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Effect of Strategic Leaders' Cognitive Qualities on Lecturers' Performance in Jaramogi Oginga Odinga University of Science and Technology, Kenya

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Abstract

This study assessed the effects of strategic leaders' cognitive qualities on lecturers' performance with a reference to Jaramogi Oginga Odinga University of Science and Technology, Kenya. A target population of 144 lecturers was used and a sample size of 106 lecturers obtained who responded to questionnaires. Mixed method of qualitative and quantitative approaches was applied. The results showed that strategic leaders' were elected and appointed with a consideration on cognitive qualities at 43.4%. Also lecturers considered cognitive qualities as important and essential in the field of academics. This was seen to be essential in developing and formulating strategies, resolving problems and using intellectual skills to encourage and mentor lecturers on research, publishing in refereed journals, developing market demand driven programmes and facilitated completion of PhD students within the stipulated period of study. The findings further revealed a statistically significant relationship between strategic leaders' cognitive qualities and lecturers' performance ($R^2 = 0.187$; $p < 0.001$) and coefficients were all statistically significant. Statutes governing appointment of strategic leaders need to highlight qualities required when appointing and electing strategic leaders to holistically understand administrative issues and conform to the requirements of leadership requirements.

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Key Words: *Strategic Leaders' Qualities; Performance; University*

1. INTRODUCTION

Leaders are key source within organisations and employees look for signs to determine the values of the organisation. They provide foundation for team work in what an organisation establishes as acceptable or not (Trevino, Brown, & Harrison, 2005). Several components of leadership are considered in higher educational sector including the ability to be a role model for the followers, capability to lead a number of faculties and to critical thinking skills (Haslam, Peters, Steffens, & Reicher, 2016). Strategic leaders need right qualities to be effective in sustaining competitive advantage in universities. However, due to bureaucratic systems, this is a critical challenge in public sector due to non-performance cultures, lack of strategic formulation and implementation skills and lack of innovative management practices.

Agili & Okibo (2015) confirmed that majority of employees, top management and other change stakeholders in public university considered leadership, and personal culture to have great influence on change implementation process. Pearce & Robinson (2007) described strategic leaders as drivers of effective strategy execution and in addition, Carter & Greer (2013) posits that strategic leaders' qualities are essential because demands from both internal and external stakeholders have increased yet some strategic leaders of universities embark on strategic leadership without sufficient training and experience. Measures of lecturers' performance include effective teaching, research, attendance of conferences, publication of books and journals, articles of professional and academic development (Kiriri and Gathuthi, 2009).

Strategic leaders' ensure that lecturers' achieve their targets in the changing demands within budget constraints, increased enrolments and explicit social demands. It is for these reasons that lecturers' performance has been under study and strategic leaders have been challenged to manage lecturers' performance well with the view of realizing universities objectives and goals (Parsons & Slabbert, 2001).

European universities have undergone fundamental changes at all levels through established leadership. Lecturers focus their performance on student-centred learning, quality assurance and a learning outcome approach. Strategic leaders have a desire for collegiality, consultation and academic freedom. They steer tentative views and expectations for continuity, motivation of staff towards a shared purpose and mobilising joint effort in the organisation (Middlehurt, 1993; and Deem, 2001).

In American and United Kingdom, strategic leaders' position previously reserved for expert professors in academia has increasingly taken different class; with qualities being of those strong in strategy formulation, fundraising, character, management, community relations, energy and team-building (Adalberto, & Martinez, 2002).

A global survey of the academic community in Indian higher education system revealed that the sector is facing shortage of strategic leaders with 92% of the respondents saying that this trend is expected to continue until 2020. Majority 81% pointed gaps between existing pool and requirement of academic leaders. Academic felt that professional integrity, global exposure, ethical standards, and ability to change were among the qualities required for strategic leaders.

In African universities leaders rarely receive critical training in strategic planning, budgeting and human resource development however, they are selected and rewarded for their research, course development and/or teaching. Most appointments are thus based on academic qualifications and faculty management as they do not possess leadership potential (Sifuna, 2012). Pandor (2004) observed that there was inadequate effective educational leaders in South Africa with most unable to formulate strategic plans or perspectives that could lead to success. Chetsanga (2011) states Zimbabwe institutions are struggling with considerable departure of lecturers with extensive teaching and research skill and experience which has led to closure of some departments this shows that universities have experienced weaknesses in leadership and planning.

In Kenya, KIPPRA (2013) raised concern on whether the public sector had already achieved transformation or whether institutions had the capacity to coordinate the national development agenda; towards attainment of vision 2030 as well as Africa's development agenda, vision 2063. According to Sifuna (2012) the challenges of autonomy and academic freedom in Kenyan public universities could be addressed by leadership, governance and management as key components solutions. The article demonstrated a lack of key ingredients and continued poor performance of public universities which required innovative organisational and leadership approach.

Lecturers' performance in Jaramogi Oginga Odinga University of Science and Technology is wanting and perhaps less productive as it moves away from the university vision which is "the beacon in training, research and sustainable development." One therefore asks if it is really an example in the society after nine years of its inception? Lecturers' performance is therefore essential in promoting quality training, research and sustainable development. However, the good intentions are not appreciated and the reality is disappointing they criticize both the implementation and the procedures. They perceive performance indicators as not paying attention to them and feel under pressure and controlled with the high teaching workloads which is evaluated thus affecting their achievements of targets in research and education as specified in strategic plan 2016-2020.

Jaramogi Oginga Odinga University of Science and Technology came in position 290 out of 1493 in Sub-Saharan Africa and 14,121 in the world ranking of Webometrics 2018. Kenyan government concern in improving quality education sector has also driven implementation of strategic leaders' etiquettes yet, strategic leaders' view themselves as scholars and feel unaccountable for leadership activities which has led to ineffective and inefficient coordination and monitoring of quality education and research.

2. LITERATURE REVIEW

Cognitive quality is starting point for the focus on leader and follower self-awareness it includes how one views the actual self and interpret it to their possible self or selves. Locke (1991) posits that cognitive ability is an asset to leaders. Leaders integrate, gather and interpret vast amounts of information. Some of the qualities include: creativity, divergent thinking, analytical thinking, critical thinking, problem solving, strategic thinking, and numerical abilities.

Strategic leaders are concerned with decision-making hence need reasoning while other decisions call for the ability to weigh advantages and disadvantages in what is basically uncertain or unclear situation, calling for a high level of judgement or intuition. Strategic leaders with cognitive quality demonstrate superior behaviour during assessment recreation in determining strategic priorities, outlining a strategic plan and analysing information. University leaders need to demonstrate interpersonal tact and clarify performance by guiding and developing lecturers.

Goldman (2007) observed that useful strategic thinking leads to competitive advantage. It is believed to be a quality of strategic leaders who have primary responsibility for developing, strategizing and implementing strategic plans. Strategic leaders' need to see the bigger picture view of the entire university by scanning both internal and external environment, questioning, analysing and inspecting. The leaders need to have deep understanding of the institution and be concerned with both leadership and management. Strategic leaders correctly define long-term goal setting and vision to its employees after-which, they think of strategic methods to reveal appropriate solutions that achieve organisational sustainability (Clayton, 1997). All strategic leaders who are involved in strategic process need to create information to identify issues, networks and designs within and outside the university. Strategic leaders need to look at emerging challenges of the university, identify whether or not the challenges present opportunities or threats to the organisation and develop organisational response to take advantage of the potential opportunities and alleviate the threats.

Problem solving is the ability to evaluate information and perform practical tasks (OECD, 2013). Strategic leadership comes along with a need for problem solving on a regular basis at different levels and varieties of circumstances. Lecturers face many problems at higher institutions which are complex, involve numerous constraints and consist of large sets of variables. Strategic leaders thus need to have problem-solving ability to define exactly what the problem is and help them to generate appropriate solutions for specific problems at hand (Mumford, 2000). This ability has been considered as important sign of lifelong learning and later success in life. The leaders need not to look at issues narrowly, they need to demonstrate analytical abilities and horizontal thinking. Problem-solving ability, social judgement, leader knowledge, accounted for significant variance in leadership even after controlling for general intelligence, motivation, and personality (Connelly, Gilbert, Zaccaro, Threlfall, Marks & Mumford, 2000). Danner, Hagemann, Schankin, Hager & Funke, (2011) reported problem solving ability predicted supervisory ratings of job performance above and beyond simple reasoning abilities. Education and experience also increased probability of being a problem-solving leader by 9.3% (Murphy & Johnson, 2011).

Strategic leaders at the universities need to create an environment that encourages lecturers to use their initiatives to remedy problems whenever they occur through conducting research and publications to help improve the situation of ranking of public universities in the globe ranking. Strategic leaders need to practice preventive leadership for the problems that can arise. Lecturers should be led in using variety of techniques to locate problems and then determine the root cause and thus view them as opportunities for doing research with some creativity. University as a place of generating knowledge should thus communicate solutions to the rest of the world after it is discovered to save other institutions which make both leaders and the lecturers' heroes in their fields of study.

Strategic leaders possess a depth and breadth of knowledge and are intellectually sharp and deal with concepts and complexity comfortably hence are able to develop range of strategies and plans. They probe deeply into issues without losing sight of the bigger picture. Obeidat (2012) studied effects of intellectual capital on organisational performance of employees working in manufacturing companies in Jordan and found that knowledge sharing had a positive effect on organisational performance. University strategic leaders' stimulating behaviour should encourage lecturers to bring up new perspectives and innovative approaches at work on meaningfulness of their work.

Strategic leaders' intellectual skills are considered as a competitive resource that an organisation possesses. It is the blood that runs through the organisations' veins and is an important element for the survival of an organisation in today's dynamic and competitive environment. According to Ho & Kuo (2013) strategic leaders with intellectual skills create policies and infrastructures to effectively manage organizations. University need to have policies and infrastructures in place in order to enhance lecturers' performance. The leaders should have knowledge and skills of mobilizing funds and not to rely on government through undertaking research that can generate income for the university and the stakeholders. Kujansivu & Longvist (2004) conducted a study on the relationship between intellectual skills and firm performance in terms of profitability and productivity. Results showed that intellectual skills have a significant relationship with productivity but no relationship with profitability. Vishnu & Gupta (2015) indicated that intellectual skill influence firm performance in a positive manner, however, (Kamath, 2007) pointed out that there is no relationship between intellectual skill and firm performance. The researcher expects them to understand and continuously seek to improve the policies, processes and procedures of the university to ensure students satisfaction and lecturers' performance is excellent.

Reviewed studies on university lecturers' performance have been on decline in per unit costs, government funding, rising enrolments, insufficient number of doctorate academic staff, retirements and HIV/AIDS and poor governance. This research assessed the effect of strategic thinking, problem solving and intellectual skills on lecturers' performance with a reference to Jaramogi Oginga Odinga University of Science and Technology.

3. MATERIALS AND METHODS

3.1 Purpose of the study

The objective of this study was to determine the effect of strategic leaders' cognitive qualities on lecturers' performance in Jaramogi Oginga Odinga University of Science and Technology, Kenya.

3.2 Hypothesis

Hypothesis: There is no statistically significant relationship between strategic leaders' cognitive qualities on lecturers' performance in Jaramogi Oginga Odinga University of Science and Technology, Kenya.

3.3 Target Population

There are 10 school in Jaramogi Oginga Odinga University of Science and Technology that comprised of a total population of 144 lecturers. The lecturers who are on permanent and pensionable employment were considered as respondents for this study.

3.4 Study Design

The study employed mixed method approaches which incorporated the use of qualitative and quantitative research which provided a better understanding of this research. Quantitative data included closed ended questionnaires and gave a measurement of the attitudes which were rated on scales to answer research questions and to test hypothesis while qualitative data included open questionnaires. This also enabled the researcher to use descriptive and inferential statistics in its SPSS version 25 analysis. The methods supplemented each other and described the ideas in the statements.

3.5 Sample Size and Sampling Method

Sampling is a procedure, process or technique of choosing a sub-group from a population to participate in the characteristics (Ogula, 2005). To represent all population in the sampling process, the study used random sampling technique. Random sampling is type of probability sampling method in which sample members are selected by chance, but with a known probability of selection. This type of sampling was used since Jaramogi Oginga Odinga University of Science and Technology had 10 schools with varied number of lecturers hence the researcher being interested in accurately reflecting opinions of the entire lecturers from schools ensured that samples were proportionately taken from all the 10 schools. The researcher selected lecturers by chance and each lecturer had an equal chance of being included since it was done in each school. Appropriate sample size (106) was determined proportionately. Saunders (2009) explained that when statistics are applied to a sample, the researcher estimates the value for the whole population and that the larger the sample size, the lower the error.

The study used the formula by Yamane, (1967) to determine a sample size out of the target population of 144 with a precision level of 5% and 95% confidence level

The sample size determination formula was:

$$\begin{aligned} n &= N/(1 + Ne^2) \\ n &= 144 / (1 + 144 \times 0.05^2) \\ n &= 105.8823 \\ n &= 106 \end{aligned}$$

Where: n = the required size of the sample

N = the size of the total target population

e = the level of precision or sampling error: which is 0.05 for this study

3.6 Data Analysis

After data collection, the data was checked for completeness and verified by the researcher before being coded ready for analysis. Any anomalies detected were corrected immediately before being taken from the respondent. Data from completed closed ended questions was critically analysed using simple percentage and frequencies method to quantify responses while Regression Analysis was carried out to find the contribution

of the independent variables on dependent variable using Statistical Package for Social Scientists (SPSS) version 25. The results were presented in tables. Data from open ended questions were analysed using conceptual and content analysis. In the hypothesis testing, strategic leaders' cognitive qualities were hypothesized not to be related to lecturers' performance using a linear equation model which was identified as follows: $y = \alpha + \beta X + \varepsilon$

Where: y is the lecturer' performance

α is the constant term

β is the coefficient of the strategic leaders' cognitive qualities

X is the strategic leaders' cognitive qualities

This model included predictors with coefficients that were statistically significant at $p < 0.05$.

4. FINDINGS

4.1 Socio-Demographic Characteristics of the Lecturers

This was done and presented using frequencies and percentages. Majority of respondents 71(93.4%) were aware that strategic leaders' qualities affected their performance and that cognitive quality was considered 33(43.4%) when electing and appointing strategic leaders more than any other quality. This included strategic thinking, problem solving and intellectual for this study. The result confirmed that institutions concentrate on academics and not administrative issues in terms of leadership. Majority of respondent had worked for five years and above 37(48.7%) hence understood their strategic leaders' in terms of behavior and attitude towards work. Respondents' age indicated that the university had majority of lecturers at 41 to 50 years 29(38.2%). This was reflective of productive year of population and could perform effectively in research and publication if well mentored by strategic leaders. Referring to their gender, majority of respondents 49(64.5%) were male while 27(35.5%) were female reflective that most lecturers were male. This also indicates that university lecturers are dominated by male and not female.

4.2 Strategic Leaders' Cognitive Qualities

The indicators were measured using three items of strategic thinking, problem solving and intellectual skill with statements for the respondents on a five scale Likert Scale with rating of 1 to 5. Strongly Agree (SA) = 5, Agree (A) = 4, Fairly Agree (FA) = 3, Disagree (D) = 2 and Strongly Disagreed (SD) = 1. The statements and their descriptive analysis are presented in Table 1.

Table 1: Responses on Effect of Strategic Leaders' Cognitive Qualities on Lecturers' Performance

STATEMENT	SA f (%)	A f (%)	FA f (%)	D f (%)	SD f (%)	Mean	Std. Dev.
1. Strategic leaders' set realistic targets on ways of achieving more publications and research.	38 (50.0%)	21 (27.6%)	9 (11.8%)	3 (3.9%)	5 (6.6%)	4.11	1.173
2. Strategic leaders' knowledge assisting lecturers in developing new programmes.	28 (36.8%)	24 (31.6%)	17 (22.4%)	6 (7.9%)	1 (1.3%)	3.95	1.018
3. Strategic leaders' formulated strategies to improve Lecturers' supervision of PhD students.	23 (30.3%)	25 (32.9%)	22 (28.9%)	4 (5.3%)	2 (2.6%)	3.83	1.012
4. Strategic leaders' actions on supporting lecturers in developing marketable new programmes.	24 (31.6%)	21 (27.6%)	18 (23.7%)	10 (13.2%)	3 (3.9%)	3.70	1.166
5. Strategic leaders' effort on solving problems of low funding to improve publications and conference attendance.	21 (27.6%)	20 (26.3%)	16 (21.1%)	17 (22.4%)	2 (2.6%)	3.54	1.194
6. Strategic leaders solving problems of high workloads to lecturers to allow them time to develop new programmes.	16 (21.1%)	23 (30.3%)	24 (31.6%)	8 (10.5%)	5 (6.6%)	3.49	1.137
7. Strategic leaders' giving suitable research environment and improve completion rate of PhD student.	24 (31.6%)	19 (25.0%)	20 (26.3%)	7 (9.2%)	6 (7.9%)	3.63	1.242
8. Strategic leaders' mentorship to enable lecturers to publish and undertake more innovative research.	25 (32.9%)	17 (22.4%)	20 (26.3%)	9 (11.8%)	5 (6.6%)	3.63	1.242
9. Strategic leaders sourcing for research funds to improve lecturers' publication and research.	22 (28.9%)	17 (22.4%)	21 (27.6%)	9 (11.8%)	7 (9.2%)	3.50	1.281
10. Strategic leaders' assisting lecturers in developing innovative new global fitting programmes.	27 (35.5%)	18 (23.7%)	12 (15.8%)	9 (11.8%)	10 (13.2%)	3.57	1.417

Strategic Leaders' Cognitive Qualities (N = 76)

Source: Survey Data (2018)

For strategic thinking, lecturers' belief that strategic leaders' set realistic targets on ways of achieving more publications and research had a mean of 4.11 and standard deviation of 1.173 and that strategic leaders' knowledge in assisting affected lecturers in developing new programmes with a mean score of 3.95 and standard deviation was 1.018. Strategic leaders' formulation of strategies improved lecturers' supervision of PhD students indicated a mean score of 3.83 with standard deviation of 1.012. As for problem solving lecturers established that strategic leaders' action on supporting lecturers in developing marketable new programmes was at 3.70 mean and standard deviation of 1.166, they also put effort on solving problems of low funding which improved publications and conference attendance this was with a mean of 3.54 and standard deviation of 1.194. Strategic leaders' solving problems of high workloads to lecturers allowed lecturers' time to develop new programmes which had a mean of 3.49 and standard deviation of 1.137. Intellectual skill was also perceived by lecturers that strategic leaders' giving suitable research environment improved completion rate of PhD student; while mentorship enabled lecturers to publish and undertake more innovative research with a mean of 3.63 and standard deviation of 1.247. Intellectual skills enabled sourcing

for research funds improving lecturers' publication and research the lecturers agreed with a mean of 3.50 and 1.281. Additionally, it enabled strategic leaders' assisting lecturers in developing innovative new global fitting programmes and was supported by a mean of 3.57 and standard deviation of 1.417.

4.3 Lecturers' Performance

This variable was measured on a 5 point Likert scale of 3 items and rated from 1 to 5 where Strongly Agree (SA) = 5, Agree (A) = 4, Fairly Agree (FA) = 3, Disagree (D) = 2 and Strongly Disagreed (SD) = 1. The descriptive analysis are presented in Table 2.

Table 2: Responses on Lecturers' Performance

STATEMENT	SA f (%)	A f (%)	FA f (%)	D f (%)	SD f (%)	Mean	Std. Dev.
1. Lecturers often publish in referred journals.	25 (32.9%)	23 (30.3%)	18 (23.7%)	9 (11.8%)	1 (1.3%)	3.82	1.067
2. Lecturers complete supervision of PhD courses as per stipulated time.	12 (15.8%)	23 (30.3%)	23 (30.3%)	13 (17.1%)	5 (6.6%)	3.32	1.134
3. Lecturers often present academic papers in seminars and conference.	12 (15.8%)	27 (35.5%)	26 (34.2%)	9 (11.8%)	2 (2.6%)	3.50	.987
4. Lecturers developing new programmes with support from strategic leaders.	17 (22.4%)	24 (31.6%)	22 (28.9%)	12 (15.8%)	1 (1.3%)	3.58	1.049

Lecturers' Performance (N = 76)

Results indicates that majority 25(32.9%) of respondents strongly agreed, 23(30.3%) agreed that lecturers often publish in referred journals while, 9(11.8%) disagreed, 1(1.3%) strongly disagreed. It was also found that majority 23(30.3%) agreed and fairly agreed, 12(15.8%) strongly agreed however, 13(17.1%) disagreed and 5(6.6%) strongly disagreed that lecturers complete supervision of PhD courses as per stipulated time in the university. Majority 27(35.5%) agreed, 26(34.2%) fairly agreed, while 12(15.8%) strongly agreed however, 9(11.8%) disagreed and 2(2.6%) strongly disagreed that lecturers often present academic papers in seminars and conferences. Most respondents 24(31.6%) agreed, 22(28.9%) fairly agreed and 17(22.4%) strongly agreed that lecturers developed new programmes with support from strategic leaders. Majority 26(34.2%) fairly agreed, 20(26.3%) agreed and 17(22.4%) strongly agreed that they submitted draft examination on time. However, 12(15.8%) disagreed and 1(1.3%) strongly disagreed to this statement.

4.4 Strategic Leaders' Cognitive Qualities and Lecturers' Performance

The study tested hypothesis with individual scores on strategic thinking, problem solving and intellectual skills and those of lecturers' performance. A rate of return of 76 (72%) was realized which was an achievement. Saunders (2003) and Gay (2003) states that a return rate of 30% to 50 % is acceptable for statistical generalization which made this return rate good enough for this study.

Table 3: Model Summary

				Adjusted	Std. Error of the	
Model Summary		R	R Square	R Square	Estimate	
		.432 ^a	.187	.176	7.347	
Model ANOVA ^a						
		Sum of Squares	df	Mean Square	F	Sig.
	Regression	916.556	1	916.556	16.980	.000 ^b
	Residual	3994.326	74	53.977		
	Total	4910.882	75			
Model Coefficients ^a	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	20.605	3.603		5.719	0.000
	Strategic leaders' cognitive qualities	0.391	0.095	.432	4.121	0.000

R² = 0.187, R² adjusted = 0.176, Std Error 7.347, F=16.980 on 1 and 74 df, p = 0.000

Strategic Leaders Cognitive Qualities on Lecturers' Performance

The study found that there is a statistically significant linear relationship between strategic leaders' cognitive qualities and lecturers' performance. From the model strategic leaders' cognitive qualities had 18.7% of variance in lecturers' performance. ANOVA indicated that the model is a good fit with F(1,74) = 16.980 at p = 0.000 (p<0.05). The equation was therefore stated as follows: $Y = 20.605 + 0.391X$

The coefficient of the constant and the coefficient of cognitive qualities are statistically significant (p<0.01). The effect of strategic cognitive qualities at p value of 0.000 is highly statistically significant at confidence level of 0.01. The null hypothesis is therefore false hence the study accepted the alternative hypothesis. From the model, the study concluded that a unit increase in strategic leaders' cognitive qualities is associated with an increase of .391 in lecturers' performance. Additionally, there existed a relationship between strategic leaders' cognitive qualities and lecturers' performance with positive effect on the performance of lecturers.

5. DISCUSSION

General objective was to determine the effect of strategic leaders' cognitive qualities on lecturers' performance in Jaramogi Oginga Odinga University of Science and Technology, Kenya. Majority of respondents 71(93.4%) were aware that strategic leaders' qualities affected performance and cognitive quality was considered 33(43.4%) when electing and appointing strategic leaders more than any other quality. Majority of respondent had worked for five years and above 37(48.7%) hence understood their strategic leaders' in terms of behavior and attitude. Respondents' age indicated that the university had majority of lecturers at 41 to 50 years 29(38.2%) which was reflective of productive year of population and could perform effectively in research and publication if well mentored by strategic leaders. Referring to their gender, majority of respondents 49(64.5%) were male while 27(35.5%) were female reflective that most lecturers were male. This also indicates that university lecturers are dominated by male and not female.

Specific findings indicated that strategic leaders' cognitive qualities affected lecturers performance.

Majority mentioned this was the most considered quality when being appointed or elected in strategic leadership position in Jaramogi Oginga Odinga University of Science and Technology. The high responses were with a mean score of 4.11 indicating that setting realistic targets from strategic thinking leaders assisted in achieving more publications and research. Knowledgeable strategic leaders assisted in developing new programmes and formulation of strategies improved lecturers' supervision of PhD students. The findings further indicated that strategic leaders' solved problems of developing new marketable programmes, issues of funding and high workloads which gave a high mean score of 3.59 revealing majority agreed that this action enabled them develop marketable new programmes. Intellectual quality also helped in setting suitable research environment, mentorship and sourcing for funds that assist in completion rate of PhD students, publishing, undertaking more innovative research and improvement in publication and innovative global fitting programmes. This was confirmed with a high mean of 3.51 agreeing and in terms of relationship, there was statistically significant relationship which translated to an improvement in strategic leaders' cognitive quality resulting to an improvement on lecturers' performance. These results were consistent with the study of Sinar (2013) on cognitive skills in senior leaders: focused influence, critical consequence on a 10 year culmination of executive analytics which found that cognitive attributes influence almost every behaviour and ultimately raise the ceiling for the level and amount of information that an executive was able to accurately process and translate into a strategic decision.

6. CONCLUSION

From the findings established, the study concludes that strategic leaders' cognitive qualities affected lecturers' performance with a significant positive relationship. This was in setting targets, formulating strategies, solving low funding, sourcing for research funds and high workload problems. Jaramogi Oginga Odinga University need to put more effort on training of strategic leaders' who do not have the ability to think strategically and make strategic decisions, solve problems and have intellectual skills in their schools and departments to enhance lecturers' performance in research and publications, developing of new programmes and giving key notes and attending seminars and conferences. Cognitive skills need to be holistic in terms of administrative and academic.

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