, the responsibility, possibility of advancement and personal growth. The two-factor theory of motivation is relevant for this study. And therefore, a leader should address motivational factors to have a significant impact on improving employee productivity and organization's performance. This study used the two-factor theory to address and evaluate the intervening role of employee motivation that affects performance of chartered universities in Kenya.

EMPIRICAL REVIEW

Lee and Raschke (2016) did a study on understanding employee motivation and organizational performance. The researcher used empirical study and applied conventional quantitative analysis as the most scientific of the analytical methods available to social researchers. The study found out that that motivated employees mean better organizational performance. And culture has a deeper level of influencing organizational performance. The issue was determining which cultural levers most effectively motivate employees to create organizational value. According to Armstrong (2010) there are monetary and non-monetary rewards. Robbins and Judge (2017) suggested four major motivational factors that affect performance in every organization namely Monetary and non- monetary rewards, Job Design, Employee Training and Development. According to the authors, monetary incentives include basic pay, merit pay, incentives, commission, bonus, and dietary allowances. Recognition, decision-making roles, promotion, flexible working hours, and company uniforms are examples of non-monetary rewards. However, research proved that non-monetary rewards were not effective in motivating employees to perform.

Zlatea and Cucu (2015) demonstrated in their research that when employees are involved and familiar with the job design, they are more motivated to participate actively in the achievement of organizational goals and ultimately organizational productivity as well as performance. On the other hand, they pointed out that if the employees are dissatisfied with their job design they feel frustrated, exhausted and unwilling to work appropriately and consequently waste their time in nonproductive issues. The researchers also discovered that training and development have been shown to be a very effective way to improve an organization's competitiveness through the advancement of employee knowledge, skills, ability, capabilities, and behaviour, and that for every employee to perform well in every organization, there is a need for continuous training and development (Noe, 2010). As a result, if universities are to perform well, motivating employees to reach their full potential should be the responsibility of every organization's leader.

Tschannen-Moran and Gareis (2015) examined faculty members' trust in the principal as an important factor in high-performing schools. The study's goal was to look into the relationship between faculty trust in the principal's leadership, school climate, and student achievement. The data for the study came from a cross-sectional survey of 64 elementary, middle, and high schools in two school districts with a total of 3,215 teachers. The data was analyzed using correlation and regression analyses. The study's findings show that faculty trust in the principal is related to perceptions of collegial and instructional leadership, as well as school climate factors like academic press, community engagement, and teacher professionalism. Student achievement was also linked to trust, school climate, and principal leadership behavior.

Muhammad et al. (2021) examined the impact of motivation on students' academic performance. The study examined the link between student motivation and academic performance. A structured questionnaire on motivation was administered to 218 University Sultan Zainal Abidin students by the researcher. The students were from the Islamic Contemporary Studies Faculties. Data was analyzed using correlation analysis and a simple linear regression. The study revealed a significant positive relationship between motivation and exist between motivation and students' academic performance. Furthermore, the study found that motivation is a strong predictor of student performance Based on the findings, the data show that there is a significant relationship

between motivation and academic performance among students. Similarly, the motivation of students is used as a yardstick to predict their performance.

Previous studies presented construct gaps in which the authors used various variables such as employee outcomes, monetary and non-monetary rewards, and student satisfaction. Literature shows that several studies have been conducted in the area of leadership practices and factors that affect its impact on organizational performance. However, other factors that may mediate or moderate this relationship like employee motivation yielded conflicting results not to mention that they are limited. The main objective of this study, therefore, was to determine the effect of employee motivation on the relationship between leadership practices and performance of chartered universities in Kenya.

RESEARCH METHODOLOGY

A cross-sectional survey research design was used in conjunction with a positivistic philosophy approach which posits that to empirically establish the relationships between variables of a study, hypotheses are formulated and through the observed effects they are verified or refuted. The design of this study was a descriptive survey as it helps to answer questions concerning the current status of the subjects under study (Mugenda and Mugenda, 2013). The target population of the study comprised all the 49 chartered universities in Kenya both public and private that offer their own degree programs as of 2018. The study used mainly primary data that was collected through a semi-structured questionnaire adapted from similar leadership practices and performance studies and customized to meet the needs of the present study. Respondents included all the Academic registrars, in charge of Human Resource, in charge of Finance, in charge of Quality Assurance and Student Council Chairs of all the 49 chartered universities in Kenya who took part in the study. Obtained data was analyzed using descriptive statistics.

RESULTS AND DISCUSSIONS

Descriptive Statistics for Leadership Practices

The descriptive statistics for leadership practices are presented below. The description of each of the measures of leadership practices is presented in Table 1.

Table 1: Descriptive Statistics for Leadership practices

Leadership practices	N	Mean	Std. Deviation	Coefficient of Variation
Modeling the way				
In this university leaders effectively model the behaviour they expect from others.	203	3.80	0.68	0.18
In this university, leaders demonstrate by words and actions their own values and those that are equally important to the organization.	203	3.98	0.83	0.21
Leaders in this university practice what they preach. Their words and deeds are consistently aligned.	203	3.72	0.74	0.20
Average		3.83	0.75	0.20
Inspiring a shared vision				
In this university leaders engage others in tying their personal dreams to the aspirations of the group to create a shared vision	203	4.04	0.57	0.14
In this university leaders boldly and creatively communicate their hopes and future dreams.	203	4.17	0.58	0.14
In this university leaders seek input, and engage everyone in shaping the vision of how to achieve a collective goal.	203	3.67	0.80	0.22
Average		3.96	0.65	0.17
Challenging the Process				
In this university leaders are pioneers at taking the initiative in searching for innovative ways to improve their own work and that of their teams.	203	4.14	0.58	0.14
Leaders in this university give people challenging tasks, to experiment and take risks, to continually learn from experience.	203	3.97	0.74	0.19
Leaders in this university create a climate in which employees feel safe and supported in challenging the status quo.	203	4.00	0.71	0.18
Average		4.04	0.68	0.17
Enabling others to act				
In this university leaders involve employees in decision making and goal setting.	203	3.63	0.71	0.20
In this university leaders treats others with respect.	203	4.33	0.60	0.14
In this university leaders create atmosphere of trust.	203	4.35	0.91	0.25
Average		4.10	0.75	0.19
Encouraging the heart				
In this university leaders celebrate others' accomplishments in personal and meaningful ways.	203	3.97	0.59	0.15
In this university, leaders recognize others' contributions by showing appreciation for individual excellence.	203	4.00	0.49	0.12
In this university, leaders give praise for a job well done.	203	3.92	0.59	0.15
Average		3.96	0.56	0.14

Based on the study results presented in Table 1, the average mean score of the survey questions under modeling the way was 3.83, with a standard deviation of 1.10 and a coefficient of variation of 0.20. The coefficient of variation measures the dispersion of data points around the mean. This signified that the majority of the respondents agreed that university leaders effectively model the behaviour they expect from others, demonstrate by words and actions their values and those that are equally important to the organization, practice what they preach, and their words and deeds are consistently aligned.

Moreover, it was established that the mean score of the survey question under inspiring a shared vision was 3.96 with a standard deviation of 0.65 and a coefficient of variation of 0.17. This indicated majority of the respondents agreed that university leaders engage others in tying their dreams to the aspirations of the group to create a shared vision, leaders boldly and creatively communicate their hopes and future dreams, seek input, and engage everyone in shaping the vision of how to achieve a collective goal. In addition, it was found that the mean score of the survey question under challenging the process was 4.04 with a standard deviation of 0.68 and a coefficient of variation of 0.17. This signified that the majority of the respondents agreed the university leaders are pioneers at taking the initiative in searching for innovative ways to improve their work and that of their teams, give people challenging tasks, experiment and take risks, continually learn from experience and create a climate in which employees feel safe and supported in challenging the status quo.

Further, it was noted that the mean score of the statements under enabling others to act was 4.10 with a standard deviation of 0.75 and a coefficient of variation of 0.19. This signified that most of the respondents agreed that university leaders involve employees in decision-making and goal setting, treat others with respect, and create an atmosphere of trust. In addition, it was noted that the mean score under the survey questions of encouraging the heart was 3.96 with a standard deviation of 0.56 and a coefficient of variation of 0.14. This meant that most of the respondents agreed that university leaders celebrate others' accomplishments in personal and meaningful ways, recognize others' contributions by showing appreciation for individual excellence and praise a job well done.

Descriptive Statistics for Employee Motivation

The summary of the descriptive statistics for employee motivation is presented in Table 2.

Table 2: Descriptive Statistics for Employee Motivation

Employee Motivation	N	Mean	Std. Deviation	Coefficient of Variation
Monetary factors				
This university offers a competitive salary to motivate employees.	203	3.68	0.91	0.25
This university offers a competitive package of medical allowances to motivate employees.	203	3.92	0.85	0.22
In this university, employees get promotions and financial incentives.	203	3.83	0.45	0.12
Average		3.81	0.74	0.19
Job design				
In this university, employees feel exceptionally good about their jobs thus motivating them to perform better.	203	3.66	0.57	0.16
In this university, employees know what is expected of them and believe their job is important to the university.	203	4.25	0.57	0.13
In this university, employees find their jobs satisfying due to the increased level of responsibility and the sense of freedom, autonomy, and opportunity to decide what and how they perform their jobs.	203	3.71	0.61	0.16
Average		3.87	0.58	0.15
Training and development				
In this university, employees feel they are well trained.	203	4.23	0.68	0.16
In this university adequate training is provided to enable employees to do their jobs effectively and efficiently.	203	3.97	0.77	0.19
Training in this university has enhanced employee performance	203	4.14	0.74	0.18
Average		4.11	0.73	0.18
Working environment				
In this university, relationship between co-workers is excellent	203	4.12	0.67	0.16
This university organizes frequent effective staff meetings that allow opportunities for discussion and interaction	203	3.84	0.70	0.18
This university has a safe and non-threatening comfortable working environment and friendly spaces for social interaction.	203	4.56	0.58	0.13
Average		4.17	0.65	0.16
Non-monitory factors				
This university makes adequate use of non-monetary rewards such as recognition, and flexible working hours to motivate employees	203	3.69	0.76	0.21
This university has a fair and equitable career advancement program that motivates an employee to perform better	203	3.64	0.66	0.18
This university treats employees with respect and provides equal opportunity for personal growth	203	4.04	0.76	0.19
Average		3.79	0.73	0.19

The results presented in Table 2 indicate the mean score of the survey questions under monetary factors was 3.81 with a standard deviation of 0.74 and a coefficient of variation of 0.19. The

coefficient of variation measures the scattering of data points around the mean. This signified that the majority of the respondents agreed that the university offers competitive salaries to motivate employees, offers a competitive package of medical allowances to motivate employees and employees get promotions and financial incentives. Moreover, it was established that the mean score of the survey question under job design was 3.87 with a standard deviation of 0.58 and a coefficient of variation of 0.15. This implied that the majority of the respondents agreed that employees feel exceptionally good about their jobs, thus motivating them to perform better. The employees know what is expected of them and believe their job is important to the university. Also, the employees find their jobs satisfying due to the increased level of responsibility and the sense of freedom, autonomy, and opportunity to decide what and how they perform their jobs.

Likewise, the study found that the mean score of the survey question under training and development was 4.11 with a standard deviation of 0.73 and a coefficient of variation of 0.18. This signified that most of the respondents agreed that employees feel they are well trained, adequate training is provided to enable employees to do their jobs effectively and efficiently and training in the universities has enhanced employee performance. The study showed that the mean score of the survey questions under the working environment was 4.17 with a standard deviation of 0.65 and a coefficient of variation of 0.16. This implied that most of the respondents agreed that the relationship between co-workers is excellent. Universities organize frequent effective staff meetings that allow opportunities for discussion and interaction.

The study findings indicated that the mean score of the survey questions under non-monitory factors was 3.79, with a standard deviation of 0.73 and a coefficient of variation of 0.19. This implied that the majority of the respondents agreed that universities make adequate use of non-monetary rewards such as recognition and flexible working hours to motivate employees, universities have a fair and equitable career advancement program that motivates the employee to perform better, and the universities treat employees with respect and provides equal opportunity for personal growth.

Descriptive Statistics for Performance

The dependent variable in the study was performance. The descriptive statistics for performance based on the findings from the respondents are summarized in Table 3.

Table 3: Descriptive Statistics for Performance

Regulatory Framework	N	Mean	Std. Deviation	Coefficient of Variation
Teaching quality				
In this university, lecturers are competent in the planning, preparation and delivery of lectures.	203	4.49	0.62	0.14
This university has adequate highly qualified teaching staff.	203	4.34	0.88	0.20
The teaching quality that this university is giving its students gives them a high level of competition in the labour and employment market.	203	4.03	0.72	0.18
Average		4.29	0.74	0.17
Research quality				
This university has invested in research and innovation and has a high number of successful research granted applications.	203	3.38	0.90	0.26
In this university, faculty members have published academic books, journal articles with well-respected international publishers.	203	3.89	0.74	0.19
This university engages the industry and other key stakeholders (owners, employers, employees, parents, customers, community) in developing curriculum for degree courses that meet the labour market demands.	203	3.41	0.71	0.21
Average		3.56	0.78	0.22
Financial viability				
This university has experienced adequate continuous increase of cash flow for the last five years.	203	3.58	0.73	0.20
This university pays its employees and suppliers regularly and fairly.	203	3.45	0.93	0.27
This university has experienced adequate continuous revenue growth for the last five years.	203	3.83	0.94	0.25
Average		3.62	0.87	0.24
Student success				
In this university, students graduate in a given time period and I feel satisfied with the percentage of students who graduate and the amount of time it takes them.	203	4.19	0.44	0.11
In this university, graduate students finish their research degrees in a given time period and I feel satisfied with degree completion rates of students.	203	4.16	0.42	0.10
This university keeps track of students after graduation to see where their education takes them.	203			
		2.93	1.16	0.40
Average		3.76	0.68	0.20
Employee satisfaction				
This university offers employees adequate and continuous personal opportunities for growth.	203	3.32	0.62	0.19
The leadership of this university regularly provides constructive feedback to each employee and recognizes them for achieving the proposed objectives.	203	3.51	0.83	0.24
In this university, overall employees are satisfied with their jobs.	203	3.79	0.79	0.21
Average		3.54	0.75	0.21

The results presented in Table 3 indicate that the mean score of survey questions under teaching quality was 4.29 with a standard deviation of 0.74 and a coefficient of variation of 0.17. This meant that most respondents agreed that lecturers are competent in planning, preparing, and delivering lectures. Universities have adequate, highly qualified teaching staff and teaching quality to students, giving them a high level of competition in the labour and employment market. The study found that the mean score of the survey questions under research quality was 3.56 with a standard deviation of 0.78 and a coefficient of variation of 0.22. This signified that most respondents agreed that universities have invested in research and innovation and have a high number of successful research granted applications. Faculty members have published academic books and journal articles with well-respected international publishers. The universities engage the industry and other key stakeholders (owners, employers, employees, parents, customers, and community) in developing curriculum for degree courses that meet the labour market demands.

The study revealed that the mean score of the survey questions under financial viability was 3.62, with a standard deviation of 0.87 and a coefficient of variation of 0.24. The study results signified that the majority of the respondents agreed that universities have experienced an adequate continuous increase in cash flow for the last five years, and the university pays its employees and suppliers regularly and fairly. The university has experienced adequate continuous revenue growth over the previous five years. In addition, the mean score of the survey questions under student success was found to be 3.76 with a standard deviation of 0.68 and a coefficient of variation of 0.20. This suggested that the majority of the respondents agreed that students graduate in a given time period and feel satisfied with the percentage of students who graduate and the amount of time it takes them, graduate students finish their research degrees in a given time period and I feel satisfied with degree completion rates of students and the university keeps track of students after graduation to see where their education takes them.

The study further noted that the mean score of the survey questions under employee satisfaction was 3.54 with a standard deviation of 0.75 and a coefficient of variation of 0.2. This indicated that the majority of the respondents agreed that the universities offer employees adequate and continuous personal opportunities for growth, the leadership of the universities regularly

provides constructive feedback to each employee and recognizes them for achieving the proposed objectives, and overall, employees are satisfied with their jobs.

Correlation Analysis

Table 4 below presents the results of the correlation analysis.

Table 4: Correlation Matrix

Variables		Performance	Leadership practices	Employee motivation
Performance	Pearson Correlation	1.000		
	Sig. (2-tailed)			
Leadership practices	Pearson Correlation	.855**	1.000	
	Sig. (2-tailed)	0.000		
Employee motivation	Pearson Correlation	.752**	.455**	1.000
	Sig. (2-tailed)	0.000	0.000	

The study results of the correlation analysis in Table 4 indicate that a positive and significant association exists between leadership practices and performance in Chartered Universities ($r=.855$, $p=.000$). This insinuated that since leadership practices had a positive and significant effect thus an increase will lead to improvement in Performance in Chartered Universities. In addition, a positive and significant relationship exists between employee motivation and performance in Chartered Universities ($r=.752$, $p=.000$). This also implied that since employee motivation had a positive and significant effect, thus, its improvement will lead to improvement in Performance in Chartered Universities.

Hypothesis Testing

The objective of the study was to examine the mediating effect of employee motivation in the relationship between leadership practices and performance of chartered universities in Kenya.

The second hypothesis stated in the null form is as follows:

H₀: There is no significant mediating effect of employee motivation in the relationship between leadership practices and performance of chartered universities in Kenya.

The mediating effect was tested using a four-step approach as suggested by Baron and Kenny (1986), where regression analysis is conducted, and the significance of coefficients is tested at each step.

Step 1: A regression analysis with LP predicting P

$$P = \beta_{01} + \beta_1 LP + \varepsilon$$

Step 2: A regression analysis with LP predicting EM

$$EM = \beta_{02} + \beta_2 LP + \varepsilon$$

Step 3: A regression analysis with EM predicting P

$$P = \beta_{03} + \beta_3 EM + \varepsilon$$

Step 4: A regression analysis with LP and EM predicting P

$$P = \beta_{04} + \beta_4 LP + \beta_5 EM + \varepsilon$$

Were

P=Performance of Chartered Universities

LP= Composite of Modelling the way, inspiring a shared vision, Challenging the process, enabling others to act, and encouraging the heart.

Step 1-3 was used to establish a Zero-order relationship among the variables. Baron and Kenny (1986) argue that situations, where one or more of the relations is non-significant depict no possibility of mediation. If they are significant relationships from steps 1 through 3, one proceeds to step 4, where mediation is supported if the effect of LP remains significant after controlling EM.

If LP is not significant when EM is controlled, then there is full mediation, and if both LP and EM significantly predict P, there is partial mediation. The coefficient of determination (R squared) for the four steps is presented in Table 5.

Table 5: R Squared for Leadership Practices, Employee Motivation and Performance

Model	R Square
1	0.732
2	0.571
3	0.566
4	0.758

The results in Table 5 show the R-square for the mediating effect had varying values. The R-Square for the first step of leadership practices against performance is 73.2%, while the second step of regressing leadership practices against employee motivation is 57.1%. The third step in which the employee motivation is regressed against performance had an R-square of 56.6%. Lastly, the R square found when leadership practices and employee motivation are regressed against performance is 75.8%. Moreover, the results of the analysis of variance in the four steps are summarized in Table 6.

Table 6: ANOVA for Leadership Practices, Employee Motivation, and Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.155	1	22.155	548.228	.000b
	Residual	8.123	201	0.04		
	Total	30.278	202			
2	Regression	21.009	1	21.009	267.159	.000b
	Residual	15.807	201	0.079		
	Total	36.816	202			
3	Regression	17.125	1	17.125	261.699	.000b
	Residual	13.153	201	0.065		
	Total	30.278	202			
4	Regression	22.945	2	11.473	312.93	.000b
	Residual	7.332	200	0.037		
	Total	30.278	202			

The ANOVA results presented in Table 6 indicated that all the four models were significant at $0.000 < 0.05$. The F-Statistic for model one was ($F=548.228$, $p = 0.000 < 0.05$), the F-Statistic for Model two was ($F=267.159$, $p = 0.000 < 0.05$), the F-Statistic for model three was $F=261.699$, $p =$

0.000<0.05 and the f-Statistic for model four was (F=312.93, p = 0.000<0.05). The results for the regression of coefficients for leadership practices, employee motivation, and performance, are presented in Table 7.

Table 7: Regression Coefficients for Leadership Practices, Employee Motivation, and Performance

Steps		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.130	0.155		0.836	0.404
	Leadership Practices	0.766	0.033	0.855	23.414	0.000
2	(Constant)	0.269	0.216		1.245	0.215
	Leadership Practices	0.746	0.046	0.755	16.345	0.000
3	(Constant)	1.161	0.161		7.216	0.000
	Employee Motivation	0.682	0.042	0.752	16.177	0.000
4	(Constant)	0.069	0.148		0.468	0.640
	Leadership Practices	0.600	0.048	0.669	12.600	0.000
	Employee Motivation	0.224	0.048	0.247	4.643	0.000

The fitted model in four steps becomes:

1. $P=0.130+0.766LP$
2. $EM=0.269+0.746LP$
3. $P=1.161+0.682EM$
4. $P=0.069+0.600LP+0.224EM$

The regression of coefficients results presented in Table 7 shows that in step one, the regression model of leadership practices on performance is positively and significantly related ($\beta=0.766$, $p=0.000$). In step two, leadership practices and employee motivation are positively and significantly related ($\beta=0.746$, $p=0.000$). In step three, the results show that the regression model

of the employee motivation on performance is positively and significantly related with ($\beta=0.682$, $p=0.000$). In step four, leadership practices and employee motivation on performance are positively and significantly related ($\beta=0.600$, $p=0.000$; $\beta=0.224$, $p=0.000$, respectively. The P values in steps 1 to 4 were less than 0.05. Notably, the decision was made based on step 4. Under step four, the P-value was found to be less than 0.05. Hence, the null hypothesis was rejected. The study thus, rejected the null hypothesis and adopted the alternative hypothesis that there is a partial mediating effect of employee motivation in the relationship between Leadership Practices and Performance in Chartered Universities in Kenya.

Therefore, there is a significant (partial) mediating effect of employee motivation in the relationship between leadership practices and the performance of chartered universities in Kenya. This is in agreement with the study by Agrawal and Singhal (2021) who examined the impact of motivating employees on the effectiveness of a company. The researchers used empirical studies and applied quantitative analysis, and findings indicated that employee motivation is directly linked to employees' engagement, profitability, and productivity, and employees have a huge impact on the efficiency of any organization. In addition, the findings from Lee and Raschke (2016) confirm the previous findings that motivated employees increase organizational performance and highly performing employees improve the company's performance. The study serves as a reference point for studying leadership practices, employee motivation, and regulatory framework relationship with performance.

CONCLUSION

Based on the findings of the study, it is concluded that a positive and significant association exists between employee motivation and performance. The study demonstrated that there is a significant influence of employee motivation and performance of chartered Universities in Kenya. The study established that if leadership practices is not significant when employee motivation is controlled, then there is full mediation, and if both leadership practices and employee motivation significantly predict Performance, then there is partial mediation. The study concludes that the null hypothesis was rejected. Therefore, employee motivation has significant mediating role on the relationship between leadership practices and performance of chartered Universities in Kenya.

RECOMMENDATIONS

The study recommends that the university management board should create an organizational motivation system that could provide solutions for low employee motivation problem. In addition, the university management should strive to make sure that employees at work make work experience to be significant and are responsible for the results. The university management board should pay more attention to research findings of the relationship between leadership practices, employee motivation and performance of chartered universities in Kenya.

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