COMPETENCY SKILLS AS AN ANTECEDENT OF WOMEN LEADERSHIP PERFORMANCE IN PARASTATALS IN KENYA

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ABSTRACT

Women participation is low in decision making positions around the globe. Evidence is provided by Commonwealth Plan of Action for Gender Equality (2005-2015) which stipulates that there should be a 30 per cent target for women in decision making positions in public or private corporations. This has contributed to the intense debate on their representation and performance in top leadership positions in parastatals in Kenya. It is due to the backdrop of this information that scholars are increasingly showing an interest in women leadership in the world today and Kenya is no exception. Previous studies have not identified a significant link between antecedents of women leadership performance in parastatals hence, this study sought to fill this knowledge gap. The study was guided by the general objective of the study which was to determine the effects of competency skills as an antecedent of women leadership performance in parastatals in Kenya. Two theories formed well-grounded premises significant for this study: Transformational theory and Upper Echelon Theory. Positivism philosophy was adopted. Descriptive research design was used and solely focused on the total population of 147, parastatals in Kenya. Simple random sampling and convenience sampling were used to get a sample size of 214 women leaders from 107 parastatals. The study used a structured questionnaire as the main data collection tool. A pilot study was carried out to test the data collection instrument to check for its reliability and validity for the study. A total of 132 questionnaires were received translating to a 61.68%. Both descriptive and inferential statistics used to analyse the data. Multi and linear regression models were used in explaining the effects of competency skills as an antecedent of women leadership performance in Parastatals in Kenya. The study established that majority of respondents strongly agreed that for the last few years women leaders have improved in acquisition of the expected conceptual skills to support their leadership roles. This is because they have been able to access the most appropriate requisites that support their roles as leaders in their organizations. The study concluded that this was because a majority of the women leaders exclaimed that they had no obstacles that prevented them from attaining their full potential. This study recommends that special attention is required to enhance women competencies. This is because it is important to note that women need skill, encouragement, self-confidence, and decisiveness to adapt themselves to the dominant masculine environment.

Key Words: *competency skills, antecedent, women leadership, performance, parastatals, Kenya*

INTRODUCTION

Historically, men have held the vast majority of leadership and management roles and the successful career paths are much easier for men to undertake Ely, Ibarra and Kolb (2011) but there is a growing awareness that leadership needs to be shared with women. Equally, Block and Crawford (2013) stated that people exhibit gender stereotyping when they assign traits, behaviors, and roles to individual men and women on the basis of gender. Hoyt and Simon

(2011) suggest that perceiving success to be attainable is particularly important for women who have to perform in a negatively stereotyped leadership domain. Notably, Diehl and Dzubinski (2016) observed that such challenges facing women leadership cannot be targeted in isolation. According to a recent study, the first step is to recognize that women are required to possess certain requisites sin society, in groups or organizations and within the individuals (Diehl & Dzubinski, 2016). In a global perspective, governments across the globe are increasingly recognizing the significance of harnessing the full contribution and involvement of women in strategic decision- making arenas (Hinds 2015). The United Nations' focus on the post-2015 development goals strongly aligns women's empowerment and gender equality with women leadership to enhance economic development. Commonwealth Heads of Government have affirmed the importance of women's leadership (UN Women, 2013). International organizations such as the United Nations and the Organization for Economic Co-operation and Development (OECD) have gender equality monitoring mechanisms in place and report on these regularly, although not all refer to women's leadership (Hinds, 2015).

In addition, although some latest evidence suggest that efforts are being made toward improving workplace policies and gender equality in organizations at large, the latest statistics disclose that women take up top leadership roles in only 14.6% percent of Fortune 500 companies Catalyst (2013) and similar statistics are seen industries and fields outside the corporate arena (e.g., law, medicine, etc.). Despite this revelation, McKinsey and Company (2009) revealed that the companies that had a great percentage of women in their top leadership and management positions are likely to experience greater positive impacts on leader performance. This is why Daft and Bodla (2010) assert that leadership is people-driven and the ability to motivate people helps to achieve the set goals of an organization.

Women participation is low in decision making positions around the globe. Evidence is provided by Commonwealth Plan of Action for Gender Equality (2005-2015) which stipulates that there should be a 30 per cent target for women in decision making positions in public or private corporations. This figure was proposed by the Beijing Platform for Action (1995) as the target certified by the United Nations Economic and Social Council (UNESCO). This would ensure greater female representation in decision making. This means that at least 30 per cent of the entire leadership should be represented by women in order to promote from gender equity in decision making (UNIFEM, 2010).

Consequently, Opstrup and Villadsen (2015) posit that gender equity in leadership has been shown to spark creativity through the development and use of diverse knowledge and perspectives to foster new ideas. Hence women or female leadership feminine characteristics are valuable in today's corporations. However, some effort has been noted, for example in Malawi, Corporate Governance Code (CGC) (2011) states that the selection process for the appointment of new board members may also consider appropriate diversity of gender and social and economic background (Catalyst, 2013). Equally, in Nigeria efforts are being made by the Nigerian Governance Body to ensure that gender equity is enhanced in public corporations to ensure no compromising of integrity in key decision making positions

(Ajogwu, Mordi & Nwabulu, 2012). This study therefore seeks to find out the effects of competency skills as an antecedent of women leadership performance in parastatals in Kenya.

STATEMENT OF THE PROBLEM

Although Kenyan women constitute over 50 per cent of the entire population Felix et al. (2016) they hold less than a quarter of senior leadership positions in corporations across the globe, with a third of businesses having no women at all in senior roles due to various factors (Thornton, 2016). This means that, a few women have moved beyond these perceptions and norms into the executive suite, nevertheless their number is not proportionate to their representation at higher levels of management. Kenya's new Constitution passed in 2010 provides a powerful framework for addressing traditional perceptions and segregation of women in promoting their full contribution in every facet of development and requires that appointments to public offices should not have more than a third of one gender (Constitution of Kenya, 2010). However, even with the 2010 Constitution of Kenya providing for the two-thirds gender rule, female representation in governmental institutions has only improved marginally. According to a recent study, it is true that there are very few female managers who have set new standards of success and are actually role models of other women leaders (Chawla & Pandit, 2018). In agreement, a sizeable number of Kenyan women have broken into executive suites and performed exemplary despite the societal and organizational challenges they face (Okioga, 2013; Felix et al., 2016). For example, six women have managed to be appointed to the position of Cabinet Secretaries in Kenya today against 10 from male gender. Currently, there are only three women who managed to be elected as County Governors in Kenya during the 2017 general elections. In spite of apparent efforts the Kenya Government has made since independence in 1964, there has been a knowledge gap because women remain marginalized in many ways as their contribution in decision-making in parastatals remains insignificant. In a study of women principals in Kenya, Barng'etuny (2008) research found that women are viewed as 'unsuitable' for leadership due to the widely held perceptions of their innate feminine characteristics. It is unfortunate that this trend has seen immense potential leadership abilities of women go unutilized in a country where all effort is considered necessary so as to contribute to development of the economy (Njiru, 2013). Although some studies have been done and theoretical models exists offering diverse perspectives on women leadership performance. A knowledge gap still exists as few studies have agreed on the actual antecedents of women leadership performance (Felix et al., 2016; Okiogo, 2013) in parastatals in Kenya. It is against this background that and lack of significant literature that this study sought to fill the knowledge gap in determining the effect of competency skills as an antecedent of women leadership performance in parastatals in Kenya.

GENERAL OBJECTIVE

The general objective of this study was to determine effect of competency skills as an antecedent of women leadership performance in parastatals in Kenya.

RESEARCH HYPOTHESIS

H01: Competency skills have no significant effect on women leadership performance in parastatals in Kenya.

THEORETICAL REVIEW

Transformational Leadership Theory

The concept of transformational model was first highlighted by Burns (1978) in a context of political science and was later formulated in the theory of organizational leadership by Bass (1985). Bass (1987) expanded upon Burns' original ideas to develop what is today referred to as Transformation Leadership theory. It can be noted that the main description of transformational leadership is the process of creating changes that will yield a transformation of followers (Northouse, 2015). According to his study, women encouraged participation in policy formulation and implementation, power and information, and sought to enhance the status of employees hence increasing their efficiency and effectiveness. In support, Brandt (2011); Denti and Hemlin (2012) posit that the role of leaders is very significant and supporting creative individuals is and should be of interest to leaders. These studies seem to suggest that transformational leadership needs new information and fresh perspectives because the present myopic organizational policies and managerial cultures, are blocking their performance.

Transformational leader exhibits four components to varying degrees in order to bring about desirable organizational behaviors (Bass & Riggio, 2006). These are idealized influence, inspiration, intellectual stimulation and individualized consideration. This approach supports the personal and professional growth in others through the use of inspiration, consideration for the individual, intellectual stimulation, motivation and influence (Northouse, 2015; 2012).

According to the transformational leadership theory, leaders encourage their followers to be more innovative and creative (Yukl, 2013). These behaviors are then supposed to affect followers in a positive way by elevating them to be the best they can be and in doing so are motivated by achievements and self-development. This is supported by Campbell (2010) asserts that there is evidence that transformational leadership results in improved performance. Empirical research supports the idea that transformational leadership theory positively influences leader performance (Diaz-Saenz, 2011). However, there has been some conflicting views on the effectiveness of transformational leadership. For example, Yukl (2013) argued that the theory lacked sufficient identification of the impact of situational and context variables on leadership effectiveness. In addition, it can be noted that a charismatic style is often too intimidating and they assess employees may fail to possess such behaviors negatively (Green, Miller, & Aarons, 2013). Transformational leaders has also been criticized that followers risk fulfilling their leader's vision however impractical, over-ambiguous or even deceptive it may be (Avramenko, 2014; Northouse, 2013).

Transformational theory is significant for this study as it provides an avenue of understanding the high degree of interconnectedness of workplace policies and competencies on women leadership. This is where women leaders are able to achieve the desired changes to enhance

their performance within the public corporations. Transformational leadership theory also plays a significant role for this research because it supports the notion that women who possess transformational behaviours and conceptual skills such as integrity, self-confidence, openness and feminist, enhanced their leadership performance. This is in agreement with Kouze and Posner (2012); Northouse (2012) who assert that transformational leaders usually exhibit high ethical standards and moral behaviour.

Upper Echelon Theory

The proponents of Upper Echelons Theory defines it as top management team, alleged to be the principal coalition of discernible dominant actors in the corporations (Hambrick & Mason, 1984). He also stated that a firm is a manifestation of its top management team. Hambrick and Mason (1984) developed Upper Echelon's Theory on the basis of self-accountability to standards of governing excellence as an important component of leader performance. This is because the functions of each of the groups counter each other. Leading authors in the field of leadership have discussed various constructs of Top Management Team (TMT) (Eagly & Wood, 2012; Jensen & Zajac, 2004). In addition, the organizational leaders are significant in deciding the direction in which the organization intends to go. This is why some authors refer to upper echelon as the managerial elites who occupy formal definite positions of authority or those in strategic positions.

For example, Madsen (2013) suggest that top executives or powerful actors in the organization including top management teams matter in determining strategic outcomes. Overall, these leaders in any public corporation are the key decision making actors and their prime function is to express strategic approach of the firm. According to some authors there are characteristics applicable to women leaders that have enabled them to thrive on new positions and opportunities (Hibel & Madsen, 2013; Madsen, 2013). These characteristics include, ability to learn quickly, desire to be challenged by their positions, to disregard inaccurate criticism and aptitude for developing long term professional relationships (Hibel & Madsen, 2013). Upper Echelons theory centers on demographic characteristics of top executives in the development of the theory. From this point of view, demographic characteristics are an essential to measure individuals' cognitive bases; cognitive bases in turn come to create certain team abilities and tendency is resulting in patterns in decision outcomes. This is consistent, with Graham, Harvey and Puri (2013) who assert that characteristics of managers are significant in any organization. This is supported by Nielsen and Nielsen (2012) study of Swiss based firms that showed that nationality diversity in the TMT is a driver of performance. An earlier study by Carpenter, Geletkanycz and Sanders (2004) affirm that Upper Echelons identifies three central tenets: firstly strategic choices made in firms are reflections of the values and cognitive bases of powerful actors. Secondly, the values and cognitive bases of these actors are a function of their observable characteristics like professional skills and work experience. Third, according to Carpenter et al. (2004) significant organizational outcomes can be linked to observable characteristics of those actors. Therefore, these three fundamental tenets outline the upper echelon suggestion that leadership performance was a manifestation of its top decision makers. A more recent study by Talke, Salomo and Kock (2011) investigated how TMT characteristics affect a firm's

strategic innovation orientation and how it relates to outcomes and performance. These studies generally provide clearly indicate that top executives diversity is measured as heterogeneity in professional skills, functional, industry and organization background has a positive effect of firm's innovation and efficiency.

According to Ter, Bogt and Scapens (2012) parastatals have changed with comparable forms of authority, structure and roles. However, research done on competence characteristics of upper echelon in leaders is diverse but not much has been done on its effect on leadership performance. Therefore, this study sought to find out whether women leadership competencies adopted by women leaders have any relationship with organizational effectiveness.

A critique of Upper Echelon Theory is that there has been some inconsistency in determining whether to focus the research on a single individual or a group of managers. However, this study was able to overcome this challenge as it was presumed that leadership performances is directly linked to the decisions made and executed by top management employees. This study endeavored to provide an updated design to study how conceptual skills and professional knowledge skills play a role in inspiring women to pursue leadership roles. Thus striving to resolve methodological limitation of previous research as these limitations include lack of a representational sample and outdated data (Creswell, 2013).

Upper Echelon Theory was significant for this study, as it focused on examining demography to suggest managerial competency skills are practical proxies for essential differences in cognitions, ethics and perceptions. This study applied this theory as a theoretical foundation in the examination women leaders at the middle and top management levels in parastatals in Kenya to investigate their conceptual and professional skills with respect to women leadership performance. These categories are all relevant to this study as parastatals, though highly standardized, are not quite similar Graham et al. (2013). Hence leadership outcomes may also be of varying degrees. Upper Echelon theory highlighted a broad theoretical framework for this study on the competency skills as a requisite of women leadership performance. This is because of the impact of evidence regarding significant competency skills that leaders should possess in order to improve their performance. Findings of this study indicated that the professional knowledge and conceptual skills could be used to explain the levels of competency for women leaders included in the sample. This current study has therefore brought the situation in a modern setting. Hence, Upper Echelon Theory provides a great impact of understanding generic behavioral competencies that apply to leaders including aspiring women leaders in the organization.

EMPIRICAL REVIEW

According to a study by Lahti (2013) women leaders are mostly underutilized, considering their professional skills and knowledge they can bring to organizations. Competency is defined as the knowledge, skills and abilities that enable one to have a defined performance outcome (Boyatzis, 2011). Women's professional knowledge skills and their status in society are currently more on increase due to efficient and dedicated role played by them in different organizations. Interestingly, Manzoor (2015) study in Pakistan revealed that females do not

lack necessary professional skills and abilities but the major issues which restricts them are the unseen barriers form society and prevalent gender discrimination in labor market.

It appears that despite women being at least equal to men in leadership capability, there is still an unequal distribution of the highest paying jobs in management between genders. According to this study there are indeed some barriers that slow the progress of the most successful women. A study of eight women leaders from large and middle scale organizations in Ethiopia revealed that women leadership positions have been increasing and as a result they have been involved in formal education (Bahiru & Mengistu, 2018). For example according to a study by O'Connor (2015) professional skills should always have an impact but the reasons behind choosing a leader may vary depending on the culture of organizations. According to these authors, professional competencies, and deep know-how are all very important in today's working environment and are a typical narrative for discussing the necessary components of a leader. Based on a Fiji study focusing on public perceptions of women in Leadership, 80% respondents were of the opinion that a focus on leadership characteristics may prove a more productive entry point for efforts on increase women's leadership (International Women's Development Agency, 2014). Northouse (2014) posits that the skills-model based approach is a significant model as it encompasses among them professional knowledge competencies which this study intends to use as the main construct of competency skills. They give prominence to the attributes that facilitate effective leadership and hence contribute to enhanced performance. This means that identifying antecedents of women leadership performance in terms of competency skills may enable the leader to improve their performance.

Boyatzis (2011) study affirms that although leadership professional skills may be comparable across industries and functions, the study of such competencies within an explicit industry or area may be an additional way to research further on competency assessment. The concept of leader competencies has been accepted in leadership literature for several years. This means that leadership competencies are not distinctive to a particular industry or area and hence may be applied across industry and function as revealed by a recent study (Arditi, Gluch & Holmdahl, 2013).

It has been argued that leader competencies are the critical resource enabling organizations to reach strategic and competitive objectives. For example, Laguna, Wiechetek and Talik (2012) study posit that competencies are used to determine the performance necessary to achieve desired outcomes of a leader. It is for this reason that organizations are now more keen in ensuring that leaders both men and women have the right competencies that will enable them enhance their performance. Katz(1955) skills model advocates what competencies leaders can achieve. The model implies that these skills and knowledge are required for a leader to be effective (Northouse, 2012).

A study of leaders in these professional skills include: accumulating information related to the problem/issue, developing new ways to comprehend each problem/issue, and developing unique, first-of-its-kind alternatives for solving the organizational problems (Mumford, Zaccaro, Connelly & Marks, 2000). In agreement, study of textile industries, it was found out that women leaders communicate their expectations of a given task and allow more

opportunity in accomplishing a goal (Northouse, 2010). This means that a leader with higher levels of conceptual competencies was a more effective in helping an organization to achieve its desired goals. According to a study of women in public corporations Hossain and Noor (2016) assert that existing female leaders in public and private organizations in Bangladesh believe that acceptability as leader mostly is determined by the qualification, not gender. Therefore, this study sought to establish the effect of competencies on women leadership performance in parastatals in Kenya..

RESEARCH METHODOLOGY

This study is based on deductive approach which is affiliated to positivism philosophy which emphasizes on theory setting (Saunders, Lewis, & Thornhill, 2012). This study adopted a descriptive research design which applied both qualitative and quantitative approaches. According to Creswell (2013) descriptive design is suitable as a set of variables are measured in their natural setting. This study adopted positivism philosophy. This philosophy was suitable for this study as it emphasizes genuine, real and factual happenings which are studied and observed scientifically and empirically through logical and rational investigation and analysis (Aliyu, Umar, Kasim & Martin, 2014). Target population is defined as the total number of units from which samples are selected for measurement and a full set of cases form which a sample is taken (Saunders et al., 2012). For the purpose of this research, the target population was 147 parastatals in Kenya. The choice of these corporations was due to the following observations made by R.O.K. (2009); the report indicates that Kenya Vision 2030 has earmarked the parastatals for rapid growth and development. The research targeted all the women managers of the parastatals in Kenya. Saunders et al. (2012) define a sample as a set of respondents selected as representative individuals from a large population. Sampling permits the researcher to collect a smaller quantity of data that represents the overall population. The sample size therefore, was directly relative to the desired confidence level and equally comparative to the error that the researcher is prepared to accept. A formula method was adopted in order to determine sample size of the study. Yamane (1967) provides a simplified formula to calculate sample sizes as cited by Adekola, Allen and Tinuola (2017). In this formula, a 95% confidence level is assumed. The formula is as follows:

$$ n = \frac{N}{1 + (e)^2} = \frac{147}{1 + 147(.5)^2} = 107 $$

Where: n is the sample size, N is the population size, and e is the level of precision (in this case $e=.05$). There are 147 government parastatals in Kenya, thus applying the formula; a sample of one hundred and seven (107) parastatals was used.

This study used questionnaires to collect primary data from the 107 women leaders concerning the effects of perceptions as an antecedent of women in relation to performance. According to Kothari and Garg (2014) a questionnaire is a research instrument consisting of a series of questions printed or typed in a definite order on a form or set of forms. All items on the questionnaire rated using a 5- point scale ranging from 1 - strongly disagree to 5 - strongly agree. The questionnaires were administered via face to face interactions or by

telephone. Quantitative research was considered measurement of the variables as one of its critical aspects which was characterized by measurement of the study's variables. Quantitative approach used questionnaires as its main data collection tool. This study applied a five - point Likert to be used for each of the statements corresponding to the constructs of women leadership variable. This is considered as ordinal scale of measurement which is analyzed using the mean and frequencies. This is one of the most commonly used scales, developed by Likert (1932) who developed a technique that increases the variation in the possible scores that a respondent can choose from. Multiple regression analysis was used to explain the extent to which perceptions as an antecedent of women leadership (independent variable) related with women leadership performance (dependent variable). The statistical model of the study is a multiple linear regression model. The general form of the model is:

$$Y = \beta_0 + \beta_1 X_1 + e$$

Where: Y= leadership performance; regression coefficients β_0 is the intercept; X1 is competency skills as an antecedent; e is the error term.

RESEARCH RESULTS

The objective of the study was to analyze the influence of competency skills on leadership performance in parastatals in Kenya. Competency skills is assessed by two operational variables namely; conceptual skills and professional knowledge skills. The study results indicate that competency skills has a significant and positive influence of on leadership performance in parastatals in Kenya. The Pearson coefficient of correlation (R) (r=.060, p=.495) also indicated a strong positive relationship between professional knowledge skills and leadership performance in parastatals in Kenya. However, the study showed that there was no moderation of organizational culture on competency skills i.e. conceptual skills and professional knowledge skills.

The study established that majority of respondents strongly agreed that for the last few years women leaders have improved in acquisition of the expected conceptual skills to support their leadership roles. This is because they have been able to access the most appropriate requisites that support their roles as leaders in their organizations. This is in agreed with findings by Acker (2010) who established that female-only development programmes are likely to help achieve gender equality, hence uplifting their leadership performance. According to this study, although the respondents agreed that they have the necessary conceptual skills, they were uncertain that parastatals have partnered with professional institutions to support emerging leaders. In consistent, Shepherd (2017) established that this type of arrangement helps women to boost their confidence and skills of self-promotion to ensure that they are better prepared for their leadership roles.

According to these studies, this support would help women leaders in their quest to pursue leadership prowess as both professional success were the main determinants of successful leadership in their organizations. This is supported by O'Connor (2015) who assert that with these type of support on their theoretical and knowledge skills, women managers have the opportunity to take decisions and make a difference in their organizations. The findings of this study supports Upper Echelon theory as it emphasizes the need for enhancing standards

of competence excellence as a key element of leader performance. This is because different aspects of expertise and skills are relevant for leaders in different cadres of management.

The study also reveals that organizational success is a manifestation of its top management team. In addition, identifying the conceptual skills of leaders contributed immensely to increased performance of top management levels where policy decisions and long-term planning are required.

INFERENTIAL STATISTICS

To understand the relationship between competency skills and leadership performance, a correlation analysis was performed. Correlation is a technique concerned with relationship between variables (Chin, 2010). Pearson's correlation coefficient is a test statistics that measures the statistical relationship between two variables. It is known as the best method of measuring the relationship between variables of interest because it is based on the method of covariance (Tabachnick & Fidell, 2007). The study investigated correlation between independent variable (conceptual skills and professional knowledge skills) and leadership performance. The aim was to determine extent to which the two sets of variables are associated. The Pearson correlation coefficient was generated at 0.01 significance level (2-tailed). The correlation results are shown in Table 1.

Table 1: Correlation

		Conceptual_ skills	Professional knowledge_skills	Leadership_ Performance
Conceptual_skills	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	132		
Professional knowledge_skills	Pearson Correlation	-.016	1	
	Sig. (2-tailed)	.856		
	N	132	132	
	N	132	132	
Leadership_Performance	Pearson Correlation	.385**	.060	1
	Sig. (2-tailed)	.000	.495	
	N	132	132	132

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

Table 1 results indicate correlation matrix showing the correlation analysis with varied degree of interrelationship between conceptual skills and professional knowledge skills norms and leadership performance in parastatals in Kenya. The results show that in Kenyan parastatals conceptual skills and leadership performance have moderate (r= .385, p= .000.) significant relationship while professional knowledge skills and leadership performance have strong (r= .60, p= .495) positive significant relationship. The closer the value is to 1 the greater the degree of correlation (Kothari (2004).

Analysis of Variation (ANOVA) test was also done to establish whether the whole model had a significant fit of the data. According to Creswell (2013) ANOVA is a technique for testing the statement that there is no significant difference among three or more sample means. It tests the assumption by means of comparing two different estimates of the population variances. The results are shown in Table 2.

Table 2: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.101	2	11.050	11.585	.000b
	Residual	123.042	129	.954		
	Total	145.143	131			
2	Regression	89.029	3	29.676	67.694	.000c
	Residual	56.114	128	.438		
	Total	145.143	131			

a. Dependent Variable: Leadership_Performance
b. Predictors: (Constant), Professionalknowledge_skills, Conceptual_skills
c. Predictors: (Constant), Professionalknowledge_skills, Conceptual_skills, Organizational_Culture

According to the results in Table 2 a significant relationship exists between conceptual skills, professional knowledge skills and leadership performance (F= 11.585, p= .000) as indicated in Model 1. When moderating variable i.e. organizational culture, is incorporated, the F value increased (F = 67. 694, p= .000) as indicated in Model 2. However, the results still revealed a significant relationship between the competency skills and leadership performance.

P value for both models is less than .05 thus indicating that the predictor variables explain the variation in the dependent variable which is leadership performance. According to Lakew and Rao (2009) where the significance value of F was larger than .05 then it would be difficult to explain the variation in the dependent variable with the independent variables (Lakew & Rao, 2009).

The results in Table 3 showed that competency skills measures i.e. conceptual skills and professional knowledge skills illustrative power on leadership performance as it accounted for 15.2% of its variability (R Square = .152) as indicated in Model 1. This implies a strong positive relationship between competency skills and leadership performance i.e. the variations in efficiency is accounted for by conceptual skills and professional knowledge skills in parastatals in Kenya. The results are shown in Table 3.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.390a	.152	.139	.97663
2	.783b	.613	.604	.66211

a. Predictors: (Constant), Professionalknowledge_skills, Conceptual_skills
b. Predictors: (Constant), Professionalknowledge_skills, Conceptual_skills, Organizational_Culture

Table 3 Model 2 shows the explanatory power of allocation of competency skills measures i.e. conceptual skills and professional knowledge skills changed when organizational culture

was incorporated into the model (R Square = .613). This implies that the moderating variable, involvement culture had some significant influence on competency skills and leadership performance.

Regression analysis was conducted to empirically determine whether competency skills measures i.e. conceptual skills and professional knowledge skills had any significant influence on leadership performance in parastatals in Kenya. Table 4 displays the regression coefficients results of the competency skills measures i.e. conceptual skills and professional knowledge skills. To determine the influence of competency skills measures i.e. conceptual skills and professional knowledge skills and leadership performance in parastatals in Kenya, the following hypothesis was stated:

H01: There is no statistically significant influence of competency skills on leadership performance in parastatals in Kenya.

Table 4: Competency Skills Coefficients Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.268	.519		2.443	.016
Conceptual_skills	.504	.106	.386	4.757	.000
Professionalknowledge_skills	.072	.088	.066	.815	.417

a. Dependent Variable: Leadership_Performance

Table 4 results show that the regression coefficients results of the competency skills measures i.e. conceptual skills and professional knowledge skills. Conceptual skills (supported by β=.386, p-value=.000) and professional knowledge skills (supported by β=-.066, p-value = .417). Conceptual skills is statistically significant in explaining leadership performance in parastatals in Kenya while Professional knowledge skills is not statistically significant in explaining leadership in parastatals in Kenya.

This implies that the null hypothesis failed to be accepted and the alternative hypothesis failed to be rejected i.e. H0A: for conceptual skills is accepted since $\beta \neq 0$ and p-value<.05, while H0A: for professional knowledge skills is rejected since $\beta \neq 0$ and p-value>.05. The regression model is summarized as shown below. The model is represented by equation:

$$Yi = 1.268 + 0.504X1$$

Where: X1 – Conceptual Skills

It was concluded that there is statistically significant relationship between conceptual skills and leadership performance. To test hypothesis two, a combined regression model was run between performance and competency skills and results given in Table 5.

Table 5: Competency Skills Combined Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.767	.512		3.455	.001
	Competency_skills	.495	.141	.294	3.508	.001

a. Dependent Variable: Leadership_Performance

From the results in Table 5 it can be seen that competency skills has significant influence on performance since the p value of the slope is less than .05. This implies that the null hypothesis is rejected. It can be concluded that there is significant relationship between performance and competency skills, the model is presented by equation as shown:

$$Y_i = 1.767 + 0.495X_1$$

Where: X1 is Competency Skills

CONCLUSIONS

The regression results reveal statistically significant positive relationship between conceptual skills and leadership performance in parastatals in Kenya. The study concluded that this was because a majority of the women leaders exclaimed that they had no obstacles that prevented them from attaining their full potential. The study also concluded that parastatals in Kenya are required to hire leaders including women with the right conceptual skills to enhance leadership performance the corporate world. The regression results also revealed that there was negative statistically significant relationship with professional knowledge skills. The study concluded that this was because there were no specific professional requirements for women to ascend to leadership positions in organizations. However, there was no moderating effect of involvement culture on competency skills. The study also concluded that this was as a results of the availability of enabling culture in most parastatals in engaging leaders.

RECOMMENDATIONS

This study recommends that special attention is required to enhance women competencies. This is because it is important to note that women need skill, encouragement, self-confidence, and decisiveness to adapt themselves to the dominant masculine environment. Further, the study also recommends that women's career objectives should be focused on their career path compatible with their occupational requirements. Parastatals should also recognize that there is competition in organizations and women need to acquire suitable proficiency and proper conduct for career aspirations. For examples, leadership development programs can be initiated targeting aspiring women leaders, women will be encouraged to pursue higher leadership positions.

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