DETERMINATION OF STRATEGIC POSITIONING OF NEWLY CHARTERED PUBLIC UNIVERSITIES IN KENYA:

THE CASE OF LAIKIPIA UNIVERSITY

By

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DECLARATION

This project is my original work and has not been presented for a degree in any other University or any other award.

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DEDICATION

This work is dedicated to my wife, Asaneth, my daughters, Linda Jeptoo and Lornah Jemutai, for their understanding, unwavering support and encouragement in all my educational and life endeavours. Their patience with my constant absences to attend classes when I should have been with them is a memorable honour to me.

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OPERATIONAL DEFINITION OF TERMS

Positioning - is the art and science of fitting the product or service to one or more segments of the broad market in such a way as to set it meaningfully apart from competition (Kalafatis et al., 2000). For instance, the goal of positioning a university would be to make it to be among the top universities worldwide.

Strategic Positioning – is the positioning of an organization (unit) in the future, while taking account of the changing environment, plus the systematic realization of that positioning. It includes the devising of the desired future position of the organization on the basis of present and foreseeable developments, and the making of plans to realize that position. It can be termed as a process through which a firm conducts a divergent exploration of core competencies and develops winning strategies to create and sustain a competitive advantage in a global and dynamic market place (Trout and Rivkin, 2000). Strategic positioning is aimed at ensuring the continuity of the organization (Zenska-mreza.hr, 2013). For instance, the competitive capacity of Laikipia University in relation to other universities in Kenya would be its strategic position.

Strategy – is a plan of action for allocating resources effectively among the different stakeholders of an organization. Strategy is about where an organization wants to be in the long term (Porter, 2010).

ABBREVIATIONS AND ACRONYMS

ASAL(s)	Arid and Semi-Arid Land(s)
CHE	Commission for Higher Education
CPE	Certificate of Primary Education
CSR	Corporate Social Responsibility
CUE	Commission for University Education
HELB	Higher Education Loans Board
ICT	Information and Communication Technology
IT	Information Technology
JAB	Joint Admissions Board
KCPE	Kenya Certificate of Primary Education
NGO(s)	Non-governmental Organisation(s)
SPSS	Statistical Package for Social Sciences

ABSTRACT

A major pre-occupation of universities in Kenya today is how to achieve sustainable competitive advantage in a complex and challenging context of the higher education sector. Universities need to strategically re-position themselves to attract and retain students, win research grants and make optimal use of their resources by striving to be efficient and effective, and engaging in continuous improvement to ensure their survival and sustainability. The purpose of this study was to determine the factors that influenced strategic positioning of the newly chartered public universities in Kenya, with specific reference to Laikipia University in Laikipia County, to survive the current competitive and operational issues they face, and become profitable and viable institutions in the university training services value chain in the long-term. A descriptive survey design entailing stratified random sampling was used, with the sampling frame comprising the University's employees whose opinions were sought. The formula of Israel (1992) was adopted to determine the sample size of the survey respondents. The employees were categorised into three strata of senior management, teaching and non-teaching staff, and support staff. Quantitative and qualitative data was collected by use of both structured and unstructured sets of pretested questionnaires, and analyzed with the aid of the SPSS (Version 17.0) computer software. Firstly, descriptive statistics (frequencies, percentages, means, modes, medians and standard deviations) was used to analyze quantitative data. Secondly, Pearson correlation analyses were computed to determine the significance of the findings and the strengths of relationships between variables. The results are presented in the form of tabular summaries and discussed. Further, content analysis of written materials drawn from personal expressions by the survey respondents was used to analyze qualitative data. The results showed that senior management support was crucial for execution of strategic objectives of the University, especially in response to environmental factors like competition from other universities. Further, employee capacity was necessary in strategic positioning of the University, and needs to be enhanced through acquisition of requisite knoweldge and skills by employees, for instance, through on-job training and external capacity building programs. The University's capacity for development was deemed to be unlimited in the dimensions of policy, infrastructure, student numbers, more campuses and income generating units, but this requires to be realized. Additionally, government support was found to be insufficient in the University and its role in enhancing strategic positioning of the University was seen to be auxillary and unsustainable. Consequently, the University should design strategies for resource mobilization to complement capitation from the government. In conclusion, this study provides information on positioning strategies Laikipia University would need to employ to achieve sustainable competitive advantage among universities in Kenya. This would assist current and future scholars in the field of strategic management, university managers and policy makers to understand the positioning strategies that add value to the strategic intent of academic institutions in the face of intense competition. The findings on Laikipia University can be generalized across the whole sector in the country.

CHAPTER ONE

INTRODUCTION

1.1. Background of the problem

University education is essential for social, economic and political transformation of society. This recognition has brought about heavy investment in this sector in Kenya. The first Kenyan higher educational institution was The Royal Technical College of East Africa, which opened in Nairobi in 1956. In 1961, this was renamed the Royal College of Nairobi and became the University College of Nairobi when Kenya attained its independence in 1963. In 1970, the University College of Nairobi became the University of Nairobi (Ngombe, 2003). In 1972, Kenyatta College, a teacher-training institution situated on the outskirts of Nairobi, became a Constituent College of the University of Nairobi and was elevated into a fully-fledged University in 1985. Since then, the government of Kenya has established 21 other public universities, some with constituent colleges that operate semi-autonomously. The government has also allowed the establishment of 23 private universities.

Before the establishement of the CHE (Commission for Higher Education) in 1985, universities in Kenya were established through policy statements and Presidential directives. The CHE was established with the mandate to regulate growth and advise the Government of Kenya on establishment of public universities. Other core functions of CHE included accreditation and inspection of private universities (CHE, 2012). Until 2002, the President of the Republic of Kenya was the Chancellor of all the public universities in the country, and the government nominated most members of the university councils non-competitively (Sifuna, 1998). The council is the highest governing organ of a university, and is responsible for policy development and general direction of the university. Formerly, vice-chancellors, deputy vice-chancellors and principals of constituent colleges were also appointed non-competitively by the President. Until the early 1970s, university education in Kenya was free and the full cost was borne by the government. During the 1991-1992 academic year, the government introduced a cost-sharing scheme that required students to pay direct fees (Ngombe, 2003).

Over the last decade, Kenya has experienced rapid reforms and expansion in university education. Presently, there are a total of 45 universities in Kenya, 22 of which are public and 23 private. The shift in the sector has seen universities begin a move towards greater autonomy in the management of their internal affairs, especially with the enactment of the Universities Act, No. 42 of 2012 Laws of Kenya, which establishes CUE (Commission for University Education) to replace CHE, a scenario which is likely to escalate the dynamism. Government involvement in universities' affairs has also extended to administrative matters like strategic management and the admission of students. Government's direct intervention in university affairs is carried out in the backdrop of the fact that in Kenya, as in other Commonwealth African countries, an intermediary body, the CUE needs to be involved in matters relating to university development (CHE, 2012; Universities Act 2012 Laws of Kenya). The CUE is, therefore, a regulatory body, with its mandate that includes advising the government on policy relating to university education in the country, regular inspections, monitoring and evaluation of universities to ensure compliance with set standards and guidelines, accreditation of universities and regulation of university education in the country (The Universities Act 2012 Laws of Kenya).

The Universities Act 2012 Laws of Kenya provides for the establishment of public universities in each of the country's Counties, giving priority to Counties that do not have universities. This implies that there will be phenomenal growth of university education in the country in the near future. Additionally, there are many departures from the past created by the new law. For instance, the chancellor is the titular head of the university and is appointed by the President from persons vetted by the senate of that university in consultation with the respective alumni association. Similarly, vice-chancellors and principals of constituent colleges are appointed through a competitive process by the Cabinet Secretary for matters related to university education on the recommendation of the respective Councils. Besides, the councils appointed by the Cabinet Secretary through an open process are relatively leaner. The Universities Act 2012 Laws of Kenya also requires the publication in the Kenya gazette of statutes of a chartered public university by the Cabinet Secretary.

The public universities in Kenya are non-profit making and their funding is currently largely from the exchequer, students fees, donations, lendings and income generating units, i.e., small

business units (Universities Act 2012 Laws of Kenya). The funding is based on unit cost, which comprises tuition, catering, accommodation and other costs, but the method does not take into account differential costs of the various degree programs (Ngombe, 2003). Although the government is advocating for more enrolment, interestingly, the number of students admitted to public universities through the JAB (Joint Admissions Board) (now to be effected by by the Kenya Universities and Colleges Central Placement Service) mostly depends on bedspace or size of classrooms and laboratory spaces available in all the public universities. Nonetheless, those who miss out but attain the minimum university entry mark or with equivalent entry qualifications are admitted through the SSP (Self-Sponsored Programs) if they can afford the full fees for the course. This has been the subject of much discussion, with people questioning the rationale and morality of locking out qualified students from public institutions yet still admitting those who come from financially able families (Ngombe, 2003).

The growth of the private university sector in Kenya has been fuelled by several factors, including; limited opportunities available in public universities, constant closures of state-funded universities, need to complement government-managed higher institutions of learning, and the determination by some religious organizations to open higher learning institutions largely for their followers. Some of the leading private universities generate substantial income from students fees. As profit-making institutions, fees are charged strictly in accordance with market forces on the basis of full cost recovery (Ngombe, 2013). There are three categories of private universities: Chartered Universities – fully accredited universities by the CUE, universities that had been offering degrees long before the establishment of the CHE and universities authorised to operate with letters of interim authority.

The rapid increase in the number of universities in Kenya has generally resulted into an increase in competition in terms of student recruitment, search for financial resources (Wiklund and Wiklund, 1999), and recruitment of qualified, skilled and experienced workforce amongst the universities. Other challenges to overcome include limited physical facilities, leading to low access and participation rates, poorly equipped lecture theaters, laboratories, workshops and other learning equipment (Saitoti, 2004). Besides, the continued general reduction of government capitation and scarcity of financial resources has forced many public universities to largely rely

on students fee collections to meet their financial obligations. It is imperative to note that newly chartered public universities in Kenya have mostly been riding on propositions and policies of their parent universities. This implies that they are not set to compete favourably against intensified competition from their parent or other older universities. The fierce competition is a serious threat to these newly chartered universities, and calls for their strategic positioning to survive and be sutainable in the university training services value chain. This will involve a divergent exploration of core competencies and developing winning strategies to create and sustain a competitive advantage in the global and dynamic market place (QuickMBA, 2013). It, therefore, becomes necessary to investigate factors that may influence the strategic positioning of the newly chartered public universities in Kenya, of which Laikipia University is one of them.

1.1.1. Laikipia University

The study will be undertaken at the Laikipia University in Laikipia County. The Main Campus is situated approximately 50 km from Nakuru town and 11 km from Nyahururu town along the Nakuru-Nyahururu highway. Laikipia University has three other Campuses (i.e., Maralal, Naivasha and Nyahururu Town) and will soon open campuses in Nairobi and Rumuruti. The University was started in 1929 by the colonial farmers, making it one of the oldest historical schools in Laikipia. It was established as a Campus of Egerton University in 1990 following the recommendations of a Government Committee appointed to look into modalities of absorbing a double intake of students from secondary schools then (i.e., the first 8-4-4 cohort and the last 'A' level group). It was meant to offer education courses for graduate teacher-training. Since then, the University has grown in student numbers, staff, academic programmes and infrastructure, and now offers additional academic programmes. Laikipia University became a Constituent College of Egerton University in October 2009 and, on 19th February, 2013, made another big leap to a fully-fledged University.

The core values of Laikipia University are quality, integrity and respect. At Laikipia University, the goal of strategic positioning is to make it relevant and vibrant, and be valued by students and society through research, education, scholarship, training, outreach and consultancy. Consequently, it is crucial to invest in the core strengths and address the weaknesses of the

University so that the changes made now and in the future can benefit the University's students, staff, stakeholders and the entire society (Laikipia University, 2013). This means that efforts must be made to strengthen the quality of the University's education and training, research and public service, a situation that calls for its strategic positioning.

1.1.2. Concept of strategy

Strategy can be defined as a set of plans, decisions and objectives that the organization adopts to achieve its goals. It also refers to a plan of action for allocating resources effectively among the different stakeholders of an organization. Strategic intent is where an organization wants to get to and how it intends to get there. It is argued that the strategic intent is strongly determined by the directors in view of the response of powerful stakeholders. The shareholder exercises ownership of the firm but does not enjoy absolute control of the resources of the firm. For instance, business-level strategies may range from the planned to the opportunistic, depending on how the company executives interpret the business environment (Macmillan and Tampoe, 2001).

Strategy is about being able and ready to adapt to an ever changing external business environment while strategic intent is a derivative of strategy and it denotes being prepared for flexibility when various situations occur, and having an obsession of attaining excellence within an organization, market and economy. The strategic intent is a tendency that remains stable over time and its main goal is to fold the future into the present through personal effort and commitment. In the same breath, strategic planning is an organization's process of ascertaining the strategy it should adopt, taking into account what they want to do, how they are going to do it and what resources they will need. It covers where the organization is planning on going, impacts on the whole organization and involves the long-term view (Porter, 2010).

Worldwide, the primary determinant of a firm's profitability is the attractiveness of the industry in which it operates. The secondary determinant is its position within that industry. It is also known that although an industry may have below-average profitability, a firm that is optimally positioned can generate superior returns (QuickMBA, 2013). A firm positions itself by leveraging its strengths, which ultimately fall into one of the two headings: cost advantage and

differentiation. Three generic strategies emanate from the application of a firm's strengths; cost leadership, differentiation and focus (Porter, 2010).

1.1.3. Concept of strategic positioning

Positioning appears to have evolved from market segmentation, targeting and market structure changes during the 1960s and the early 1970s (Kalafatis et al., 2000). Many practitioners consider positioning the most important task they have. This also explains the multitude of fields where the concept is implemented, for instance, in health, financial, education and retailing services. There is a consensus in the literature that there are many terms associated with the concept, including positioning, position, product positioning and market positioning.

Trout and Rivkin (2000) define strategic positioning as the art and science of fitting the product or service to one or more segments of the broad market in such a way as to set it meaningfully apart from competition. For them, the term does not refer to the product, but to the mind of the prospect. A brand, therefore, has a position only if it has competitors against which to compare itself, and the struggle to achieve such a distinct position has been referred to as 'the battle for the mind'. Ivy (2001) holds that positioning is the deliberate, proactive, iterative process of defining, modifying and monitoring consumer perceptions of a marketable object. That means it involves decisions at conceptual, strategic and operational levels, and involves several activities, like defining the dimensions of the perceptual space, measuring coordinates of objects within the space and modifying the perceptions of the consumer towards communication.

According to Gershon (2012), the ability to view the future in ways that differ significantly from the past, to realistically assess the resources required to achieve a new vision, and to facilitate the transition from the present are the necessary ingredients in developing a successful positioning strategy. Consequently, the importance of competitive advantage and distinctive competences as determinants of an organization's success and growth has increased tremendously in recent times (Njuguna, 2009). This increase in importance is due to the belief that the fundamental basis of above-average performance in the long-run is sustainable competitive advantage (Porter, 1980 & 1985).

From the foregoing, it is essential to invest in core strengths of the University at present so that the changes made now and in the future can benefit the University's students, staff, stakeholders and the entire society by strengthening the quality of its education, research and public service. When an organization can clearly articulate its perpetual location relative to those of other organizations in the industry, the complexities surrounding alternative decisions are significantly reduced (Gershon, 2012). However, studies hardly exist on strategies newly chartered public universities in Kenya are employing to position themselves in the face of intense competition for students and scarce resources. With specific reference to Laikipia University, the current study focused on factors that influenced strategic positioning of newly chartered public universities in the university training services value chain to survive the current competitive and operational issues they face, and become profitable and viable institutions in the long-term.

1.2. Statement of the problem

Recent rapid expansion of university education in Kenya has brought myriad challenges in service delivery and customer satisfaction by the universities. The many universities established in the country offer alternatives to students, implying that the newly chartered public universities have to compete against the older public and private universities for the available market share and scarce resources. Notable issues are that, mostly, the top management is new and lacks the necessary skills and experience, there is poor employee capacity and the universities lack capacity to undertake the development projects necessary for their strategic positioning. Government support to newly chartered public universities, which is very necessary at these crucial times, has also been declining. If these problems are not solved early enough, the newly chartered public universities will not be able to compete favourably for market share in the university training services value chain. This implies that they will not survive the current competitive and operational issues they face, and are likely to become unprofitable, non-viable institutions in the long-term. Consequently, strategic positioning of the affected institutions becomes necessary. However, studies hardly exist on strategies newly chartered public universities in Kenya were employing to position themselves in the face of intense competition for students and scarce resources to ensure their long-term survival and viability. With specific reference to Laikipia University, the current study, therefore, focused on establishing factors that

influenced the strategic positioning of newly chartered public universities in the market place in Kenya.

1.3. Objectives of the study

1.3.1. General objective

The broad objective of the study was to determine the factors that influenced strategic positioning of the newly chartered public universities in Kenya, with specific reference to Laikipia University.

1.3.2. Specific objectives

(i)   To determine the role of Laikipia University's senior management support on the strategic positioning of the University.

(ii)   To establish the relationship between employee capacity and the strategic positioning of Laikipia University.

(iii)   To establish how capacity for development contributes to strategic positioning of Laikipia University.

(iv)   To determine the role of government support in strategic positioning of Laikipia University.

1.3.3. Research Questions

The research sought to answer the following questions:

(i)   What was the role of Laikipia University's senior management in the University's strategic positioning?

(ii)   What was the relationship between employee capacity and the strategic positioning of Laikipia University?

(iii)   What was Laikipia University's capacity for development that contributed to its strategic positioning?

(iv)   What government support to Laikipia University enabled it to attain strategic positioning?

1.4. Significance of the study

Both the existing and future management teams of universities can use the findings of this study to understand and appreciate the role played by strategic positioning in delivering the strategic objectives of their institutions. The study also sheds light on factors that influenced the strategic positioning of newly chartered public universities in the Kenyan market. Specifically, Laikipia University and other universities in Kenya could use the findings to improve on the nature, organization and capital outlay of their present and future strategic decisions. The government and policy makers, like the CUE, will find the information useful in improving the regulation and operations of universities in Kenya to ensure maximum benefits to the students and other stakeholders. Generally, this study presents an increase in the body of knowledge on how strategic positioning can be adopted by universities in a manner that contributed short- and long-term gains to the institutions. Consequently, current and future scholars in the field of strategic management may use the findings of this research to understand the best positioning strategies that add value to the strategic intent of academic institutions.

1.5. Scope of the study

The study focused on evaluating the strategic positioning efforts at Laikipia University. The strategic positioning dimensions were evaluated from the perspective of the business and the people. The people perspective evaluated the relationship between senior management and other employees, the capacity of the various cadres of employees, the motivation levels of the employees and the general awareness levels among the employees on their roles in pursuing the mission, vision, strategic objectives and living the values of the University. Additionally, the researcher assessed the contributions of the strategic positioning efforts to the stakeholders of

Laikipia University and also evaluated the contributions to the long-term sustainability of the university programmes.

1.6. Limitations of the study

The study was limited by the fact that the researcher only targeted respondents from the academic, non-teaching and support staff fraternity of Laikipia University. However, a representative sample of the target population and comprehensive data collection instruments were devised to ensure the findings were applicable to Laikipia University as a whole.

1.7. Organization of the study

This thesis is structured as follows: the foregoing Chapter One provides the research background, research objectives, significance of the study, scope and the limitations encountered in the course of the study. Chapter Two presents literature review on strategic positioning and a conceptual framework. Chapter Three deals with the methodology employed in the study. Chapter Four presents the findings of the study while Chapter Five gives the summary, conclusions on the findings and recommendations for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

This Chapter documents scholarly views and contentions on the theories of strategic positioning and competitive adavantage. It also discusses the contemporary practice of strategic positioning in the global arena and the governance practices in Kenyan public universities. Additionally, the current strategic practices at Laikipia University are documented and, lastly, the conceptual framework of the study is presented.

2.2. Theories of strategic positioning

Prior to the 1990s, strategic management tended to focus on the interface between strategy and the external environment in which the organisation operated. However, during the 1990s, the emphasis shifted towards internal factors or the resource based view, which stressed the role of the organisation's resources and capabilities as the principal basis for its strategy where the organisation can exploit its unique collection of resources and competences to gain sustainable competitive advantage and in a way that is difficult for competitors to imitate (Mintzberg, 1994).

The strategic position is concerned with the impact on strategy of the external environment, internal resources and competences, and the expectations and influence of stakeholders. Together, a consideration of the environment, strategic capability, the expectations and the purposes within the cultural and political framework of the organisation provides a basis for understanding the strategic position of an organisation (Johnson and Scholes, 2002). It is important to take account of the future and to assess whether the current strategy is a suitable fit with the strategic position. If not, the organisation needs to determine what changes it needs to make and whether it is capable of effecting such changes (Arthur and Strickland, 2003).

The real art of understanding strategic positioning is in being aware of the linkages between these three aspects, how they change over time and how they can be integrated to create value. Johnson and Scholes (2002) point out that a successful organisation should find a way of operating such that environmental forces, organisational resources and competences, and

stakeholder expectations mutually reinforce one another. The crucial point to remember is that the best understanding of the strategic position counts for nothing unless the organisation can use the knowledge effectively to develop and implement a successful strategy (Nordberg, 2008).

In summary, the strategic position forms an integral part of the strategic management process. It informs the strategic choices that need to be made and subsequently implemented. There are three key aspects of strategic position, all of which have a powerful influence on the organisation's strategy: the external environment, the organisation's strategic capability in terms of its resources and competences, culture and ethical values of the organisation and stakeholder influences.

2.3. Theories of competitive advantage

A firm's relative position within its industry determines whether a firm's profitability is above or below the industry average. The fundamental basis of above average profitability in the long run is sustainable competitive advantage. Porter (1980) holds that there are two basic types of competitive advantage a firm can possess: low cost or differentiation. Porter (1980) contends that the two basic types of competitive advantage, combined with the scope of activities for which a firm seeks to achieve them, lead to three generic strategies for achieving above average performance in an industry: cost leadership, differentiation and focus.

The focus strategy has two variants; cost focus and differentiation focus. In cost leadership, a firm sets out to become the low cost producer in its industry. The sources of cost advantage are varied and depend on the structure of the industry. They may include the pursuit of economies of scale, proprietary technology, preferential access to raw materials and other factors. A low cost producer must find and exploit all sources of cost advantage. If a firm can achieve and sustain overall cost leadership, then it will be an above average performer in its industry, provided it can command prices at or near the industry average. In a differentiation strategy, a firm seeks to be unique in its industry along some dimensions that are widely valued by buyers. It selects one or more attributes that many buyers in an industry perceive as important, and uniquely positions itself to meet those needs. It is rewarded for its uniqueness with a premium price (Porter, 1985).

Mintzberg (1994) argues that the generic strategy of focus rests on the choice of a narrow competitive scope within an industry. The focuser selects a segment or group of segments in the industry and tailors its strategy to serving them to the exclusion of others. The focus strategy has two variants: in cost focus, a firm seeks a cost advantage in its target segment, while in differentiation focus a firm seeks differentiation in its target segment. Both variants of the focus strategy rest on differences between a focuser's target segment and other segments in the industry. The target segments must either have buyers with unusual needs or else the production and delivery system that best serves the target segment must differ from that of other industry segments. Cost focus exploits differences in cost behaviour in some segments, while differentiation focus exploits the special needs of buyers in certain segments.

2.3.1. Competitive advantage in service quality

Over the past two decades, quality has been heralded as the source of competitive advantage. Quality has gone through an evolution process, from an operational level to a strategic level. Some scholars have given strong support for the view that quality must be adopted as a strategic goal in organizations (Adam, 1992).

Porter (1980) categorized quality as a primary basis for differentiation strategy. Porter contends that firms adopting this strategy will uniquely position their products based on several attributes leading to a premium price. Porter specifically suggests that quality creates a differentiation point which separates, even insulates, a firm from competitive rivalry by creating customer loyalty as well as lowering price sensitivity. In this way, the firm will be protected from competitive forces that reduce profitability. Similarly, Philips et al. (1983) noted that, among the many sources of differentiation, quality was the approach that most often characterizes a differentiation strategy. That study also noted the conventional wisdom, that suggests an incompatibility between high quality products and low cost for the reason that quality usually requires more expensive materials and processes, which is not supported under a cost leadership regime. This school of thought, however, does not totally negate the link between high quality and low cost. Rather, it suggests that high quality products will eventually result in lower costs after the firm attains benefits on economies of scale via higher market share (Philips et al., 1983).

A second line of argument supports the link between quality and low cost. Deming (1982), with his quality improvement chain concept, argued that organizations can enhance their competitiveness by improving quality. This will result in cost reduction through eliminating scrap and rework. The concept of quality costs developed by Crosby (1979) provides explanations on the link between quality performance and cost reduction. The idea of quality cost suggests that any defective products (i.e., poor quality) will incur costs, commonly labeled as failure costs, which include the costs of rework and scrap. In the light of the link between quality performance and quality costs, firms need to devote their efforts on controlling processes to minimize defects in their outputs, which will also reduce the failure costs. In turn, this reduction will result in lower production costs and overall operation costs (Millar, 1999). This is because the improvement of quality performance will not only impact on one particular functional area (i.e., production) but also inter-functional areas within organizations (Mandal, 2000).

Several other studies have exemplified the link between quality performance and cost reduction. For example, Maani et al. (1994) showed that quality performance (in terms of scrap, rework and customer complaints) not only has a favourable impact on the operational variables but that its impact will also be apparent at the business performance level. The arguments for quality costs have been extended to the point where firms can achieve better financial performance by reducing failure costs rather than by improving sales (Harrington, 1987). This was evidenced in the 1980s when the lower price and higher quality of the Japanese products flooded global markets that had previously been dominated by Western companies (Raisinghani et al., 2005). This causal link between quality and cost is, therefore, different from that held in a classical economics theory, as was noted earlier. Here, quality is considered as directly inverse to cost. This seems to be compatible with a cost leadership strategy that seeks the lowest possible unit cost in production.

The chain of reactions starts with quality improvement, leading to cost reduction, which results in firms having the opportunity to offer high quality with low prices. In this way, firms will be rewarded with higher market share and a better competitive position in the market (Deming, 1982). Essentially, this school of thought holds that there is no conflict between quality and cost as opposed to the traditional view, which suggests that higher quality means higher costs.

Aside from the opposing arguments outlined above, several scholars have suggested the unification of differentiation and cost leadership brought by quality. Belohlav (1993), for instance, argued that attaining high quality performance allows firms to pursue not only a differentiation strategy, but also a cost leadership strategy. That study further suggested that quality bridges the two different perspectives of strategy into one dimension called the value dimension.

From a theoretical point of view, the foregoing argument allows the compatibility between cost leadership and differentiation strategies, which has been extensively debated in strategic management literature (Hill, 1988). Moreover, it is consistent with the demand for pursuing cumulative dimensions of performance (Noble, 1995). Specifically, Reed et al. (1996) show how quality simultaneously encompasses both differentiation and cost leadership. They argue that, by focusing on customer needs, quality is concerned with providing better products that satisfy the needs of customers. This is associated with differentiation strategy. At the same time, by focusing on internal processes, quality also leads organizations to reduce cost because of the elimination of defects and waste. This makes it compatible to cost leadership strategy. The implication of this notion is that competing on quality will provide firms with double advantages by providing customers with both differentiated products and lower costs (Ho et al., 2005).

2.3.2. Competitive advantage in technology and operations

The integration of technology with strategy is not enough, and technology management should involve the strategic guidance of technology as a source of sustainable competitive advantage (Werther et al., 1994). Failure may indeed begin when the very early stages of a project converge too quickly on an IT strategy. It may begin when not enough attention has been given to the market leader's use of IT and attention has been prematurely focused on requirements planning, systems design, project management, schedules and budgets. Hirschheim and Sabherwal (2001) observed that while it is important to align corporate and IT strategy, it is not unreasonable to suggest that, simultaneously, effective integration strategies depend upon an understanding of how competitors use this technology in support of their own company's strategic objectives. Learning how competitors use IT, however, is very challenging because a competitor's strategy may be difficult to observe, measure, and interpret. Consequently, some organizations may be

inclined to avoid an extensive analysis of their competitor's IT strategy and, thereby, limit their understanding by focusing inward on their own firm, their own supply chain, and their own customers (Cegielski et al., 2005). The challenge, then, is to avoid the temptation to move too quickly at the early stages and to take the time necessary to understand the competitive environment.

A good strategy focuses less and less on the product or the service itself, and more and more on the rendering of services, reputation and so forth. In developing the IT infrastructure, other factors play a role as well. These factors are, among other things: user-friendliness where, for instance, user friendliness is then enforced for every use at every place of work and even for function tests. This can also go in the direction of graphic presentations of data, the use of a mouse and the use of pull-up and down menus for the entering of data coding. User-friendliness requires computer capacity and may have consequences for the filling in of blueprints. Secondly, the cost control factor depends on the question as to whether intelligent terminals are being used, or not, at the workstation, on the installation of applications and the data storage at the workstation. Here the costs of hardware, communication and control should be weighed against each other. Thirdly, of consideration should be the hardware policy where different computer suppliers should be questioned whether it is sufficient to deal with just one specific supplier, because of the desired functionality and the choices made in the IT architecture. Products of different suppliers, however, cannot always be linked. Fourth, is the accessibility of systems where the organization needs to consider the transaction costs, availability and timeliness of accessing the facilities. Lastly, there should be consideration of the safety factor where, for instance, as information becomes more and more valuable, it becomes necessary to ensure its protection from unauthorized access and manipulations. In financial transactions, extremely large amounts of money are sometimes involved. The publicity of an attempt at electronic burglary alone may influence the image of the concerned institution (Parthasarthy and Sethi, 1992).

Hayes and Pisano (1988) contend that from a managerial point of view, firms can develop successful strategies through focusing not only on the product building block but extending their strategies for conveying their meanings also through other building blocks, e.g., by partner network, distribution channels, suppliers' and customers' relationships. This can reinforce the meaning itself by conveying it through different means. Second, is by conveying the meaning,

addressing the language not only to customers, but also to other and different stakeholders (e.g., suppliers, politicians, other companies of the same ecosystem and citizens). This calls for a differentiation of strategies and languages, customized for different users. Third, is by sensing the environment and understanding the signs, i.e., weak signals in order to imagine scenarios in advance. The managers need to imagine the future meanings and to study a strategy to assist in conveying them through building blocks. Fourth, is by drawing the current meaning or rather building a block matrix. This helps the manager to understand the structure of the company in terms of design and languages shown to the stakeholders. Fifth, is by deciding the action to be taken as regards these relationships. This assists the strategy manager to focus on the uncovered building blocks and the less-represented meanings, which assures the organization of a competitive advantage in the industry.

Congden (2005) notes that implementation of different systems is complicated due to the interconnectivity, complexity and implications of poor implementations. The implementation process either can help achieve benefits expected or derail performance throughout the system. A few key implementation considerations include redesigning the governance model to ensure the system serves its purpose when resources are tight and requests are many, but also ensures that it is not too slow nor does it focus on meaningless updates and roadblock reviews. Consequently, a new, more nimble governance model should be created around business processes and allow for continuous improvements. Miller (1986) argues that in the definition, innovation strategy of business model languages, companies have to face three main decisions. First, they have to choose between a proactive approach based on the proposal of new meanings and on the actions on new building blocks with old or new meanings and a reactive approach based on the languages already sensed and adopted in the market. Secondly, they have to determine the variety and heterogeneity of languages in their strategic portfolio (and the addressee of the languages, e.g., the customers and the suppliers). Thirdly, companies have to determine the range of building blocks where to act within the meaning of the innovation strategy.

Porter (1980) advocates for the open innovation strategy which, among other requirements, provides that challenge of innovation should be clear and important, have meaningful rewards, be competitive, and protect the core system while providing opportunities for collaboration and renovation of the innovation approach. That study also holds that market orientation and

technology leadership can give competitive advantage. Porter (1980) further contends that the pursuit of successful strategies, particularly strategy-technology integration, is associated with certain organizational conditions, including a relatively long period for implementation and a need for careful planning with clear mission and objectives. Congden (2005) also holds that the investment should be linked to the implementation of the firm's business strategy, and the role of technology should be defined in the strategy and, that, the top management should develop their knowledge about computer-based technologies. Lastly, measures should be taken to improve engineers' skills in computer-based technologies, provide on-going training to technical staff, and build a culture of innovation.

2.3.3. Competitive advantage in human resources

According to Brown (2001), adequate number of employees and effective training strategies that focus on an organization's intangible assets will have significant impact on the competitive advantage of any organization. Organization theory and person-environment fit has consistently demonstrated the need for congruity or fit between organization structure, process, technology and environment as well as between people and their organization. The reduced cost and increased capabilities of computer technology has triggered significant increases in the delivery of knowledge, which includes computer based training, web-based training, multimedia learning environments and e-learning.

Hitt et al. (2001) hold that advancement in technological training has provided organizations with a unique opportunity to focus on increased training of the people in their different business functions while not sacrificing the abundant amount of resources required for training strategies like in the past. This opportunity in technological innovation is now allowing organizations to provide more training across all boundaries of an organization. A greater commitment from department leaders in development of an innovative training strategy will allow organizations to ensure that knowledge creation, transfer and utilization is maximized and efficient at all levels of the organization.

Cegielski et al. (2005) suggest that the best practice in training includes moving resources around within sub-specialized areas, swapping application experts around to new applications, cross-

training between the employees and outsourcing for the improvement of existing applications to gain beneficial suggestions. There is also need to be careful not to do the outsourcing haphazardly to ensure the organization is building bench strength and giving opportunity for growth to its teams. Additionally, there is also need to find any opportunity to incorporate unique ways of sharing information where, for instance, the teams should hold internal training classes to the entire working force. This will allow them to compile documentation, hone their presentation skills and share knowledge, which helps to break down knowledge silos.

Liu and Barrar (2008) observe that organizations have gone so far as to teach a course at a state college that brings the students to their specific department, where they are attached in the department during the semester to learn about the processes and applications. This forces the training team to document information and present it in a format that is ideal for training and also establishes a potential pipeline of future talent that is somewhat familiar with your environment.

2.3.4. Competitive advantage in leadership quality

Several definitions of leadership have been given by different management writers. Rosenbach and Taylor (1989) describe leadership as an influence process directed at shaping the behaviour of others, which can be interpreted to mean that leadership is shaping the behaviour of others through influence. Schwartz (2012) describes leadership as the art of inspiring subordinates to perform their duties willingly, competently and enthusiastically. Consequently, a leader becomes one who, by example and talent, plays a directing role and commands influence over others. Simply, leadership could be described as getting others to follow or getting others to do things willingly. In management, leadership could be seen as the use of authority in decision making. Leadership could be exercised as an attitude of position, or because of personal knowledge and wisdom, or as a function of personality. Leadership could, therefore, be looked at from many perspectives but what is clear is that it is a relationship through which one person influences the behaviour of others towards the achievement of a common objective.

Luthans (2005) holds that, to attain competitive advantage of an organization, the leadership, more especially the top management, should perform two major functions: Firstly, they should create a strategic imperative acting in unison to showcase the need for change and involving

middle managers in the choice of fast projects. Secondly, they should manage the organization context by choosing project leaders who are likely to be successful while being able to balance power and monitoring of the projects, providing protection to the teams and managing the expectations of the rest of the organization.

Congden (2005) asserts that the roles of leadership in attaining competitive advantage include; teaching while learning, enforcing strategic consistency, oversight of the process and focus on key questions. For instance, the key questions leaders should ask before investing in a new venture include; do market characteristics justify the need? Is the project technically feasible? Is it easy for an organization to implement? Characteristics of leaders who can create competitive advantage include; credibility within the organization, well-honed tactical and implementation skills, sound knowledge of the organization and people within it, and good relationship with the middle managers across the organization and other stakeholders.

2.4. Global approaches to strategic positioning

Scholars have come up with different strategic models that explain the various approaches used by firms in strategic positioning. These are elaborated on in the following sub-sections.

2.4.1. Emergent strategy model (ESM)

Mintzberg (1994) proposed the ESM, whereby very few strategies will result in outcomes exactly as planned. Instead, Mintzberg argues that strategy will emerge and develop over time as the strategy evolves. It will result in intended, realised and emergent strategies. Consequently, the strategic position of a firm will emerge with time as the strategic planning process evolves.

2.4.2. Rational strategy model (RSM)

Johnson and Scholes (2002) proposed the RSM, which shows the strategic positioning as a derivative of the strategic planning processes of analysis, choice and implementation of market sensitive strategic objectives.

2.4.3. Incrementalism strategy model (ISM)

Porter (2010) proposed other approaches to strategic planning, which include the ISM that supports the view that strategy delivery should be based on small (incremental) changes over time rather than a limited number of extensive planned strategies. Essentially, therefore, Porter (2010) suggests that the strategic position of any firm would be attained in phases and should be based on small incremental changes over time.

2.4.4. Other strategy models

Moon (2011) suggests that, in most contemporary organizations, there is no planned strategy approach. The management should grab opportunities as and when they are identified. Moon, therefore, adopts the three lenses approach to strategic planning, which includes strategic lenses, design and experience, and ideas. Consequently, Moon (2011) contends that the strategic positioning process should seek to attain strategic objectives related to market segmentation, cost of goods and services, and creation of customer relationships through all the three lenses.

2.5. Governance of public Universities in Kenya

A more recent trend that has affected universities in Kenya and Africa as a whole in terms of their attitudes towards their autonomous aspirations, has been the pressure on educational budgets occasioned by the fact that the economies of the continent have not grown rapidly as was originally anticipated. As the economic conditions have deteriorated, governments have become less benevolent towards their universities than in the earlier times. The impressive expansion of student numbers in many countries in the past decade or so has been achieved without a proportionate rise in resources available to higher education. Because of the decline in per capita funds, universities have been forced to curtail expenditures which they would have liked to deploy in such areas as staff development, books, postgraduate training and equipment. Financial austerity exacerbates a climate of dependence, which is not hospitable to the pursuit of institutional autonomy or individual freedoms (Wiklund and Wiklund, 1999).

Although the expansion and management of university education through government involvement has been widespread in many countries of the Eastern and Southern Africa region,

Kenya represents perhaps the most extreme version of this phenomenon (Sifuna, 1998). Through a chain of Presidential directives, policy statements and the requiremnets of the Universities Act 2012 Laws of Kenya, there has resulted establishment of twenty two fully-fledged public universities and several university colleges in the country within the last decade.

Government involvement in universities' affairs has also extended to administrative matters like strategic management as well as the admission of students. Government's direct intervention in university affairs is done in the backdrop of the fact that, in Kenya as in other Commonwealth African countries, an intermediary body, the CUE needs to be involved in matters relating to university development (CHE, 2012; Universities Act 2012 Laws of Kenya).

2.6. Strategic practices at Laikipia University

At Laikipia University, there is overreliance on government support. This overdependence is not paying dividends for the third year running because government capitation has been about 30% of the University's budget (Ogana, 2012). The scenario may not change in the short- and medium-term due to the fact that the field of public universities is getting crowded and the government of Kenya is emphasizing on the introduction of sustainable programmes at all public universities (CHE, 2012). The management of Laikipia University, therefore, has no choice but to refocus its energies on other sources of financing if it is to realize its mission and vision.

The main areas that the management of Laikipia University is currently evaluating to increase sources of financing include customer segments. Here, the University is re-evaluating its target clients besides the JAB students, with a view to introducing new courses and programmes that can expand its market share. Secondly, Laikipia University is recreating its value propositions by trying to be clearer on the customer problems that they seek to satisfy with a view of matching customer needs with their range of products and services, and give the clients value for their money. Thirdly, Laikipia University is assessing the effectiveness of its channels in delivering goods and services to customers through communication, distribution and proper sales mechanisms. Fourthly, is the renewal of customer relationships through mapping of the customer segments and choosing a target market on which to focus. Fifthly, is classification of the revenue streams by ensuring that the revenues result from value propositions that have been successfully offered to customers. Sixth, is the identification of key resources in terms of ensuring that the

University acquires the assets required to offer and deliver the value propositions to the target market. Lastly, Laikipia University is seeking to create strategic partnerships through outsourcing of services and creation of learning centres in partnership with other institutions far and wide within Kenya and even across borders (Ogana, 2012).

2.7. Conceptual framework

Factors determining strategic   **Intervening variables**   **Dependent variable**

positioning of public universities
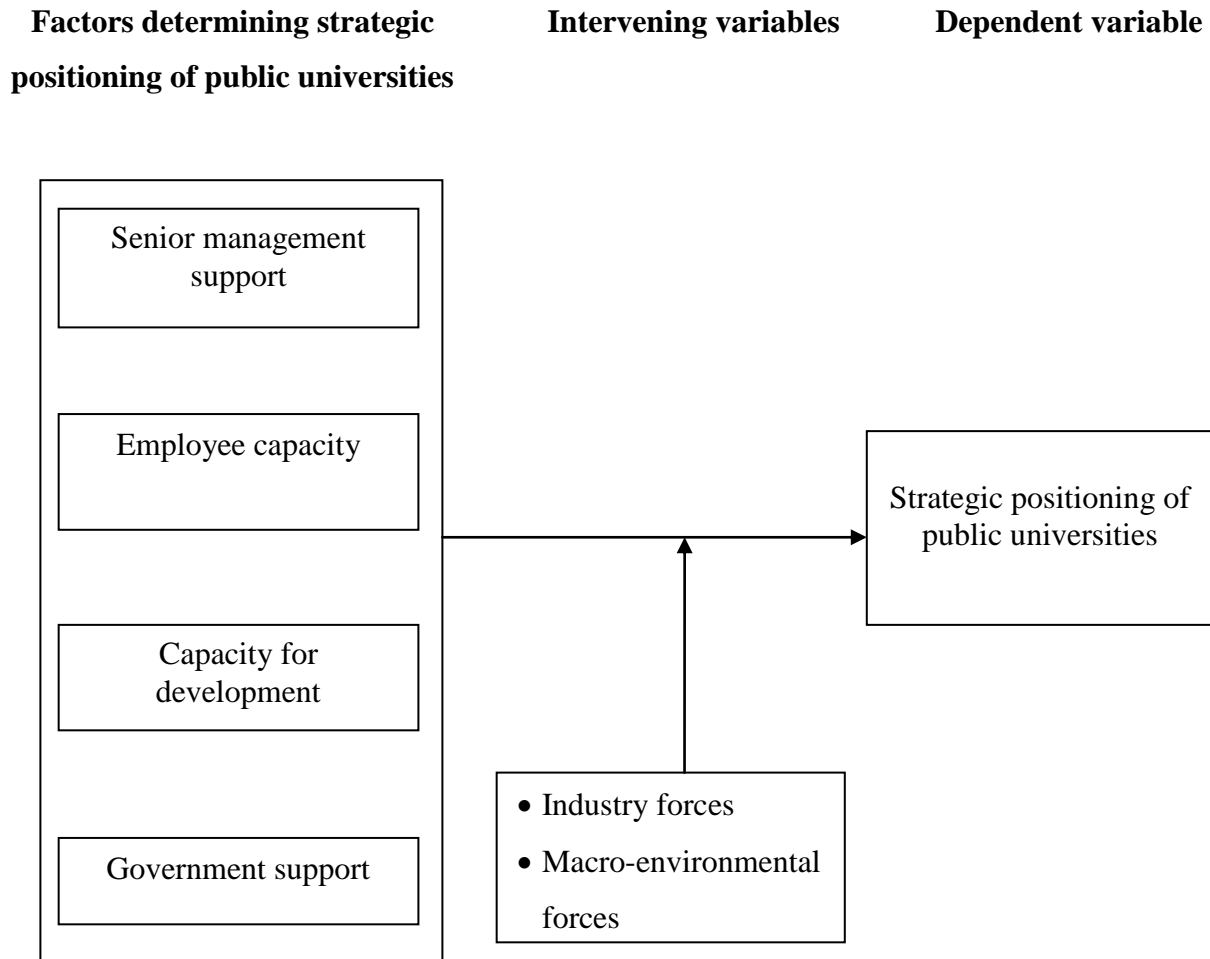
Figure 1. Conceptual framework of the study (Source: Author, 2013)

The independent variables in the study will be the support of senior management of the university, employee capacity, public universities' capacity for development and government support. The dependent variable will be the strategic position of public universities. The variables in the conceptual framework are discussed in the subsequent sub-sections below.

2.7.1. Senior management support

This refers to the commitment, involvement and resources that the university's senior management devote to their work. The resources and internal cooperation required for the

attainment of strategic positioning generally come when senior management provides appropriate leadership of the university.

2.7.2. Employee capacity

Employees are the primary producers of output for the customers. The workforce is, therefore, an important player in service delivery that contributes to the strategic position of a university. Their cooperation, personal commitment, involvement, training and empowerment during the development of the strategic position determines its successful attainment and sustenance.

2.7.3. Capacity for development

This is the availability of resources, and the efficiency and effectiveness with which the university will deploy those resources to identify and pursue its strategic positioning. Obstacles that prevent the University from realizing its goals need to be tackled.

2.7.4. Government support

This is the availability and continuance of support from the government in terms of funding, human resource development and material resources that will add to the available resources. Government policies and regulations that enhance university education are also part of this variable.

2.7.5. Intervening variables

The intervening variables will be the aspects of the external environment of macro-environment that affect all firms (i.e., political, economic, social and technological forces) and micro-environment that affect only firms in a particular industry (i.e., barriers to entry, customers, suppliers, substitute products and rivalry among competitors) that exist in the Kenyan education market.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1. Introduction

This Chapter describes the research design used and the reason for choosing the design, the site of the study, the target population, and sampling and sampling procedures. It also explains the data collection instruments and how the instruments were pre-tested, the validity and reliability of data collected as well as data collection techniques. Finally, the Chapter discusses how the data collected was analyzed, and data management and ethical considerations in conducting the research.

3.2. Research design

This study used descriptive survey design in which opinions of the University's teaching and non-teaching staff were sought. Emphasis was placed on the full analysis of the strategic positioning practices at Laikipia University. The data collected was both quantitative and qualitative in nature. Mugenda and Mugenda (1999) describe a survey design as an attempt to collect data from members of a population to determine the current status of that population with respect to one or more variables. The design was chosen because it was an efficient method of collecting descriptive data regarding characteristics of a sample of a population, its current practices, conditions or needs. It is the most appropriate to measure characteristics of large populations. The design was also used because it allows the researcher to gather information regarding the respondents' opinions, perceptions, behaviour, attitudes, values and views in a highly economical way. The design can be used for exploring the existing status of two or more variables at a given point in time. The study constructed questions that solicited the desired information related to strategic positioning of Laikipia University to survive the current intense competitive and operational issues in the higher education market place. Usage of this design contributed to accurate and fair interpretation of the results. It also provided a very focused and valuable insight on the contributions of the strategic positioning processes to the attainment of the strategic intent of Laikipia University, which hitherto had been vaguely understood.

3.3. Location of the study

The study was undertaken at Laikipia University Campuses. The Main Campus, Laikipia, in Laikipia County, is located 50 km from Nakuru town on Nakuru-Nyeri highway via Subukia. The other three University campuses are Maralal, Naivasha and Nyahururu Town.

3.4. Target population

The target population of the study was the 419 academic and non-academic staff of Laikipia University. These included 7 associate professors, 6 senior lecturers, 35 lecturers, 30 assistant lecturers, 9 technician, 167 adminstrative staff and 165 support staff. These employees were targeted because they were aware of the strategic position of the University and mostly gave genuine and objective views on the strategic positioning processes.

3.5. Sampling and sampling procedures

To ensure all categories of staff were represented in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. The employees were categorised into three strata of senior management (i.e., Top management, Deans/ Directors, Chairpersons/ Heads of Departments and Co-ordinators), lecturers and non-teaching staff (Grades V-XIV) and support staff (Grades I-IV. Since the target population, N, was known, the study adopted the formula of Israel (1992) as shown in equation 1 below, to determine the sample size, n, of survey respondents:

$$n = \frac{N}{1 + N(e)^2}$$

(Equation 1)

where n is the optimum sample size, N the number of staff at Laikipia University, e the probability of error (i.e., the desired precision, e.g., 0.05 for 95% confidence level). For example, Laikipia University currently has 419 members of staff, implying n was approximately 205 as derived in equation 2 below:

$$n = \frac{419}{1+419(0.05)^2} \approx 205$$

<div align="right">(Equation 2)</div>

Using proportionate sampling, the sample size consequently comprised 22 senior management and senior lecturers, 102 lecturers and non-teaching staff (Grades V-XIV), and 81 support staff (Grades I-IV), to make a total of 205 employees that were interviewed as shown in Table 1 below.

Table 1. Sampling frame for the study

Population Category	Laikipia University Staff	Sample Size	Percentage of population
Senior Management	44	22	10.7
Lecturers and Non-teaching staff (Grades V-XIV)	210	102	49.8
Support staff (Grades I-IV)	165	81	39.5
Total population	**419**	**205**	**100.0**

Source: Author (2013).

3.6. Data collection instruments

The researcher developed sets of structured and semi-structured questionnaires that were used to collect primary data from all the selected respondents. Questionnaires were prefered because of the simplicity in their administration, scoring of items and analyzes (Ary, 1979). The items in the questionnaires were based on the research objectives. A literature search was conducted to obtain secondary information from reports and documents in the University and other relevant sources.

3.7. Pilot study

A pilot study to test the survey instruments was undertaken with 10 randomly selected potential respondents. The pilot study respondents were excluded from the final study. The contents of the pilot study questionnaires were then used to facilitate the changes and modification of the

questions for improvement of the survey instruments and the procedure for the actual data collection for the final study.

3.8. Validity

Validity is the extent to which the study actually investigates what it claims to investigate (Mason, 2002). The researcher sought expertise from the supervisor to ensure that data in the survey instruments actually measured what the researcher intended to capture.

3.9. Reliability

Reliability refers to the extent to which the data collection techniques or analyses will yield consistent findings (Orodho, 2003). The test and retest process was used to establish the reliability of the data collection instruments. At the pilot study stage, the constructed questionnaires were distributed at intervals more than once to the same group of persons, to discover how consistent each element of the group was in the scoring of the survey instrument. The researcher subsequently revised all the questions very carefully to avoid ambiguous and unclear questions.

3.10. Data collection techniques

The researcher personally administered the questionnaires to the selected survey respondents in order to assist the respondents in case of problems when answering the questionnaires and to ensure that the exercise took the shortest time possible. The researcher made prior arrangements with the management of the various departments to ensure smooth administration and collection of filled in questionnaires. Additionally, secondary data was obtained by the researcher from records and documents at Laikipia University's Main Campus offices, books, journals, periodicals and the internet.

3.11. Data analysis

Descriptive statistics was used in the analysis of quantitative data. Data analysis began with editing, coding and tabulation of the data according to the research questions. The data was then entered into the computer using the SPSS (Version 17.0) computer software for analyses.

Frequency tables, bar graphs, means and percentages were used to present the information. Pearson correlation analyses were done to establish the significance of the findings and strengths of relationships between variables. Qualitative data was analyzed using content analysis of the written or recorded material drawn from personal expressions of the survey respondents.

3.12. Data management and ethical considerations

The data collected was handled confidentially and only used for the purpose of this study. The survey respondents were assured of the data confidentiality and given a leeway to participate voluntarily in the provision of information. The survey respondents were also free to withdraw if the nature of the questions was contrary to their value systems and beliefs.

CHAPTER FOUR
RESEARCH FINDINGS

4.1. General Information

This Chapter discusses the findings of the study. It highlights the support of senior University management, the leadership skills of senior management and provision of resources and the workplace, employee capacity and capacity of the University to undertake development. This Chapter also discusses the requisite government support to enable the University to attain strategic positioning. Lastly, the Chapter presents a SWOT analysis of the University.

4.2. Senior Management Support

Support of senior management of the University is essential for sustainable competitive advantage of any organization. This is because senior management is at the conceptual and strategic levels that guide policy decisions and control resources of the University. If senor management leadership skills are good, it can provide competitive advantage but loss if inadequate. Senior management also determines behaviour in the workplace. It is, however, important to first understand the general characteristics of senior management in order to determine their influence on strategic positioning of the University.

4.2.1. General characteristics of senior management

The general biographical characteristics of the survey respondents from senior management of the University are presented in Table 2 below. Males dominated (72.7%) the senior management of the University, a finding which was in agreement with that of Manyasi *et al.* (2011). Those married were the majority (86.4%) while the singles accounted for about 13.6% of the survey respondents. The age category of 46-55 years was predominant (40.9%) and the least 31-35 years of age (9.1%). Most of the survey respondents from senior management of the University had doctorate degrees (40.9%) followed by those with masters degrees (36.4%) and diploma (9.1%). Majority of them were administrators in specialized fields, e.g., catering, medical, transport, procurement and security, followed by associate professors (27.3%), and the least (9.1%) being senior lecturers. Most (81.8%) of the senior management of the University survey respondents

were permanent and pensionable in employment. The chairpersons and heads of departments were the majority (45.5%) while the top management constituted 13.6% of the respondents. The survey respondents who had over 16 years in University employment were predominant (50.0%).

Table 2. General biographical characteristics of the survey respondents from senior management of the University

Variable	Aspect	Frequency	%
Gender	Male	16	72.7
	Female	6	27.3
	Total	22	100.0
Marital status	Single	3	13.6
	Married	19	86.4
	Total	22	100.0
Age (years)	31-35	2	9.1
	36-45	8	36.4
	46-55	9	40.9
	56-65	3	13.6
	Total	22	100.0
Highest level of education	Diploma	2	9.1
	First degree	3	13.6
	Masters	8	36.4
	Doctorate	9	40.9
	Total	22	100.0
Position/ Rank	Associate Professor	6	27.3
	Senior Lecturer	2	9.1
	Administrator in professional field	14	63.6
	Total	22	100.0
Terms	Permanent and Pensionable	18	81.8
	Contract	4	18.2
	Total	22	100.0
Role in the University	Top Level Management	3	13.6
	Dean/ Director	6	27.3
	Chairman/ Head of Department	10	45.5
	Other	3	13.6
	Total	22	100.0
Experience in University service (years)	1-5	7	31.8
	6-10	2	9.1
	11-15	2	9.1
	≥16	11	50.0
	Total	22	100.0

4.2.2. Senior management leadership

Table 3 below indicates the opinions of the survey respondents from senior management on senior management leadership in the University while Table 4 shows the means, modes, medians and standard deviations of their responses. Majority of the survey respondents (54.5%) agreed that the senior management believed in the vision and mission of the University. Most of the respondents (68.2%) also agreed that the senior management of the University inspired stakeholders to attain the vision and mission of the University. Similarly, majority of them agreed that the University's leadership believed in the core values (50.0%) and the strategic objectives (59.1%) of the University. The foregoing results are supported by the means, modes, medians and standard deviations as indicated in Table 4. These findings concured with those of shamir *et al*. (1993).

Table 3. Opinions of the survey respondents from senior management on senior management leadership in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
The leadership believed in the University's vision and mission	*f*	5.0	12.0	4.0	1.0	0.0	22.0
	%	22.7	54.5	18.2	4.5	0.0	100.0
The leadership inspired stakeholders to attain the University's vision and mission	*f*	1.0	15.0	1.0	2.0	3.0	22.0
	%	4.5	68.2	4.5	9.1	13.6	100.0
The leadership believed in the University's core values	*f*	4.0	11.0	5.0	1.0	1.0	22.0
	%	18.2	50.0	22.7	4.5	4.5	100.0
The leadership believed in the University's strategic objectives	*f*	3.0	13.0	4.0	1.0	1.0	22.0
	%	13.6	59.1	18.2	4.5	4.5	100.0

Table 4. Means, modes, medians and standard deviations (SD) of opinions of senior management survey respondents (n=22) on senior management leadership in the University

Variable	Mean	Mode	Median	SD
The leadership believed in the University's vision and mission	2.09	2.00	2.00	0.92
The leadership inspired stakeholders to attain the University's vision and mission	2.59	2.00	2.00	1.18

The leadership believed in the University's core values		2.27	2.00	2.00	0.99	
The leadership believed in the University's strategic objectives		2.27	2.00	2.00	0.94	

Table 5 presents the opinions of the teaching and non-teaching staff survey respondents on the leadership of senior management in the University while Table 6 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents agreed that they received useful and constructive feedback from their supervisors (36.2%) and had the opportunity to participate in the University's goal setting process (39.2%). These findings were in agreement with reports by Muindi (2011). Further, most of the respondents (36.3%) agreed that employee performance evaluations were fair and appropriate. About, correspondingly, 45.1%, 40.2% and 45.1 % of the respondents also agreed that performance standards in the University were high, that supervisors gave them praise and recognition when they did a good job and that senior management in the University guided activities that ensured improved performance (Table 5). Respectively, approximately 28.4% and 41.2% of the survey respondents, however, disagreed that everybody was treated fairly in the University and that senior management shared daily experiences with employees. Additionally, majority (26.5%) of the survey respondents agreed, were not sure and disagreed that poor performance was addressed throughout the University. Most of them agreed that senior management of the University was held accountable for achieving results (40.8%) and that job performance was measured to ensure all employees were achieving desired goals (41.2%). The foregoing results are confirmed by the means, modes, medians and standard deviations shown in Table 6 below.

Table 5. Opinions of the teaching and non-teaching staff survey respondents on leadership of senior management in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	**Agreed**	**Not sure**	**Disagreed**	**Strongly agreed**	
I received useful and constructive feedback from my supervisor	*f*	21.0	62.0	4.0	9.0	6.0	102.0
	%	7.8	36.2	22.5	26.5	6.9	100.0
I had opportunity to participate in the University's goal setting process	*f*	13.0	40.0	7.0	27.0	15.0	102.0
	%	12.7	39.2	6.9	26.5	14.7	100.0

Variable							
Employee performance evaluations were fair and appropriate	f	8.0	37.0	23.0	27.0	7.0	102.0
	%	7.8	36.3	22.5	26.5	6.9	100.0
Performance standards were high	f	11.0	46.0	14.0	27.0	4.0	102.0
	%	10.8	45.1	13.7	26.5	3.9	100.0
My supervisor gave me praise and recognition when I did a good job	f	20.0	41.0	3.0	28.0	10.0	102.0
	%	19.6	40.2	2.9	27.5	9.8	100.0
Senior management guided activities that ensured improved performance	f	10.0	46.0	15.0	18.0	13.0	102.0
	%	9.8	45.1	14.7	17.6	12.7	100.0

Table 6. Means, modes, medians and standard deviations (SD) of opinions of teaching and non-teaching staff survey respondents (n=102) on senior management leadership in the University

Variables	Mean	mode	median	SD
I received useful and constructive feedback from my supervisor	2.19	2.00	2.00	1.05
I had opportunity to participate in the University's goal setting process	2.19	2.00	2.00	1.33
Employee performance evaluation were fair and appropriate	2.88	2.00	3.00	1.10
Performance standards in the University were high	2.68	2.00	2.00	1.10
My supervisor gave me praise and recognition when I did a good job	2.68	2.00	2.00	1.33
Senior management guided activities that ensured improved performance	2.78	2.00	2.00	1.22
Everybody was treated fairly in the University	3.47	4.00	4.00	1.21
Senior management shared daily experiences with employees	3.74	4.00	4.00	1.06
Poor performance was effectively addressed throughout the University	3.14	2.00	3.00	1.16
Senior management was held accountable for achieving results	2.71	2.00	2.00	1.15
Job performance was measured to ensure all staff were achieving desired goals	2.74	2.00	2.00	1.11

Table 7 shows the opinions of the support staff survey respondents on the leadership in the University while Table 8 presents the means, modes, medians and standard deviations of their responses. Majority of the respondents strongly agreed that they received useful and constructive feedback from their supervisors (42.2%), that they had the opportunity to participate in the goal setting process for their departments (50.6%), that their supervisors mentored them (38.3%) and that their supervisors made decisions wisely (48.1%). These findings were in agreement with those of Oshagbemi (2003). Further, most of the support staff survey respondents (43.2%) agreed that employee performance evaluations were fair and appropriate. About 27.2% of them agreed that everybody was treated fairly in the University, that their supervisors guided activities that ensured improved performance 54.3% and 46.9% agreed that performance standards were high in the University (Table 7). Additionally, majority of the survey respondents agreed that; poor performance was effectively addressed throughout their departments (40.7%), their supervisors

gave them praise, appreciation and recognition when they did a good job (46.9%) and their supervisors appreciated them individually (42.0%). Further, most of the survey respondents agreed that; their supervisors shared daily experiences with them and their colleagues (43.2%), their supervisors were held accountable for achieving desired results (48.1%), job performance was measured to ensure all staff were achieving desired goals and meeting expectations (40.7%) and senior management believed in continous improvement (45.7%). Additionally, majority of them agreed that senior management enjoyed credibility within the University (42.0 %) and that senior management had good tactical and implementation skills (39.5%). About 29.6% of the survey respondents agreed that senior management had sound knowledge of the University and its workers while 32.1% strongly agreed that senior management enjoyed good working relationship with students in the University. Conversely, 30.9% of them disagreed that senior management enjoyed good working relationship with stakeholders outside the University. The means, modes, medians and standard deviations indicated in Table 8 support the results presented above.

Table 7. Opinions of the support staff survey respondents on leadership of senior management in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I received useful and constructive feedback from my supervisor	*f*	34.0	29.0	4.0	9.0	5.0	81.0
	%	42.2	35.8	4.9	11.1	6.2	100.0
My supervisor mentored me	*f*	26.0	31.0	14.0	8.0	2.0	81.0
	%	32.1	38.3	17.3	9.9	2.5	100.0
My supervisor made decisions wisely	*f*	26.0	39.0	8.0	5.0	3.0	81.0
	%	32.1	48.1	9.9	6.2	3.7	100.0
I had opportunity to participate in the goal setting process of my department	*f*	13.0	41.0	5.0	14.0	5.0	81.0
	%	16.0	50.6	6.2	17.3	6.2	100.0
Employee performance evaluations were fair and appropriate	*f*	13.0	35.0	17.0	11.0	5.0	81.0
	%	16.0	43.2	21.0	13.6	6.2	100.0
Everybody was treated fairly in the University	*f*	13.0	22.0	22.0	15.0	9.0	81.0
	%	16.0	27.2	27.2	18.5	11.1	100.0
My supervisor guided activities that ensured improved performance	*f*	15.0	44.0	5.0	10.0	7.0	81.0
	%	18.5	54.3	6.2	12.3	8.6	100.0
Performance standards in the University were high	*f*	16.0	38.0	11.0	10.0	6.0	81.0
	%	19.8	46.9	13.6	12.3	7.4	100.0
Poor performance was effectively addressed throughout the department	*f*	12.0	33.0	11.0	15.0	10.0	81.0
	%	14.8	40.7	13.6	18.5	12.3	100.0
My supervisor gave me praise, appreciation and recognition when I did a good job	*f*	23.0	38.0	3.0	11.0	6.0	81.0
	%	28.4	46.9	3.7	13.6	7.4	100.0
My supervisor appreciated me individually as a person	*f*	29.0	34.0	6.0	5.0	7.0	81.0
	%	25.8	42.0	7.4	6.2	8.6	100.0
My supervisor shared daily experiences with me and my colleagues	*f*	14.0	35.0	12.0	8.0	12.0	81.0
	%	17.3	43.2	14.8	9.9	14.8	100.0
My supervisor was held accountable for achieving desired results	*f*	16.0	39.0	22.0	0.0	4.0	81.0
	%	19.8	48.1	27.2	0	4.9	100.0
Job performance was measured to ensure all staff were achieving desired goals and meeting expectations	*f*	21.0	33.0	17.0	8.0	2.0	81.0
	%	25.9	40.7	21.0	9.9	2.5	100.0
Senior management believed in continous improvement	*f*	20.0	37.0	12.0	7.0	5.0	81.0
	%	24.7	45.7	14.8	8.6	6.2	100.0
Senior management enjoyed credibility within the University	*f*	22.0	34.0	19.0	5.0	1.0	81.0
	%	27.2	42.0	23.5	6.2	1.2	100.0
Senior management had good tactical and implementation skills	*f*	7.0	32.0	17.0	20.0	5.0	81.0
	%	8.6	39.5	21.0	24.7	6.2	100.0

Senior management had sound knowledge of the University and its workers	_f_	19.0	24.0	13.0	15.0	10.0	81.0
	%	23.5	29.6	16.0	18.5	12.3	100.0
Senior management enjoyed good working relationship with workers across the University	_f_	16.0	13.0	16.0	25.0	11.0	81.0
	%	19.8	16.0	19.8	30.9	13.6	100.0
Senior management enjoyed good working relationship with external stakeholders	_f_	26.0	18.0	14.0	17.0	6.0	81.0
	%	32.1	22.2	17.3	21.0	7.4	100.0
Senior management enjoyed good working relationship with students in the University	_f_	23.0	30.0	14.0	5.0	9.0	81.0
	%	28.4	37.0	17.3	6.2	11.1	100.0

Table 8. Means, modes, medians and standard deviations (SD) of opinions of the support staff survey respondents (n=81) on senior management leadership in the University

Variable	Mean	mode	median	SD
I received useful and constructive feedback from my supervisor	2.04	2.00	2.00	1.22
My supervisor mentored me	2.12	2.00	2.00	1.05
My supervisor made decisions wisely	2.01	2.00	2.00	1.01
I had opportunity to participate in the goal setting process of my department	3.17	2.00	2.00	3.89
Employee performance evaluations were fair and appropriate	2.51	2.00	2.00	1.11
Everybody was treated fairly in the University	2.81	2.00	3.00	1.24
My supervisor guided activities that ensured improved performance	2.38	2.00	2.00	1.18
Performance standards in the University were high	2.41	2.00	2.00	1.16
Poor performance was effectively addressed throughout the department	2.73	2.00	2.00	1.28
My supervisor gave me praise, appreciation and recognition when I did a good job	2.25	2.00	2.00	1.22
My supervisor appreciated me as a person	2.10	2.00	2.00	1.21
My supervisor shared daily experiences with me and my colleagues	2.62	2.00	2.00	1.30
My supervisor was held accountable for achieving desired results	2.22	2.00	2.00	0.94
Job performance was measured to ensure all staff were achieving desired goals and meeting expectations	2.22	2.00	2.00	1.03
Senior management believed in continuous improvement	2.26	2.00	2.00	1.12
Senior management enjoyed credibility within the University	2.12	2.00	2.00	0.93
Senior management had good tactical and implementation skills	2.80	2.00	3.00	1.10
Senior management had sound knowledge of the University and its workers	2.61	2.00	2.00	1.35
Senior management enjoyed good working relationship with workers across the University	3.02	4.00	3.00	1.35
Senior management enjoyed good working relationship with external stakeholders	2.49	1.00	2.00	1.33
Senior management enjoyed good working relationship with students	2.35	2.00	2.00	1.27

Table 9 below presents opinions of the teaching and non-teaching staff survey respondents on the commitment of senior management to the affairs of the University while Table 10 indicates the means, modes, medians and standard deviations of their responses. Majority of the survey respondents (33%) agreed that senior management recognized its duty as being to enhance performance of the workforce. Further, most of the respondents (38.2%) agreed that senior management was loyal to ensuring that improved performance was achieved. Moreover, about 29.4% of the respondents agreed that senior management believed in continuous improvement in performance. However, a relatively large proportion (28.4%) disagreed that the University's policies for promotion and advancement were always adhered to. Table 10 presents the means, modes, medians and standard deviations that support the foregoing results.

Table 9. Opinions of teaching and non-teaching staff survey respondents on senior management commitment to managing the affairs of the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
Senior management recognized that it was its duty to enhance performance of the workforce	*f*	27.0	33.0	15.0	23.0	4.0	102.0
	%	26.5	32.4	14.7	22.5	3.9	100.0
Senior management was loyal to ensuring that improved performance was achieved	*f*	12.0	39.0	20.0	20.0	11.0	102.0
	%	11.8	38.2	19.6	19.6	10.8	100.0
Senior management believed in continuous improvement in performance	*f*	24.0	30.0	19.0	18.0	11.0	102.0
	%	23.5	29.4	18.6	17.6	10.8	100.0
The University's policies on promotion and advancement were always adhered to	*f*	8.0	20.0	25.0	29.0	20.0	102.0
	%	7.8	19.6	24.3	28.4	19.6	100.0

Table 10. Means, modes, medians and standard deviations (SD) of opinions of teaching and non-teaching staff respondents (n=102) on senior management commitment to managing the affairs of the University

Variable	Mean	Mode	Median	SD
Senior management recognized that it was its duty to enhance performance of the workforce	2.45	2.00	2.00	1.22
Senior management was loyal to ensuring that improved performance was achieved	2.79	2.00	2.50	1.21
Senior management believed in continuous improvement in performance	2.63	2.00	2.00	1.31
The University's policies on promotion and advancement were always adhered to	3.32	4.00	3.00	1.22

Table 11 below indicates the opinions of the support staff survey respondents on the commitment of senior management to managing the affairs of the University while Table 12 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents (71.6 %) agreed that senior management recognized it that was its duty to enhance performance of the workforce. Further, most of them (54.3%) agreed that senior management was loyal to ensuring that improved performance was achieved. Additionally, about 45.7% of the survey respondents agreed that senior management believed in continuous improvement in performance. However, about 30.6% of the survey respondents disagreed that the University's policies on promotion and advancement were always adhered to in the departments. The means, modes, medians and standard deviations in Table 12 confirm the results presented above.

Table 11. Opinions of support staff survey respondents on senior management commitment to managing the affairs of the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	**Agreed**	**Not sure**	**Disagreed**	**Strongly agreed**	
My supervisor recognized that it was his/ her duty to enhance performance of the workforce	*f*	10.0	58.0	7.0	3.0	3.0	81.0
	%	12.3	71.6	8.6	3.7	3.7	100.0
My supervisor was loyal to ensuring that improved performance was achieved	*f*	17.0	44.0	13.0	3.0	4.0	81.0
	%	21.0	54.3	10.0	3.7	4.9	100.0
My supervisor believed in continuous improvement in performance	*f*	21.0	37.0	11.0	10.0	2.0	81.0
	%	25.9	45.7	13.6	12.3	2.5	100.0
The University's policies for promotion and advancement were always adhered to in the department	*f*	11.0	23.0	7.0	15.0	25.0	81.0
	%	13.6	28.4	8.6	18.5	30.6	100.0

Table 12. Means, modes, medians and standard deviations (SD) of opinions of support staff survey respondents (n=81) on senior management commitment to managing the affairs of the University

Variable	Mean	mode	median	SD
My supervisor recognized that it was his/ her duty to enhance performance of the workforce	2.15	2.00	2.00	0.82
My supervisor was loyal to ensuring that improved performance was achieved	2.17	2.00	2.00	0.97
My supervisor believed in continous improvement in performance	2.20	2.00	2.00	1.04
The University's policies on promotion and advancement were always adhered to in the department	3.25	3.00	5.00	1.49

Generally, the survey respondents indicated that the senior management of the University required training on soft skills to improve their quality of leadership. To achieve this, the survey respondents recommended continuous training and exposure through short professional courses, sensitisation workshops and seminars on leadership, and insistence on measurable output based on sound leadership. The survey respondents also adviced that there should be regular meetings between the senior management of the University and staff to enhance communication within the University, and benchmarking with other universities in the country and the region on leadership skills. Further, the survey respondents felt that the management of the the University should treat and consider its internal stakeholders (i.e., employees) indescriminately in all respects just like the external stakeholders.

4.2.3. Provision of resources and the workplace

Table 13 below presents the opinions of the teaching and non-teaching staff survey respondents on the provision of resources and the workplace in the University while Table 14 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents disagreed that; they had the requisite resources to undertake their jobs well (42.2%), facilities and equipment required for their work were regularly serviced (45.1%) and senior management provided enough staff to perform required tasks (51.0%). The findings are in line with similar other studies elsewhere (e.g., Chacha, 2004; Kalai, 2009 and Manyasi *et al.,* 2011). Further, most of the survey respondents disagreed that; senior management provided sufficient information and knowledge to undertake required tasks effectively (39.7%), the necessary information and knowledge systems were in place and were accessible to them to do their jobs effectively (39.2%), and ICT operations were effective and efficient (37.3%). Additionally, majority of them disagreed that; the University had adequate number of employees in various cadres (50.0%) and their workplace was well maintained and physically comfortable to work in (36.3%). These findings were in conformity with those of Habibulah *et al*. (2012). Conversely, majority of the survey respondents agreed that; their workplace was safe and secure (38.2%), the environment in the University supported a balance between work and family (45.1%), the amount of work they were asked to do was reasonable (53.9%), and modern and current technology was used in the University (38.2%). However, most of the survey respondents agreed that; the University had protection for unauthorized access and manipulation of records and

information (34.3%), and their coworkers cared about them personally (51.0%). The means, modes, medians and standard deviations presented in Table 14 confirm the results presented.

Table 13. Opinions of the teaching and non-teaching staff survey respondents on provision of resources and the workplace in the University

Variable	Frequency (f)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagree	Strongly agreed	
I have the resources I needed to do my job well	f	3.0	18.0	6.0	43.0	32.0	102.0
	%	2.9	17.6	5.9	42.2	31.4	100.0
Facilities and equipment required for my work were regularly serviced	f	3.0	15.0	13.0	46.0	25.0	102.0
	%	2.9	14.7	12.7	45.1	24.5	100.0
Senior management provided enough staff required to perform required tasks	f	3.0	12.0	12.0	52.0	23.0	102.0
	%	2.9	11.8	11.8	51.	22.5	100.0
Senior management provided sufficient information and knowledge to undertake required tasks effectively	f	3.0	30.0	14.0	40.0	14.0	102.0
	%	3.9	29.4	13.7	39.7	13.7	100.0
The necessary information and knowledge systems were in place and accessible to me to do my job effectively	f	4.0	30.0	14.0	40.0	14.0	102.0
	%	3.9	29.4	13.7	39.2	13.7	100.0
My workplace was well maintained and physically comfortable to work in	f	8.0	30.0	7.0	37.0	20.0	102.0
	%	7.8	29.4	6.9	36.3	19.6	100.0
My workplace was safe and secure	f	7.0	39.0	9.0	29.0	18.0	102.0
	%	6.9	38.2	8.8	28.4	17.6	100.0
The environment in the University supported a balance between work and family	f	10.0	46.0	15.0	20.0	11.0	102.0
	%	9.8	45.1	14.7	19.6	10.8	100.0
The amount of work I am asked to do was reasonable	f	12.0	55.0	5.0	21.0	9.0	102.0
	%	4.8	53.9	4.9	20.6	8.8	100.0
There was use of modern and current technology	f	3.0	39.0	15.0	29.0	16.0	102.0
	%	2.9	38.2	14.7	28.4	15.7	100.0
ICT operations were effective and efficient	f	3.0	19.0	15.0	38.0	27.0	102.0
	%	2.9	18.6	14.7	37.3	26.5	100.0
The University had adequate number of employees in various cadres	f	0.0	11.0	18.0	51.0	22.0	102.0
	%	0.0	10.8	17.6	50.0	21.6	100.0
The University had protection against unauthorized access and manipulation of records and information	f	7.0	35.0	21.0	27.0	12.0	102.0
	%	6.9	34.3	20.6	26.5	11.8	100.0
My coworkers cared about me as a person	f	19.0	52.0	18.0	9.0	4.0	102.0
	%	18.6	51.0	17.6	8.8	3.9	100.0

Table 14. Means, modes, medians and standard deviations (SD) of opinions of teaching and non-teaching staff survey respondents (n=102) on provision of resources and the workplace in the University

Variable	Mean	Mode	Median	SD
I have the resources I need to do my job well	3.81	4.00	4.00	1.15
Facilities and equipment required for my work were regularly serviced	3.74	4.00	4.00	1.08

Senior management provided enough staff required to perform required tasks	3.78	4.00	4.00	1.02
Senior management provided sufficient information and knowledge to undertake required tasks effectively	3.20	2.00	3.00	1.11
The necessary information systems were in place and accessible for me to do my job effectively	3.29	4.00	4.00	1.15
My workplace was well maintained and physically comfortable to work in	3.30	4.00	4.00	1.30
My workplace was safe and secure	3.12	2.00	3.00	1.28
The environment in the University supported a balance between work and family	3.76	2.00	2.00	1.20
The amount of work I am asked to do was reasonable	2.61	2.00	2.00	1.20
There was use of modern and current technology	3.16	2.00	4.00	1.18
ICT operations were effective and efficient	3.66	4.00	4.00	1.15
The University had adequate number of employees in various cadres	3.82	4.00	4.00	0.90
The University had protection against unauthorized access and manipulation of records and information	3.02	2.00	3.00	1.17
My coworkers cared about me personally	2.28	2.00	2.00	0.10

Table 15 presents the correlations between availability of resources and job satisfaction of the survey respondents from the teaching and non-teaching staff in the University. The amount of work one was asked to do being reasonable significantly affected the provision of enough staff required to perform required tasks (r= 0.230, P<0.10), and the necessary information and knowledge systems being in place and their accessibility for doing the job effectively (r=0.251, P<0.10). Safety and security of the workplace also significantly and positively influenced those staff who had the resources they needed to do their jobs well (r=0.478, P<0.05), regular servicing of facilities and equipment required at the workplace (r=0.511, P<0.05), provision of staff required to perform the required tasks by senior management (r=0.337, P<0.05), provision of enough staff required to perform required tasks by supervisors (r=0.241, P<0.10) and the necessary information and knowledge systems being in place and their accessibility for doing the job effectively (r=0.339, P<0.05). The existence and use of current and modern technology significantly and positively affected survey respondents who had the resources they needed to do their job well (r=0.313, P<0.05), regular servicing of facilities and equipment required at the workplace (r=0.366, P<0.05), provision of staff required to perform the required tasks by the senior management (r=0.217, P<0.10), and necessary the information and knowledge systems being in place and their accessibility to the survey respondents to do their jobs effectively (r=0.359, P<0.05). Similarly, effective and efficient operations of ICT significantly and positively influenced those staff who had the resources they needed to do their jobs well (r=0.281, P<0.05), regular servicing of facilities and equipment required at the workplace

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(r=0.301, P<0.10), and the necessary information and knowledge systems being in place and their accessibility for the survey respondents to do their jobs effectively (r=0.205, P<0.10). Consequently, the safety and security of the workplaces were the main contributors of the job satisfaction levels among teaching and non-teaching staff in the University. The findings in the current study were similar to those of Gudo *et al*. (2011).

Table 15. Correlations between availability of resources and job satisfaction among teaching and non-teaching staff survey respondents (n=102) in the University

Variable		I have resources I needed to do my job well	Facilities and equipments required for my work were regularly serviced	Senior management provided enough staff required to perform required tasks	My supervisor provided enough staff required to perform required tasks	The necessary information and knowledge systems were in place and accessible for me to do my job effectively
The amount of work I am asked to do was reasonable	Pearson Correlations	0.134	0.130	0.230*	0.133	0.251*
	Sig. (2-tailed	0.180	0.304	0.020	0.182	0.011
My workplace was safe and secure	Pearson Correlations	0.478**	0.511**	0.337**	0.241*	0.339**
	Sig. (2-tailed	0.003	0.032	0.014	0.004	0.011
There was use current and modern technology	Pearson Correlations	0.313**	0.366**	0.217*	0.188	0.359**
	Sig. (2-tailed	0.180	0.000	0.029	0.059	0.000
ICT operations were effective and efficient	Pearson Correlations	0.281**	0.301*	0.105	0.178	0.205*
	Sig. (2-tailed)	0.004	0.002	0.292	0.074	0.039

**Significant correlation ($P<0.05$). *Significant correlation ($P<0.10$) (2-tailed).

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Table 16 below indicates the opinions of the support staff survey respondents on the provision of resources at the workplace by the senior management in the University while Table 17 gives the means, modes, medians and standard deviations of their responses. Most of the survey respondents disagreed that they had the requisite resources to undertake their jobs well (37.0%) and strongly disagreed that facilities and equipment required for their work were regularly serviced (33.3%). Conversely, majority of the support staff survey respondents agreed that; their supervisors provided enough staff to perform required tasks (33.3%) and the necessary information and knowledge systems were in place and accessible to them to do their jobs effectively (53.1%), their workplaces were well maintained and physically comfortable to work in (38.3%), and were safe and secure (29.6%). Additionally, most of the survey respondents disagreed that the University provided protective clothing and gear for their jobs (29.6%). Conversely, majority of them agreed that; the amount of work they were asked to do was reasonable (50.6%), the environment in the University supported a balance between work and family (40.7%) and catering services were adequate and affordable for staff (40.7%). Similarly, most of the survey respondents agreed that; there was adequate clean drinking water in the University (42.0%), staff recreation facilities were available and adequate (40.7%) and sanitary facilities were sufficient (44.4%). Further, majority of the survey respondents agreed that; there was use of current and modern technology in the University (44.4%), counseling services were easily available (58.0%) and they belonged to a socializing or informal chat group (34.6%). However, a relative large proportion (29.6%) of the survey respondents disagreed that employees in the University were highly motivated. The preceding findings are corroborated by the means, modes, medians and standards deviations presented in Table 17 below.

Table 16. Opinions of the support staff survey respondents on provision of resources at the workplace by senior management of the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I had the resources I needed to do my job well (equipment, finances, time, space, etc)	*f*	6.0	15.0	11.0	30.0	19.0	81.0
	%	7.4	18.5	13.6	37.0	23.5	100.0
Facilities and equipment required for my work were regularly serviced	*f*	3.0	15.0	10.0	26.0	27.0	81.0
	%	3.7	18.5	12.3	32.1	33.3	100.0
My supervisor provided enough staff required to perform required tasks	*f*	13.0	27.0	4.0	19.0	18.0	81.0
	%	16.0	33.3	4.9	23.5	22.2	100.0
The necessary information and knowledge systems were in place and accessible for me to do my job effectively	*f*	9.0	43.0	6.0	16.0	7.0	81.0
	%	11.1	53.1	7.4	19.8	8.6	100.0
My workplace was well maintained and physically comfortable to work in	*f*	16.0	31.0	5.0	20.0	9.0	81.0
	%	19.8	38.3	6.2	24.7	11.1	100.0
My workplace was safe and secure	*f*	21.0	24.0	5.0	22.0	9.0	81.0
	%	25.9	29.6	6.2	27.2	11.1	100.0
I am provided with protective clothing and gear for my job	*f*	9.0	22.0	9.0	17.0	24.0	81.0
	%	11.1	27.1	11.1	21.0	29.6	100.0
The amount of work I am asked to do was reasonable	*f*	12.0	41.0	4.0	18.0	6.0	81.0
	%	14.8	50.6	4.9	22.2	7.4	100.0
Transport facilities were adequate for staff	*f*	13.0	20.0	8.0	22.0	18.0	81.0
	%	16.0	24.7	9.9	27.2	22.2	100.0
The environment in the University supported a balance between work and family/ personal life	*f*	11.0	33.0	11.0	16.0	10.0	81.0
	%	13.6	40.7	13.6	19.8	12.3	100.0
Catering services were adequate and affordable for staff	*f*	6.0	33.0	6.0	17.0	19.0	81.0
	%	7.4	40.7	7.4	21.0	23.5	100.0
There was adequate clean drinking water in the University	*f*	2.0	34.0	6.0	30.0	9.0	81.0
	%	2.5	42.0	7.4	37.0	11.1	100.0
Staff recreational facilities were available and adequate	*f*	16.0	33.0	6.0	22.0	4.0	81.0
	%	19.8	40.7	7.4	27.2	4.9	100.0
There were sufficient sanitary facilities in the University	*f*	6.0	36.0	9.0	17.0	13.0	81.0
	%	7.4	44.4	11.1	21.0	16.0	100.0
There was use of current and modern technology in the University		6.0	36.0	9.0	17.0	13.0	81.0
		7.4	44.4	11.1	21.0	16.0	100.0
Counseling services were easily available in the University	*f*	8.0	47.0	9.0	11.0	6.0	81.0
	%	9.9	58.0	11.1	13.6	7.4	100.0

Variables							
I belonged to a socializing/ informal chat group in the University	*f*	15.0	28.0	16.0	17.0	5.0	81.0
	%	18.5	34.6	19.8	21.0	6.2	100.0
Employees in the University were highly motivated	*f*	10.0	16.0	8.0	24.0	23.0	81.0
	%	12.3	19.8	9.9	29.6	28.4	100.0

Table 17. Means, modes, medians and standard deviations (SD) of opinions of support staff survey respondents (n=81) on provision of resources at the workplace by senior management of the University

Variables	Mean	mode	median	SD
I have the resources I needed to do my job well (equipment, finances, time, space, etc)	3.51	4.00	4.00	1.25
Facilities and equipment required for my work were regularly serviced	3.73	5.00	4.00	1.22
My supervisor provided enough staff required to perform required tasks	3.02	2.00	3.00	1.46
The necessary information and knowledge systems were in place and accessible for me to do my job effectively	2.62	2.00	2.00	1.18
My workplace was well maintained and physically comfortable to work in	2.64	2.00	2.00	1.38
My workplace was safe and secure	2.68	2.00	2.00	1.40
I am provided with protective clothing and gear for my job	3.31	5.00	4.00	1.43
The amount of work I am asked to do was reasonable	2.57	2.00	2.00	1.20
Transport facilities were adequate for staff	3.15	4.00	3.00	1.43
The environment in the University supported a balance between work and family/ personal life	2.77	2.00	2.00	1.26
Catering services were adequate and affordable for staff	3.12	2.00	3.00	1.36
There was adequate clean drinking water in the University	1.41	2.00	1.00	0.83
Staff recreational facilities werer available and adequate	3.12	1.00	3.00	1.16
Sanitary facilities in the University were sufficient	2.57	2.00	2.00	1.22
Current and modern technology was used	2.94	2.00	2.00	1.27
Counseling services were easily available in the University	2.51	2.00	2.00	1.09
I belonged to a socializing/ informal chat group in the University	2.62	2.00	2.00	1.19
Employees in the University were highly motivated	3.42	4.00	4.00	1.40

Table 18 below indicates the correlations between the leadership of the University's senior management and availability of resources as perceived by support staff survey respondents in the University. Regular servicing of facilities and equipment required for work significantly affected the receipt of useful and constructive feedback from supervisors ($r=0.269$, $P<0.10$). Similarly, provision of enough staff required to perform required tasks by supervisors significantly and positively influenced the making of wise decisions by supervisors ($r=0.417$, $P<0.05$). Additionally, putting in place the necessary information and knowledge systems and making them accessible for effective working significantly and positively affected the receipt of useful and constructive feedback from supervisors ($r=0.401$, $P<0.05$), mentorship by supervisors ($r=0.461$, $P<0.05$), supervisors making wise decisions ($r=0.478$, $P<0.05$), and fair and appropriate employee performance evaluations ($r=0.485$, $P<0.05$). However, putting in place the necessary information and knowledge systems and making them accessible for effective use was negatively correlated, although insignificantly, with the opportunity given to participate in goal setting for the department. The necessary information and knowledge systems being in place and accessible were, therefore, the main contributors to effective job performance among the staff in the University.

Table 18. Correlations between the leadsership of the University's senior management and availability of resources for employees as perceived by support staff survey respondents (n=81) in the University

Variable		I received useful and constructive feedback from my supervisor	My supervisor mentored me	My supervisor made decisions wisely	I had opportunity to participate in the goal setting of the department	Employee performance evaluations were fair and appropriate
I had the resources I needed to do my job well	Pearson Correlations	0.012	0.057	0.184	0.108	0.482
	Sig. (2-tailed)	0.914	0.616	0.099	0.336	0.000
Facilities and equipments required for my work were regularly serviced	Pearson Correlations	0.269*	0.066	0.166	0.058	0-531
	Sig. (2-tailed)	0.015	0.561	0.138	0.609	0.000
My supervisor provided enough staff required to perform required tasks	Pearson Correlations	0.358	0.250	0.417**	0.021	0.611
	Sig. (2-tailed)	0.001	0.024	0.000	0.855	0.000
The necessary information systems were in place and accessible for me to do my job effectively	Pearson Correlations	0.401**	0.461**	0.478**	-0.035	0.485**
	Sig. (2-tailed)	0.000	0.000	0.000	0.760	0.000

**Significant correlation ($P<0.05$). *Significant correlation ($P<0.10$) (2-tailed).

Table 19 presents the correlations between the leadership of the Universty's senior management and strategic positioning of the University as perceived by the senior management survey respondents in the University. The University's ISO certification significantly and positively affected the University's master plan that was being implemented (r=0.492, P<0.10). Further, the existence of business plans for all campuses of the University significantly influenced senior management leadership inspiration to stakeholders to attain the University's vision and mission (r=0.644, P<0.05). Additionally, senior management leadership believe in the core values of the University significantly and positively affected leadership believe in the vision and mission of the University (r=0.811, P<0.05), the leadership inspiring stakeholders to attain the University's vision and mission (r=0.632, P<0.05), the leadership believe in the strategic objectives of the University (r=0.846, P<0.05) and the existence of a strategic plan that was being implemented (r=0.611, P<0.05).

The University undertaking community outreach/ consultancy also significantly and positively affected the leadership believe in the vision and mission of the University (r=0.495, P<0.10). Further, the existence of a citizens service charter displayed at service points in the University significantly and positively influenced the leadership believe in the vision and mission of the University (r=0.768, P<0.05), the leadership inspiring the stakeholders to attain the vision and mission of the University (r=0.495, P<0.1), the leadership believe in the strategic objectives of the University (r=0.647, P<0.05), the University's strategic plan that was being implemented (r=0.574, P<0.05) and the implementation of the University's master plan (r=0.475, P<0.10). Consequently, the fact that the senior management believed in the core values of the University was the most crucial requirement in the pursuit of the intended strategic position of the University.

Table 19. Correlations between the senior management leadership and strategic positioning of the University as perceived by the senior management survey respondents (n=22) in the University

Variable		Leadership believed in the University's vision and mission	Leadership inspired stakeholders to attain the University's vision and mission	Leadership believed in the strategic objectives of the University	The University had a strategic plan that was implemented	The University had a master plan that was implemented
The University had ISO certification	Pearson Correlations	-0.030	0.020	0.129	0.411	0.644**
	Sig. (2-tailed)	0.894	0.931	0.568	0.009	0.001
Business plans existed for all campuses of the University	Pearson Correlations	0.572	0.492*	0.406	0.543	0.397
	Sig. (2-tailed)	0.005	0.020	0.061	0.009	0.068
Leadership believed in the core values of the University	Pearson Correlations	0.811**	0.632**	0.846**	0.611**	0.326
	Sig. (2-tailed)	0.000	0.002	0.000	0.003	0.020
The University undertook community outreach/ extension	Pearson Correlations	0.495*	0.280	0.336	0.521	0.359
	Sig. (2-tailed)	0.019	0.208	0.126	0.013	0.100
Citizens service charter was displayed at service points in the University	Pearson Correlations	0.768**	0.495*	0.647**	0.574**	0.475*
	Sig. (2-tailed)	0.000	0.019	0.001	0.005	0.025

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2-tailed).

Table 20 indicates the correlations between the leadership of senior management of the University and availability of resources for employees in the University as perceived by support staff respondents in the University. Regular servicing of facilities and equipment required for work significantly affected the receipt of useful and constructive feedback from supervisors (r=0.269, P<0.10). Similarly, provision of enough staff required to perform required tasks significantly and positively influenced supervisors in making wise decisions (r=0.417, P<0.05). Similar findings were documented by Muindi (2011). Additionally, putting in place the necessary information and knowledge systems and making them accessible for effective working significantly and positively affected receipt of useful and constructive feedback from supervisors (r=0.401, P<0.05), mentorship by supervisors (r=0.461, P<0.05), supervisors making wise decisions (r=0.478, P<0.05), and employee performance evaluations being fair and appropriate (r=0.485, P<0.05). However, putting in place the necessary information and knowledge systems and making them accessible for effective use was negatively correlated, though not significant, with the opportunity given to participate in the goal setting for the department. Therefore, the support staff generally required the University's senior management leadership to ensure that all necessary information and knowledge systems were in place and accessible to enhance their participation in pursuing the strategic positioning of the University.

Table 20. Correlations between University's senior management leadership and availability of resources for employees as perceived by the support staff survey respondents (n=81) in the University

Variable		I received useful and constructive feedback from my supervisor	My supervisor mentored me	My supervisor made decisions wisely	I had opportunity to participate in the goal setting for the department	Employee performance evaluations were fair and appropriate
I have resources I needed to do my job well	Pearson Correlations	0.012	0.057	0.184	0.108	0.482
	Sig. (2-tailed)	0.914	0.616	0.099	0.336	0.000
Facilities and equipments required for my work were regularly serviced	Pearson Correlations	0.269*	0.066	0.166	0.058	0-531
	Sig. (2-tailed)	0.015	0.561	0.138	0.609	0.000
My supervisor provided enough staff required to perform required tasks	Pearson Correlations	0.358	0.250	0.417**	0.021	0.611
	Sig. (2-tailed)	0.001	0.024	0.000	0.855	0.000
The necessary information and knowledge systems were in place and accessible for me to do my job effectively	Pearson Correlations	0.401**	0.461**	0.478**	-0.035	0.485**
	Sig. (2-tailed)	0.000	0.000	0.000	0.760	0.000

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2-tailed).

Table 21 gives the correlations between the leadership of the University's senior management and employee satisfaction as perceived by the support staff in the University. Feeling driven to help the University significantly and positively affected the receipt of useful and constructive feedback from supervisors (r=0.229, P<0.10), mentorship by supervisors (r=0.261, P<0.10) and supervisors making wise decisions (r=0.345, P<0.05). However, it was negatively correlated, although insignificantly, with employee performance evaluations being fair and appropriate. The survey respondents being extremely proud to tell people that they worked with the University significantly and positively influenced receipt of useful and constructive feedback from supervisors (r=0.368, P<0.10), mentorship by supervisors (r=0.440, P<0.05) and supervisors making wise decisions (r=0.442, P<0.05). However, it was negatively correlated, though not significantly, with the opportunity given to staff to participate in the goal setting for the department. This indicated that good leadership made the support staff proud of their workplaces and even motivated them to share the same view with outsiders.

Table 21. Correlations between the leadership of the University's senior management and employee job satisfaction as perceived by the support staff survey respondents (n=81) in the University

Variable		I received useful and constructive feedback from my supervisor	My supervisor mentored me	My supervisor made decisions wisely	I had opportunity to participate in the goal setting for the department	Employee performance evaluations were fair and appropriate
I would recommend the University to friends and family	Pearson Correlations	0.143	0.018	0.113	0.004	0.045
	Sig. (2-tailed)	0.203	0.873	0.313	0.972	0.689
I feel personally driven to help the University succeed	Pearson Correlations	0.229*	0.261*	0.345**	0.161	-0.012
	Sig. (2-tailed)	0.040	0.018	0.002	0.151	0.917
I am extremely proud to tell people that I worked with the University	Pearson Correlations	0.368*	0.440**	0.442**	0.041	0.111
	Sig. (2-tailed)	0.001	0.080	0.000	0.718	0.323

		I am very satisfied with my job	I am very committed to the University	I am always punctual with my University assignments	I strictly observed University working hours	I would recommend the University to friends and family
Doing my job well gave me a sense of personal satisfaction	Pearson Correlations	0.342	0.213	0.185	-0.116	0.025
	Sig. (2-tailed)	0.002	0.056	0.097	0.304	0.822

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2-tailed).

Table 22 indicates the correlations between the leadership of the Universty's senior management and employee job satisfaction as perceived by the teaching and non-teaching staff survey respondents. Guiding of activities by the senior management that ensured improved performance significantly and positively affected employee job satisfaction (r=0.477, P<0.05), staff commitment to the University (r=0.302, P<0.05) and the staff recommending the University to friends and family (r=0.413, P<0.05). Similarly, fair treatment of everyone in the University significantly and positively influenced employee job satisfaction (r=0.476, P<0.05) and staff recommending the University to friends and family (r=0.440, P<0.05). Further, the senior management accountability for achieving desired results also significantly affected staff recommending the University to friends and family (r=0.335, P<0.10). Finally, measurement of job performance aimed at ensuring that staff achieved desired goals significantly and positively influenced staff job satisfaction (r=0.293, P<0.05), staff commitment to the University (r=0.390, P<0.05), staff punctuality with their University assignments (r=0.280, P<0.05) and the staff recommending the University to friends and family (r=0.457, P<0.05). This showed that fairness and equal treatment of all employees were regarded highly among the support staff in the University.

Table 22. Correlations between the University's leadership and employee job satisfaction as perceived by the teaching and non-teaching staff survey respondents (n=102) in the University

Variable		I am very satisfied with my job	I am very committed to the University	I am always punctual with my University assignments	I strictly observed University working hours	I would recommend the University to friends and family
Senior management guided activities that ensured improved performance	Pearson Correlations	0.477**	0.302**	0.774	0.177	0.413**
	Sig. (2-tailed)	0.000	0.002	0.000	0.241	0.000
Everybody was treated fairly in the University	Pearson Correlations	0.476**	0.186	0.100	0.078	0.440**
	Sig. (2-tailed)	0.000	0.062	0.319	0.435	0.000

Senior management was held accountable for achieving desired results	Pearson Correlations	0.198	0.317	0.157	-0.085	0.335*
	Sig. (2-tailed)	0.047	0.001	0.114	0.395	0.000
Job performance was measured to ensure all staff were achieving desired goals	Person Correlations	0.293**	0.390**	0.280**	0.176	0.457**
	Sig. (2-tailed)	0.003	0.000	0.004	0.076	0.000

**Significant correlation ($P<0.050$), *Significant correlation ($P<0.10$) (2-tailed).

To strategically position the University, teaching and non-teaching staff felt that there was need to increase market-driven academic programs. The University management also needed to champion training of the University's staff, set up a marketing and publication unit, and benchmark with other universties in its products and services. Support for co-curricular activities was regarded as effective for marketing of the University. Additionally, sourcing for more funding for the core activities of the University was felt to be imperative from the University management. Expansion of ICT to all departments and offices was cited by most survey respondents as a requirement. It was also apparent that there were staff shortages in most departments, which led to employee overload. Specifically, teaching staff were inadequate and it was recommended that more should be recruited, especially at senior lecturer level and above.

4.2.4. Teamwork in the University

Table 23 gives the opinions of the teaching and non-teaching staff survey respondents on teamwork in the University while Table 24 presents the means, modes, medians and standard deviations of their responses. Majority of the survey respondents agreed that teamwork was encouraged and practiced (44.1%), and that there was a strong feeling of teamwork and cooperation (34.3%) in the University. However, most of them disagreed that all major University events were adequately communicated to employees (36.3%) and that employee job satisfaction was a priority of senior management (43.1%). These results are confirmed by the means, modes, medians and standard deviations shown in Table 24 below.

Table 23. Opinions of the teaching and non-teaching staff survey respondents on teamwork in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	agreed	Not sure	disagreed	Strongly disagreed	
Teamwork was encouraged and practiced	*f*	19.0	45.0	14.0	18.0	6.0	102.0
	%	18.6	44.1	13.7	17.6	5.9	100.0
There was a strong feeling of teamwork and cooperation	*f*	18.0	35.0	20.0	22.0	7.0	102.0
	%	17.6	34.3	19.6	21.6	6.9	100.0
All major University events were adequately communicated to employees	*f*	5.0	32.0	14.0	37.0	14.0	102.0
	%	4.9	31.4	13.7	36.3	13.7	100.0
Employee job satisfaction was a priority of senior management	*f*	7.0	16.0	16.0	44.0	19.0	102.0
	%	6.9	15.7	15.7	43.1	18.6	100.0

Table 24. Means, modes, medians and standard deviations (SD) of the opinions of the teaching and non-teaching staff survey respondents (n=102) on teamwork in the University

Variables	Mean	mode	median	SD
Teamwork was encouraged and practiced	2.48	2	2.00	1.16
There was a strong feeling of teamwork and cooperation	2.66	2	2.00	1.20
All major University events were adequately communicated to employees	3.23	4	3.50	1.18
Employee job satisfaction was a priority of senior management	3.51	4	4.00	1.17

Table 25 below gives the opinions of the support staff respondents on teamwork in the University while Table 26 presents the means, modes, medians and standard deviations of their responses. Majority of the respondents agreed that teamwork was encouraged and practiced in the University (33.3%), and that employee satisfaction was a priority of their supervisors (40.7%). Similarly, most of the respondents agreed that their co-workers cared about them (45.7%), and that all major University events were adequately communicated to employees (39.5%). The means, modes, medians and standard deviations presented in Table 26 corroborate the results discussed above.

Table 25. Opinions of the support staff survey respondents on teamwork in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	agreed	Not sure	disagreed	Strongly disagreed	
Teamwork and cooperation were encouraged and practiced	*f*	21.0	27.0	7.0	14.0	12.0	81.0
	%	25.9	33.3	8.6	17.3	14.8	100.0
All major University events were adequately communicated to employees	*f*	9.0	32.0	11.0	16.0	13.0	81.0
	%	11.1	39.5	13.6	19.8	16.0	100.0
Employee job satisfaction was a priority of my supervisor	*f*	14.0	33.0	9.0	18.0	7.0	81.0
	%	17.3	40.7	11.1	22.2	8.6	100
My co-workers cared about me	*f*	17.0	37.0	14.0	7.0	6.0	81.0
	%	21.0	45.7	17.3	8.6	7.4	100.0

Table 26. Means, modes, medians and standard deviations (SD) of the opinions of the support staff survey respondents (n=81) on teamwork in the University

Variable	Mean	Mode	Median	SD
Teamwork and cooperation were encouraged and practiced	2.62	2.00	2.00	1.42
All major University events were adequately communicated to members	2.90	2.00	2.00	1.30
Employees job satisfaction was a priority of my supervisor	2.64	2.00	2.00	1.25
My core workers cared about me	2.36	2.00	2.00	1.14

Table 27 below presents the correlations between the leadership of the University's senior management and teamwork of employees as perceived by the support staff in the University. The care of co-workers among themselves significantly and positively influenced the receipt of useful and constructive feedback from supervisors (r=0.443, P<0.05), mentorship by supervisors (r=0.528, P<0.10), supervisors making wise decisions (r=0.413, P<0.10), and employee

performance evaluations being fair and appropriate (r=0.421, P<0.05). However, it was negatively correlated, though insignificantly, with the opportunity given to participate in the goal setting for the department. Encouragement of team work and cooperation significantly and positively affected the receipt of useful and constructive feedback from supervisors (r=0.247, P<0.05), mentorship by supervisors (r=0.350, P<0.05) and employee performance evaluations being fair and appropriate (r=0.371, P<0.05). However, it was negatively correlated with the opportunity given to participate in goal setting for the department (r= -0.147, P<0.05).

The senior management of the University enjoying good working relationship with external stakeholders significantly affected mentorship by supervisors (r=0.357, P<0.05) and employee performance evaluations being fair and appropriate (r= 0.294, P<0.05). Conversely, it was negatively correlated, albeit insignificantly, with the opportunity given to participate in the goal setting for the department. Further, senior management enjoying good working relationship with students in the University significantly influenced the receipt of useful and constructive feedback from supervisors (r=0.340, P<0.05), mentorship by supervisors (r=0.502, P<0.05), supervisors making wise decisions (r=0.389, P<0.05), and employee performance evaluations being fair and appropriate (r=0.239, P<0.05). However, it was negatively correlated, although insignicantly, with the opportunity given to participate in the goal setting for the department. These findings indicated that the senior management was expected to have a cordial working relationship with all workers and students to enhance teamwork in the University.

Table 27. Correlations between the leadership of the University's senior management and teamwork of employees as perceived by the support staff survey respondents (n=81) in the University

Variable		I received useful and constructive feedback from my supervisor	My supervisor mentored me	My supervisor made decisions wisely	I had opportunity to participate in the goal setting for the department	Employee performance evaluations were fair and appropriate
My coworkers cared about me as a person	Pearson Correlations	0.443**	0.528*	0.413*	-0.003	0.421**
	Sig. (2-tailed)	0.000	0.000	0.000	0.980	0.000
Teamwork and cooperation were encouraged and practiced	Pearson Correlations	0.247*	0.350**	0.196	-0.022	0.371*
	Sig. (2-tailed)	0.026	0.001	0.080	0.846	0.001
Senior management enjoyed good working relationship with external stakeholders	Pearson Correlations	0.204	0.357**	0.294**	-0.147	0.159
	Sig. (2-tailed)	0.068	0.001	0.080	0.190	0.157
Senior management enjoyed good working relationship with students	Pearson Correlations	0-340**	0.502**	0.389**	-0.038	0.239*
	Sig. (2-tailed)	0.002	0.000	0.000	-0.459	0.032

**Significant correlation (P<0.05), *Significant correlation (P<0.10). (2-tailed).

To enhance strategic positioning, the senior management of the University needed to overcome poor communication by effectively building teamwork down to departmental levels, and encouraging staff to feel valued and wanted in their departments. Additionally, employees required to be treated fairly and supported equally without descrimination. For instance, older employees felt descriminated and indicated the need for the senior management of the University to have a balanced treatment of all age groups of employees. Moreover, the senior management of the University needed to reach out and reason with lower cadre employees, accept mistakes committed by others and advice them on how to minimise the defects. Threats of sacking should be minimised and basic human rights observed unless staff were recalcitrant.

Regular visits to departments to appreciate the workplace and understand issues facing employees were also suggested by the survey respondents to be necessary for the management of the University. The survey respondents expressed the need to reduce bureaucracy and hasten payments to service providers, especially to part-time lecturers. The senior management of the University was also deemed by the survey respondents to be focusing mainly on the Main Campus and not equally on all campuses as they seemed hardly aware of challenges outside the Main Campus. This was seen to be retarding growth of the campuses. The University's senior management was also noted to be more reactive than being proactive, which may not be a good management practice as this may lead to short-run and punitive measures as opposed to long-term sound strategic initiatives and solutions.

Staff motivation, based not solely on academic papers, but also on performance and experience was suggested by the survey respondents as likely to contribute to strategic positioning of the University. Recognition of exemplary employee performance and long service to the University was indicated to be desirable. There was also need for proper coordination of University activities and functions, and policies governing issues and operations of the University to assist in the strategic positioning of the University. The survey respondents indicated that it was necessary to have newly recruited young professionals with little experience to start at reasonable grades rather than higher grades and being trained on the job by those they found there with comparatively lower salaries.

4.2.5. Quality and customer focus

Table 28 presents the views of the University's senior management survey respondents regarding the quality of service delivery and customer focus in the University while Table 29 indicates the means, modes, medians and standard deviations of their responses. Most of the respondents (40.9%) were unsure if very high standards of quality were maintained in the University. Majority of them (54.5%) agreed that the senior management of University constantly explored ways to improve the University's products and services. Further, most of the survey respondents (45.5%) agreed that dialogue with students was always encouraged, and that there were adequate security and transport facilities for students at the University. However, about 36.4% of the respondents were unsure if catering services were adequate and affordable for students while 31.8% disagreed that bursaries and work study for students were available and sufficient.

Table 28. Opinions of the University's senior management survey respondents on quality of service delivery and customer focus in the University

Variable	Frequency (f)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
Very high standards of quality were maintained	f	1.0	6.0	9.0	5.0	1.0	22.0
	%	4.5	27.3	40.9	22.7	4.5	100.0
Needs of customers were top priority	f	0.0	9.0	6.0	5.0	2.0	22.0
	%	0.0	40.9	27.3	22.7	9.1	100.0
Workers constantly looked for ways to improve the University's products and services	f	0.0	12.0	7.0	1.0	2.0	22.0
	%	0.0	54.5	31.8	4.5	9.1	100.0
Dialogue with students was always encouraged	f	4.0	1.0	3.0	4.0	1.0	22.0
	%	18.2	45.5	13.6	18.2	4.5	100.0
Adequate security for students was available	f	2.0	9.0	4.0	5.0	2.0	22.0
	%	9.1	40.9	18.2	22.7	9.1	100.0
Adequate accommodation for students was available	f	2.0	7.0	3.0	5.0	5.0	22.0
	%	9.1	31.8	13.6	22.7	22.7	100.0
Transport facilities for students were available	f	0.0	7.0	3.0	10.0	2.0	22.0
	%	0.0	31.8	13.6	45.5	9.1	100.0
Catering services were adequate and affordable for students	f	0.0	0.7	0.8	0.6	0.1	22.0
	%	0.0	31.8	36.4	27.3	4.5	100.0
Bursaries and work study for students were available and sufficient	f	1.0	5.0	5.0	7.0	4.0	22.0
	%	4.5	22.7	22.7	31.8	18.2	100.0

Table 29. Means, modes, medians and standard deviations (SD) of opinions of senior management survey respondents (n=22) on quality of service delivery and customer focus in the University

Variable	Mean	Mode	Median	SD
Very high standards of quality were maintained	2.95	3.00	3.00	0.95
Customer needs were top priority	3.00	2.00	3.00	1.02
We constantly looked for ways to improve our products and services	2.68	2.00	2.00	0.95
Dialogue with students was always encouraged	2.45	2.00	2.00	1.14
Adequate security for students available	2.82	2.00	2.50	1.18
Adequate accommodation for students was available	3.18	2.00	3.00	1.37
Transport facilities for students were available	3.32	4.00	4.00	1.04
Catering services were adequate and affordable for students	3.05	3.00	3.00	0.10
Bursaries and work study for students were available and sufficient	3.36	4.00	3.50	1.18

Table 30 below shows the opinions of the teaching and non-teaching staff survey respondents on quality of service delivery and customer focus in the University while Table 31 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents agreed that the needs of customers were understood (48.0%) and were a priority in the University (38.2%), and that customers were served professionally (43.1%). Besides, relatively most of the survey respondents agreed that; they constantly looked for ways to improve the University's products and services (42.2%), the University was a competitive service provider (34.4%) and the University matched customer needs with a range of products (36.3%). Additionally, many survey respondents agreed that there was adequate attention to gender fairness (39.2%) and the disabled (33.3%), and that dialogue with students was always encouraged (49.1%). About 46.1% agreed that students received adequate mentorship and guidance, and transport facilities for students were sufficient (39.2%). Further, about 30.4% of the respondents felt that catering services were adequate and affordable for students, and that bursaries and work study for students were available and sufficient (39.2%). However, a relatively high proportion of them disagreed that very high standards of quality of products and services were maintained in the University (34.3%) and that the University built a culture of innovation (29.4%). Moreover, most of the survey respondents agreed that adequate accommodation (42.2%), security (28.4%) and recreational facilities (42.2%) for students were available. The foregoing results are confirmed by the means, modes, medians and standard deviations shown in Table 31.

Table 30. Opinions of the teaching and non-teaching staff survey respondents on quality of service delivery and customer focus in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
Very high standards of quality of products and services were maintained in the University	*f*	3.0	33.0	25.0	35.0	6.0	102.0
	%	2.9	32.4	24.5	34.3	5.9	100.0
Needs of customers were understood in the University	*f*	9.0	49.0	18.0	21.0	5.0	102.0
	%	8.8	48.0	17.6	20.6	4.9	100.0
Needs of customers were a priority in the University	*f*	12.0	39.0	24.0	25.0	2.0	102.0
	%	11.8	38.2	23.5	24.5	2.0	100.0
Customers were served professionally	*f*	11.0	44.0	24.0	22.0	1.0	102.0
	%	10.8	43.1	23.5	21.6	1.0	100.0
We constantly looked for ways to improve our products and services	*f*	15.0	43.0	22.0	16.0	6.0	102.0
	%	14.7	42.2	21.6	15.7	5.9	100.0
The University was a competitive service provider	*f*	16.0	35.0	14.0	32.0	5.0	102.0
	%	15.7	34.3	13.7	31.4	4.9	100.0
The University matched customer needs with a range of products	*f*	8.0	37.0	18.0	30.0	9.0	102.0
	%	7.8	36.3	17.6	29.4	8.8	100.0
The University built a culture of innovation	*f*	10.0	24.0	25.0	30.0	13.0	102.0
	%	9.8	23.5	24.5	29.4	12.7	100.0
There was adequate attention to gender fairness	*f*	9.0	40.0	28.0	17.0	8.0	102.0
	%	8.8	39.2	27.5	16.5	7.8	100.0
There was adequate attention to the physically challenged persons	*f*	18.0	34.0	19.0	26.0	5.0	102.0
	%	17.6	33.3	18.6	25.5	4.9	100.0
Dialogue with students was always encouraged	*f*	20.0	47.0	18.0	14.0	3.0	102.0
	%	19.6	49.1	17.6	13.7	2.9	100.0
Students received adequate mentorship and guidance	*f*	17.0	47.0	19.0	12.0	7.0	102.0
	%	16.7	46.1	18.6	11.8	6.9	100.0
Adequate accommodation for students was available	*f*	3.0	7.0	11.0	43.0	38.0	102.0
	%	2.9	6.9	10.8	42.2	37.3	100.0
Aequate security for students was available	*f*	7.0	28.0	15.0	29.0	23.0	102.0
	%	6.9	27.5	14.7	28.4	22.5	100.0

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Transport facilities for students were adequate	f	7.0	40.0	11.0	26.0	18.0	102.0
	%	6.9	39.2	10.8	25.5	17.6	100.0
Catering services were adequate and affordable for students	f	5.0	31.0	18.0	29.0	19.0	102.0
	%	4.9	30.4	17.6	28.4	18.6	100.0
Bursaries and work study for students were available and sufficient	f	7.0	40.0	16.0	27.0	12.0	102.0
	%	6.9	39.2	15.7	26.5	11.8	100.0
Recreational facilities for students were available and adequate	f	2.0	25.0	15.0	43.0	17.0	102.0
	%	2.0	24.5	14.7	42.2	16.7	100.0

Table 31. Means, modes, medians and standard deviations (SD) of opinions of teaching and non-teaching staff survey respondents (n=102) on quality of service and customer focus in the University

Variables	Mean	mode	median	SD
Very high standards of quality of products and services were maintained in the University	3.08	4.00	3.00	1.01
Needs of customers were understood in the University	2.65	2.00	2.00	1.06
Needs of customers were a priority in the University	2.67	2.00	2.50	1.04
Customers were served professionally	2.59	2.00	2.00	0.98
We constantly looked for ways to improve our products and services	2.56	2.00	2.00	1.10
The University was a competitive service provider	2.75	2.00	2.50	1.20
The University matched customer needs with a range of products	2.95	2.00	3.00	1.16
The University built a culture of innovation	3.12	4.00	3.00	1.20
There was adequate attention to gender fairness	2.75	2.00	3.00	1.09
There was adequate attention to the disabled	2.67	2.00	2.00	1.18
Dialogue with students was always encouraged	2.34	2.00	2.00	1.04
Students received adequate mentorship and guidance	2.46	2.00	2.00	1.11
Adequate accommodation for students was available	4.04	4.00	4.00	1.01
Adequate security for students was available	3.32	4.00	4.00	1.28
Transport facilities for students were adequate	3.08	2.00	3.00	1.28
Catering services were adequate and affordable for students	3.25	2.00	3.00	1.22
Bursaries and work study for students were available and sufficient	2.97	2.00	3.00	1.19
Recreational facilities for students were available and adequate	3.47	4.00	4.00	1.10

Table 32 below shows the opinions of the support staff survey respondents on quality and customer focus in the University while Table 33 gives the means, modes, medians and standard deviations of their responses. Majority of the respondents agreed that very high standards of quality of products and services were maintained in the departments (34.6%), and that needs of customers were understood in the department (54.3%). About 38.3% of them strongly agreed

that needs of customers were a priority at the University while 35.8% indicated that customers were served professionally. Besides, relatively most of the survey respondents agreed that they constantly looked for ways to improve the University's products and services (49.4%), that the University was a competitive service provider (42.0%) and that there was adequate attention to the physically challenged persons (35.8%). Additionally, 44.4% agreed that dialogue with students was always encouraged in the University. The means, modes, medians and standard deviations presented in Table 33 confirm the results discussed above.

Table 32. Opinions of support staff survey respondents on quality of service delivery and customer focus in the University

Variable	Frequency (f)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
Very high standards of quality of products and services were maintained in the department	f	17.0	28.0	9.0	19.0	8.0	81.0
	%	21.0	34.6	11.1	23.5	9.9	100.0
Needs of customers were understood in the department	f	20.0	44.0	7.0	8.0	1.0	81.0
	%	24.7	54.3	8.6	9.9	1.2	100.0
Customer needs were a priority in the department	f	31.0	25.0	8.0	12.0	5.0	81.0
	%	38.3	30.9	9.9	14.8	6.2	100.0
Customers were served professionally	f	30.0	29.0	7.0	13.0	2.0	81.0
	%	37.0	35.8	8.6	16.0	2.5	100.0
We constantly looked for ways to improve our products and services	f	28.0	40.0	4.0	7.0	2.0	81.0
	%	34.6	49.4	4.9	8.6	2.5	100.0
The department was a competitive service provider	f	22.0	34.0	14.0	6.0	5.0	81.0
	%	27.2	42.0	17.3	7.4	6.2	81.0
There was adequate attention to the physically challenged persons	f	28.0	29.0	8.0	6.0	10.0	81.0
	%	34.6	35.8	9.9	7.4	12.3	100.0
Dialogue with students was always encouraged	f	21.0	36.0	11.0	6.0	7.0	81.0
	%	25.9	44.4	13.6	7.4	8.6	100.0

Table 33. Means, medians, modes and standard deviations (SD) of opinions of support staff survey respondents (n=81) on quality of service delivery and customer focus in the University

Variable	Mean	mode	median	SD
Very high standards of quality of products and services were maintained in the department	2.67	2.00	2.00	1.31
Needs of customers were understood in the department	2.23	2.00	2.00	1.71
Customer needs were a priority in the department	2.20	1.00	2.00	1.27
Customers were served professionally	2.11	1.00	2.00	1.15
We constantly looked for ways to improve our products and services	1.95	2.00	2.00	0.99
The department was a competitive service provider	2.23	2.00	2.00	1.12
There was adequate attention to the disabled/physically challenged	2.27	2.00	2.00	1.34
Dialogue with students was always encouraged	2.28	2.00	2.00	1.19

On improving the quality of service delivery and customer focus, the survey respondents suggested full implementation of past customer satifaction survey findings and recommendations (e.g., Laikipia University College, 2012). The University needed to educate employees on various pertinent issues, enhance communication to its customers and set up a customer care desk. Additionally, construction of more lecture rooms and accommodation facilities, and improvement of security for students were deemed desirable. Many students had been noted to turn down offers to join the University due to scarce accommodation on campus. More lecturers were also required to ensure efficient service delivery for students to complete their studies within the stipulated time, especially the school-based and postgraduate students. Generally, adequate response to general pleas from students was critical in enhancing quality of service delivery and customer focus.

The survey respondents recommended that the senior management of the University must always identify respective stakeholders and strive to encourage their particpation in all relevant University activities with a view to dynamically meeting required quality of service delivery and customer focus. It was observed that decisions were often made without stakeholder involvement and yet they were key to strategic positioning of the University. The survey respondents also suggested that decisions by the University's senior management should be cascaded to all staff to raise ownership of the University, and be active and effective drivers of change. Additionally, induction of newly recruited staff, enhanced communication and team building programs were indicated as ways to improve the quality of leadership of the University's senior management and, subsequently, quality of service delivery and cutsomer focus. Moreover, the survey respodents recommended that the University should have constant monitoring and evaluation of quality and customer relations to achieve this. Periodic training of staff through workshops and

seminars would greatly help. The need for several open meetings to sensitise staff on being good ambassadors of the University was emphasized to contribute to quality of service delivery and customer focus. Striving towards ISO 9000 family certification was also recommended by the survey respondents as a means of attaining quality of service delivery and customer focus. Additionally, the survey respondents emphasized the need for mobilization of adequate resources for core activities to improve quality and customer focus in the University. Above all, change of mindset, especially by the University's senior management was deemed necessary for the University to have sustainable competitive advantage.

To enhance quality and customer focus, the survey respondents implored on the need to fully implement recommendations of the customer satisfaction survey recently undertaken by the University (Laikipia University College Survey Report, 2012) and develop a feedback mechanism for customers. Further, all customers and the Directorate of Quality Assurance and Standards in the University should be engaged in decision-making to enhance quality of service delivery and customer focus. Additionally, the entire University needed to focus on market-driven products. Aggressive marketing, provision of requisite finances, working tools and facilities, and full appreciation of internal and external customers were regarded as crucial to enhance quality of service delivery and customer focus. Provision of adequate resources like the library (e.g., space, books, journals and internet), learning equipment and recreational facilities were also mentioned as necessary for quality of service delivery and customer focus and, consequently, to sustain competitive advantage.

Continous appraisal on performance and evaluation of dynamic customer needs were deemed vital to improve quality of service delivery and customer focus in the University. Apparent unplanned expansion of the University while teaching staff were remarkably lean and dependence on part-time lecturers heavy, was a concern from most survey respondents. Besides, issuance of transcripts and other academic documents to students required serious focus by the relevant offices. Inadequate accommodation for all students emerged as an issue that required urgent attention from the University's senior management. To eliminate disparity in quality of service delivery and customer focus, the University required to bench-mark with well performing universities in the country, the region and beyond. Overall, adequate attention to the various

complaints from customers and service providers should be a priority to the University to ensure quality of service delivery and customer focus.

4.2.6. Employee satisfaction and engagement

Table 34 indicates the opinions of the teaching and non-teaching staff survey respondents on employee job satisfaction and engagement in the University while Table 35 gives the means, modes, medians and standard deviations of their responses. Majority of the respondents also agreed that; they were very satisfied with their jobs (43.1%), were highly committed to the University (50.0%), and were always punctual with their University assignments (54.9%). Similarly, most of them agreed that; they were strictly observing University working hours (57.8%), would recommend the University to friends and their families (43.1%), and felt personally driven to help the University to succeed (47.1%). Most of the respondents (43.1%) agreed that they were extremely proud to tell people that they worked with the University and that doing their job well gave them a sense of personal satisfaction (46.1%). However, about 25.5% of them agreed that they would work elsewhere if they had the chance. Conversely, majority of them disagreed that they were actively looking for a job outside the University (41.2%) and had applied for another job outside the University in the past six months (35.3%). The means, modes, medians and standard deviations presented in Table 33 corroborate the preceding results.

Table 34. Opinions of the teaching and non-teaching staff survey respondents on employee job satisfaction and engagement in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I am very satisfied with my job	*f*	16.0	44.0	17.0	17.0	6.0	102.0
	%	15.7	43.1	16.7	16.7	5.9	100.0
I am highly committed to the University	*f*	42.0	57.0	6.0	3.0	0.0	102.0
	%	41.2	50.0	5.9	2.9	0.0	100.0
I am always punctual with my University assignments	*f*	37.0	56.0	4.0	3.0	2.0	102.0
	%	36.3	54.9	3.9	2.9	2.0	100.0
I strictly observed University working hours	*f*	37.0	59.0	3.0	2.0	1.0	102.0
	%	36.3	57.8	2.9	2.0	1.0	100.0
I would recommend the University to friends and family	*f*	25.0	44.0	25.0	3.0	5.0	102
	%	24.5	43.1	24.5	2.9	4.9	100.0
I feel personally driven to help the University succeed	*f*	37.0	48.0	10.0	3.0	3.0	102.0
	%	36.1	47.1	9.8	2.9	2.9	100.0

I am extremely proud to tell people that I work for the University	f	32.0	44.0	17.0	7.0	2.0	102.0
	%	31.4	43.1	16.7	6.9	2.0	100.0
Doing my job well gave me a sense of personal satisfaction	f	51.0	47.0	2.0	2.0	0.0	102.0
	%	50.0	46.1	2.0	2.0	0	100.0
I am actively looking for a job outside the University	f	7.0	17.0	14.0	42.0	22.0	10.02
	%	6.9	19.7	13.7	41.2	21.6	100.0
I have applied for another job outside the University in the past six months	f	5.0	20.0	2.0	36.0	39.0	102.0
	%	4.9	19.6	2.0	35.3	38.2	100.0
I would work elsewhere if I had the chance	f	15.0	26.0	24.0	17.0	20.0	102.0
	%	14.7	25.5	23.5	16.7	19.6	100.0

Table 35. Means, modes, medians and standard deviations (SD) of the opinions of the teaching and non-teaching staff survey respondents (n=102) on employee job satisfaction and engagement in the University

Variable	Mean	mode	median	SD
I am very satisfied with my job	2.53	2.00	2.00	1.13
I am highly committed to the University	1.71	2.00	2.00	0.71
I am always punctual with my University assignments	1.79	2.00	2.00	0.81
I strictly observe University working hours	1.74	2.00	2.00	0.70
I would recommend the University to friends and family	2.21	2.00	2.00	1.01
I feel personally driven to help the University succeed	2.18	2.00	2.00	3.12
I am extremely proud to tell people that I work with the University	2.05	2.00	2.00	0.97
Doing my job well gives me a sense of personal satisfaction	1.56	1.00	1.50	0.64
I am actively looking for a job outside the University	3.24	4.00	4.00	1.20
I have applied for another job outside the University in the past six months	3.82	5.00	4.00	1.27
I would work elsewhere if I had the chance	3.01	2.00	3.00	1.35

Table 36 indicates the opinions of the respondents on employee job satisfaction or engagement in the University, while Table 37 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents strongly agreed that they were very satisfied with their jobs (56.8%) and were highly committed to the University (56.8%). Most of the survey respondents also strongly agreed that; they were personally driven to help the University to succeed (51.9%), were extremely proud to tell people that they worked with the University (51.9%) and doing their job well gave them a sense of personal satisfaction (51.9%). Additionally, most of them agreed that; they were always punctual with their University assignments (51.9%), strictly observed University working hours (51.9%) and would recommend the University to friends and their families (40.7%). Conversely, majority of the survey respondents disagreed that they were actively looking for a job outside the University (37.0%) or

had applied for another job outside the University in the past six months (54.3%). Further, majority of them disagreed that they would work elsewhere if they had the chance (29.6%). The means, modes, medians and standard deviations presented in Table 37 confirm the foregoing results.

Table 36. Opinions of support staff on employee job satisfaction and engagement in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agree	Agree	Not sure	Disagree	Strongly agree	
I am very satisfied with my job and did it with enthusiasm	*f*	46.0	25.0	6.0	3.0	1.0	81.0
	%	56.8	30.9	7.4	3.7	1.2	100.0
I am highly committed to the University	*f*	46.0	31.0	2.0	2.0	0.0	81.0
	%	56.8	38.3	2.5	2.5	0.0	100.0
I am always punctual with my University assignments	*f*	37.0	42.0	2.0	0.0	0.0	81.0
	%	45.7	51.9	2.5	0.0	0.0	100.0
I strictly observed University working hours	*f*	33.0	42.0	3.0	0.0	3.0	81.0
	%	40.7	51.9	3.7	0.0	3.7	100.0
I would recommend the University to friends and family	*f*	32.0	33.0	12.0	3.0	1.0	81.0
	%	39.5	40.7	14.8	3.7	1.2	100.0
I feel personally driven to help the University to succeed	*f*	42.0	33.0	2.0	4.0	0.0	81.0
	%	51.9	40.7	2.5	4.9	0.0	100.0
I am extremely proud to tell people that I worked with the University	*f*	42.0	23.0	7.0	7.0	2.0	81.0
	%	51.9	28.4	8.6	8.6	2.5	100.0
Doing my job well gave me a sense of personal satisfaction	*f*	42.0	31.0	4.0	0.0	4.0	81.0
	%	51.9	38.3	4.9	0.0	4.9	100.0
I am actively looking for a job outside the University	*f*	5.0	10.0	4.0	30.0	32.0	81.0
	%	6.2	12.3	4.9	37.0	39.5	100.0
I have applied for another job outside the University in the past six months	*f*	5.0	3.0	4.0	25.0	44.0	81.0
	%	6.2	3.7	4.9	30.9	54.3	100.0
I would work elsewhere if I had the chance	*f*	11.0	19.0	9.0	18.0	24.0	81.0
	%	13.6	23.6	11.1	22.2	29.6	100.0

Table 37. Means, modes, medians and standard deviations (SD) of opinions of support staff survey respondents (n=81) on employee job satisfaction and engagement in the University

Variable	Mean	mode	median	SD
I am very satisfied with my job	162	1	1.00	0.874
I am highly committed to the University	1.51	1	1.00	0.673

I am always punctual with my University assignments	1.57	2	2.00	0.546
I strictly observed University working hours	1.74	2	2.00	0.848
I would recommend the University to friends and family	1.86	2	2.00	0.848
I feel personally driven to help the University succeed	1.60	1	1.00	0.769
I am extremely proud to tell people that I worked with the University	1.81	1	1.00	1.074
Doing my job well gave me a sense of personal satisfaction	1.68	1	1.00	0.960
I am actively looking for a job outside the University	3.91	5	4.00	1.227
I have applied for another job outside the University in the past six months	4.23	5	5.00	1.121
I would work elsewhere if I had the chance	3.31	5	4.00	1.455

Table 38 gives the correlations between the leadership of the University and employee job satisfaction as perceived by the teaching and non-teaching survey respondents. The senior management guiding activities that ensured improved performance significantly and positively affected employee job satisfaction (r=0.477, P<0.05) and the respondents recommending the University to friends and family (r=0.413, P<0.05). Further, employees being treated fairly in the University significantly and positively influenced employee job satisfaction (r=0.476, P<0.05) and the respondents recommending the University to friends and family (r=0.440, P<0.05). Additionally, senior management being held accountable for achieving desired results significantly and positively affected the respondents recommending the University to friends and family (r=0.335, P<0.10). Similarly, measurement of job performance to ensure all staff were achieving desired goals significantly and positively employee job satisfaction (r=0.293, P<0.05) and the respondents recommending the University to friends and family (r=0.457, P<0.05). Consequently, the leadership of the University's senior management was important in determining employee job satisfaction and, by extension, the strategic positioning of the University.

Table 38. Correlations between leadership of the Universty's senior management and employee job satisfaction and engagement in the University as perceived by the teaching and non-teaching staff survey respondents (n=102) in the University

Variable		I am very satisfied with my job	I strictly observed University working hours	I would recommend the University to friends and family
Senior management guided activities that ensured improved performance	Pearson Correlations	0.477**	0.177	0.413**
	Sig. (2-tailed)	0.000	0.241	0.000
Everybody was treated fairly in the University	Pearson Correlations	0.476**	0.078	0.440**
	Sig. (2-tailed)	0.000	0.435	0.000
Senior management was held accountable for achieving results	Pearson Correlations	0.198	-0.085	0.335*
	Sig. (2-tailed)	0.047	0.395	0.000
Job performance was measured to ensure all staff were achieving desired goals	Pearson Correlations	0.293**	0.176	0.457**
	Sig. (2-tailed)	0.003	0.076	0.000

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2/tailed).

Table 39 gives the correlations between the leadership of the University and employee job satisfaction as perceived by the support staff survey respondents. The respondents feeling personaly driven to help the University to succeed significantly and positively affected the receipt of useful and constructive feedback from supervisors ($r=0.229$, $P<0.10$), mentorship by supervisors ($r=0.261$, $P<0.10$) and supervisors making wise decisions ($r=0.345$, $P<0.05$). However, it was negatively correlated, although insignificantly, with employee performance evaluations being fair and appropriate. The survey respondents being extremely proud to tell people that they worked with the University significantly and positively influenced the receipt of useful and constructive feedback from supervisors ($r=0.368$, $P<0.05$), mentorship by supervisors ($r=0.440$, $P<0.10$), and supervisors making wise decisions ($r=0.442$, $P<0.05$). However, it was negatively correlated, albeit insignificantly, with the opportunity given to participate in goal setting for the department. Consequently, leadership of the University's senior management was important for employee job satisfaction.

Table 39. Correlations between leadership of the University's senior management and employee job satisfaction as perceived by the support staff survey respondents (n=81) in the University

Variable		I received useful and constructive feedback from my supervisor	My supervisor mentored	My supervisor made decisions wisely	I had opportunity to participate in the goal setting of the department	Employee performance evaluations were fair and appropriate
I would recommend the University to friends and family	Pearson Correlations	0.143	0.018	0.113	0.004	0.045
	Sig. (2-tailed)	0.203	0.873	0.313	0.972	0.689
I feel personally driven to help the University to succeed	Pearson Correlations	0.229*	0.261*	0.345**	0.161	-0.012
	Sig. (2-tailed)	0.040	0.018	0.002	0.151	0.917
I am extremely proud to tell people that I am worked with the University	Pearson Correlations	0.368*	0.440**	0.442**	0.041	0.111
	Sig. (2-tailed)	0.001	0.080	0.000	0.718	0.323
Doing my job well gave me a sense of personal satisfaction	Pearson Correlations	0.342	0.213	0.185	-0.116	0.025
	Sig. (2-tailed)	0.002	0.056	0.097	0.304	0.822

**Significant correlation ($P<0.05$), *Significant correlation ($P<0.10$) (2/tailed).

For employee job satisfaction and engagement in the University, accountability and transparency in the human resource system was cited by the survey respondents as requiring attention. Clear career progression guidelines that ensured fair and equitable placement and promotion of employees was voiced by the survey respondents as crucial. Review of terms of service, the reward and appreciation system for good work and loyalty to the University, and sanctions for non-performance were also suggested by the survey respondents as vital to employee job satisfaction and engagement. Additionally, there was need to improve the work environment and provide modern equipment to all departments.

The current circumstances in the University were believed to discourage employees from doing their best but instead allowed them to relax. The survey respondents, therefore, suggested that employees be provided with an enabling environment to work while building their capacity to permit them to be more useful. Besides, the senior management of the University needed to be committed to improving remuneration for the workforce, and having timely and fair promotion of those due using laid down procedures. The senior management of the University needed to involve all employees in decision-making forums, effectively supervise them to discharge their duties and continously appraise them on their performance. Regular communication and interaction with employees was cited by the survey respondents as one way the senior management of the University could marshall support from the employees. Indeed, the survey respondents suggested that the University management needed to avoid threats of sacking as a consequence of underperformance but instead provide leadership and mentorship to enhance capacity for performance.

4.2.7. Employee work compensation in the University

Table 40 shows the opinions of the teaching and non-teaching staff respondents on work compensation for staff in the University while Table 41 gives the means, modes, medians and standard deviations of their responses. Most of the survey respondents agreed that; they were paid fairly for the work they did (38.2%), their benefits were comparable to those offered by other universities and organizations (32.4%) and they understood their benefit plans (44.1%). Conversely, majority of them disagreed that their salaries were competitive with similar jobs they would find elsewhere (34.3%), and that they were satisfied with their benefit package

(30.4%). The means, modes, medians and standard deviations presented in Table 41 corroborate the abovementioned results.

Table 40. Opinions of the teaching and non-teaching staff survey respondents on work compensation for staff in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I am paid fairly for the work I do		10.0	39.0	12.0	28.0	13.0	102.0
		9.8	38.2	11.8	27.5	12.7	100.0
My salary was competitive with similar jobs I might find elsewhere		9.0	32.0	14.0	35.0	11.0	102.0
		8.8	31.4	13.7	34.3	10.8	100.0
My benefits were comparable to those offered by other Universities and organizations		8.0	33.0	27.0	23.0	11.0	102.0
		7.8	32.4	26.5	22.5	10.8	100.0
I understand my benefit plan		11.0	45.0	30.0	12.0	4.0	102.0
		10.8	44.1	29.4	11.8	3.9	100.0
I am satisfied with my benefit package		5.0	21.0	27.0	31.0	18.0	102.0
		4.9	20.6	26.5	30.4	17.6	100.0

Table 41. Means modes, medians and standard deviations (SD) of opinions of the teaching and non-teaching staff survey respondents (n=102) on work compensation for staff in the University

Variables	Mean	Mode	Median	SD
I am paid fairly for the work I do	2.96	2	3.00	1.25
My salary was competitive with similar jobs I might find elsewhere	3.07	4	3.00	1.21
My benefits were comparable to those offered by other Universities and organizations	2.96	2	3.00	1.14
I understand my benefit plan	2.54	2	2.00	0.97
I am satisfied with my benefit package	3.35	4	3.00	1.14

Table 42 presents the correlations between work compensation and employee job satisfaction as perceived by the support staff survey respondents in the University. Satisfaction with the benefit package among the teaching and non-teaching staff in the University significantly and positively affected employee job satisfaction and enthusiasm in doing their jobs (r=0.371, P<0.10). However, it significantly and negatively influenced employee commitment to the University (r= -0.293, P<0.05). Additionally, the staff understanding their benefit plans significantly and positively affected employee job satisfaction and enthusiasm in doing their jobs (r=0.245, P<0.10), employee punctuality with University assignments (r= 0.330, P<0.10) and strict observation of University working hours (r= 0.416, P<0.10). Further, the competitiveness of

employees' salaries compared with similar jobs that could be found elsewhere significantly and positively affected employees' job satisfaction and enthusiasm in doing the job($r=0.292$, $P<0.05$) and strict observation of University working hours by the employees ($r=0.252$, $p<0.05$). Therefore, work compensation was needed for employee job satisfaction and, subsequently, strategic positioning of the University.

Table 42. Correlations between work compensation and employee job satisfaction as perceived by the support staff survey respondents (n=81) in the University

Variable		I am very satisfied with my job and I did it with enthusiasm	I am highly committed to the University	I am always punctual with my University assignments	I strictly observed University working hours
I am satisfied with my benefit package	Pearson Correlations	0.371*	-0.293**	-0.091	-0.091
	Sig. (2-tailed)	0.001	0.008	0.418	0.863
I understood my benefit plan	Pearson Correlations	0.245*	0.145	0.330*	0.416*
	Sig. (2-tailed)	0.027	-0.197	0.003	0.000
My benefits were comparable to those offered by other universities and organizations	Pearson Correlations	0.177	0.038	0.075	0.207
	Sig. (2-tailed)	0.113	0.738	0.506	0.063
My salary was competitive with similar jobs I might find elsewhere	Pearson Correlations	0.292**	0.113	0.142	0.252*
	Sig. (2-tailed)	0.008	0.316	0.205	0.023

**Significant correlation ($P<0.05$), *Significant correlation ($P<0.10$) (2/tailed).

Table 43 shows the opinions of the support staff survey respondents on work compensation for staff in the University while Table 44 gives the means, mode, median and standard deviations of their responses. Majority of the respondents agreed that; they were paid fairly for the work they did (42.0%), their salaries (51.9%) and benefits were comparable (51.9%) to those offered by other universities and organizations. Additionally, most of the survey respondents (49.4%) understood their benefit plans. The means, modes, medians and standard deviations presented in Table 44 confirm the foregoing findings.

Table 43. Oipinions of the support staff survey respondents on work compensation for staff in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I am paid fairly for the work I did	*f*	12.0	34.0	9.0	18.0	8.0	81.0
	%	14.8	42.0	11.1	22.2	9.9	100.0
My salary was competitive with similar jobs I might find elsewhere	*f*	8.0	42.0	16.0	7.0	8.0	81.0
	%	9.9	51.9	19.8	8.6	9.9	100.0
My benefits were comparable to those offered by other Universities/ organizations	*f*	9.0	28.0	20.0	11.0	13.0	81.0
	%	11.1	34.6	24.7	13.6	16.0	100.0
I understand my benefit plan	*f*	12.0	40.0	19.0	8.0	2.0	81.0
	%	14.8	49.4	23.5	9.9	2.5	100.0

Table 44. Means, modes, medians and standard deviations (SD) of the opinions of support staff respondents (n=81) on work compensation for employee in the University

Variable	Mean	mode	median	SD
I am paid fairly for the work I did	2.70	2.00	2.00	1.25
My salary was competitive with similar jobs I might find elsewhere	2.57	2.00	2.00	1.11
My benefits were comparable to those offered by other Universities/ organizations	2.89	2.00	2.00	1.26
I understand my benefit plan	2.36	2.00	2.00	0.94
I am satisfied with my benefit package	3.36	4.00	4.00	1.12

With regard to improving work compensation for employees at the University, the survey respondents suggested an audit of the compensation scheme to establish disparities, if any, for correction. The entire employee motivation needed a relook with a view to pegging remunerations and promotions to existing structures with other competitive universities and organizations in the country. Whereas the survey respondents appreciated that salaries for similar cadres were fair, it was expressed that employees who put more effort to their work should be recognized by way of monetary rewards or congratulatory letters with a bearing to promotion. The need for equivalent off-days or pay for extra hours worked was evident from the survey respondents whose departments had inadequate personnel. Provision of training opportunities for

employees to advance their careers was indicated as another way to improve work compensation. Additionally, the survey respondents indicated that the University should expand its investment scheme to raise funds towards financing its core activities and for employee work compensation.

4.3. Employee Capacity

Table 45 below presents the general biographical characteristics of teaching and non-teaching staff of the University. Males dominated (60.8%) the teaching and non-teaching staff, implying women were less represented in these sectors in the University. Those married were the most (76.5%) while the singles comprised about 20.6% of the respondents. The age category of 36-45 years was the majority (37.3%) and the least (2.9%) was 56-65 years of age. Most of the survey respondents (27.5%) had Diploma as their highest level of education, implying that most of them (69.2%) were of the rank of administrator. Further, majority of them were in permanent and pensionable employment (63.9%) and had served for between 1-5 years in the University.

Table 45. General biographical characteristics of the survey respondents from teaching and non-teaching staff in the University

Variable	Aspect	Frequency	%
Gender	Male	62	60.8
	Female	40	39.2
	Total	102	100.0
Marital status	Single	21	20.6
	Married	78	76.5
	Widowed	1	1.0
	Separated	2	2.0
	Total	102	100.0
Age (years)	≤ 30	13	12.7
	31-35	19	18.6
	36-45	38	37.3
	46-55	29	28.4
	56-65	3	2.9
	Total	102	100.0
Highest level of education	Diploma	28	27.5
	Higher Diploma	7	6.9
	First degree	28	25.5
	Postgraduate diploma	1	1.0
	Masters	23	22.5
	Doctorate	11	10.8
	Others	6	5.9
	Total	102	100

Position/ Rank	Lecturer	15	14.7
	Assistant lecturer	13	12.7
	Tutorial/ graduate assistant	1	1.0
	Technologist	3	2.9
	Administrator	70	68.6
	Total	102	100
Terms	Permanent and Pensionable	84	82.4
	Contract	18	17.6
	Total	102	100
Experience in University service (years)	≤ 1	6	5.9
	1-5	41	40.2
	6-10	5	4.9
	11-15	16	15.7
	≥ 16	34	33.0
	Total	102	100

Table 46 below presents the general biographical characteristics of the support staff survey respondents in the University. Males were predominant (55.6%), indicating that women were less represented among support staff in the University. The majority (76.5%) were married while the singles comprised about 18.5% of the survey respondents. The age category of 46-55 years was the majority (43.2%) and the least (6.2%) was 56-65 years of age. Most of the support staff survey respondents (46.9%) had high school certificates as their highest level of education. Further, majority of the respondents (80.2%) were of the rank of lecturer. Most of the respondents (67.9%) among the support staff in the University had served for over 16 years in the University.

Table 46. Biographical characteristics of the support staff survey respondents in the University

Variable	Aspect	Frequency	%
Gender	Male	45	55.6
	Female	36	44.4
	Total	81	100.0
Marital status	Single	15	18.5
	Married	62	76.5
	Widowed	2	2.5
	Separated	2	2.5
	Total	81	100.0
Age (years)	≤ 30	9	11.1
	31-35	8	9.9
	36-45	24	29.6

	46-55	35	43.2
	56-65	5	6.2
	Total	81	100.0
Highest level of education	Primary school (KCPE/CPE)	6	7.4
	High school ("O''/ "A")	38	46.9
	Post secondary certificate	27	33.3
	Others	10	12.3
	Total	81	100
Experience in University service (years)	≤ 1	2	2.5
	1-5	10	12.3
	6-10	10	12.3
	11-15	4	4.9
	≥ 16	55	67.9
	Total	81	100

Table 47 presents the opinions of the teaching and non-teaching staff survey respondents on employee capacity in the University while Table 48 gives the means, modes, medians and standard deviations of their responses. Majority of the survey respondents agreed that they were familiar and understood the vision, mission and the strategic goals of the University (51%), and understood their job description/ specification and how their work directly contributed to the overall success of the University (45.1%). Similarly, most of the respondents strongly agreed that their qualifications were relevant to the jobs they were doing (57.8%), and had adequate opportunities for professional development and advancement in the University (57.8%). Further, approximately 44.1% of the survey respondents had attended trainings or forums on capacity building and about 32.4% adequately supervised and mentored their subordinates. Additionally, most of the survey respondents agreed that they were sufficiently supervised and mentored by their supervisors (58.8%), that employees worked together as a team to accomplish assigned tasks (45.1%) and that they worked with others as a team to develop their careers (53.9%).

Majority of the survey respondents agreed that; they attended team building activities aimed at enhancing team work (40.2%), recognized that it was their duty to improve performance (57.8%), and were loyal to ensuring that they bettered their performance (50.0%). Approximately 48% of the survey respondents agreed that they could use a computer to gather and transmit

information, and analyze data. Majority of them agreed that they understood the full meaning of ISO procedures (59.8%), and always attained high standards of excellence in their work (61.8%). Further, about 31.3% of the survey respondents agreed that they shared daily work experiences with fellow employees and supervisors. Additionally, majority of them agreed that they were encouraged to learn from their mistakes (57.8%), and that their work was challenging, stimulating and rewarding (53.9%). About 36.8% of the survey respondents also agreed that they were able to disagree with their supervisors without fear of getting into trouble while about 47.1% agreed that they were comfortable sharing their opinions and ideas at work. Besides, about 30.4% of the survey respondents agreed that the University attracted, developed and retained people with diverse backgrounds. Additionally, 29.4% of the respondents agreed that people with different opinions and ideas were valued in the University while 30.4% agreed that the management of the University recognized and respected the existing workers' unions. The means, modes, medians and standard deviations presented in Table 48 corroborate the preceding findings.

Table 47. Opinions of teaching and non-teaching staff survey respondents on employee capacity in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	**Agreed**	**Not sure**	**Disagreed**	**Strongly agreed**	
I am familiar and understood the vision, mission and the strategic goals of the University		44.0	52.0	3.0	1.0	1.0	102.0
		43.1	51.0	2.9	1.0	1.0	100.0
I understand my job description/ specification and how my work directly contributed to the overall success of the University		45.0	46.0	8.0	2.0	1.0	102.0
		44.1	45.1	7.8	2.0	1.0	100.0
My qualifications were relevant to the job I am doing		59.0	30.0	3.0	10.0	0.0	102.0
		57.8	29.4	2.9	9.8	0.0	100.0
I have the skills and experience necessary to do my work		59.0	33.0	6.0	3.0	1.0	102.0
		57.8	5.9	5.9	2.9	1.0	100.0
I have adequate opportunities for professional development and advancement in the University		19.0	45.0	11.0	21.0	6.0	102.0
		18.6	44.1	10.8	20.6	5.9	100.0
Employees attended trainings or forums on capacity building		7.0	33.0	20.0	17.0	25.0	102.0
		6.9	32.4	19.6	16.7	24.5	100.0
I adequately supervised and mentored my subordinates		18.0	60.0	10.0	8.0	6.0	102.0
		17.6	58.8	9.8	7.8	5.9	100.0
I am adequately supervised and mentored by my supervisor		27.0	46.0	13.0	12.0	4.0	102.0
		26.5	45.1	12.7	11.8	3.9	100.0
Employees worked together as a team to accomplish assigned tasks		26.0	45.0	21.0	7.0	3.0	100.0
		25.5	44.1	20.6	6.9	2.9	102.0

I worked with others as a team to develop my career	22.0	55.0	12.0	11.0	2.0	102.0
	21.6	53.9	11.8	10.8	2.0	100.0
Employees attended team building activities aimed at enhancing team work	15.0	41.0	14.0	28.0	4.0	102.0
	14.7	40.2	13.7	27.5	3.9	100.0
Employees recognized that it was their duty to improve performance	14.0	59.0	21.0	7.0	1.0	102.0
	13.7	57.8	26.6	6.9	1.0	100.0
Employees were loyal to ensuring that they bettered their performance	12.0	51.0	25.0	13.0	1.0	102.0
	11.8	50.0	24.5	12.7	1.0	100.0
I can use a computer to gather and transmit information	33.0	49.0	6.0	8.0	6.0	102.0
	32.4	48.0	5.9	7.8	5.9	100.0
I can analyze data using computers	32.0	49.0	6.0	9.0	6.0	102.0
	31.4	48.0	5.9	8.8	5.9	100.0
I understand the full meaning of ISO procedures	26.0	61.0	12.0	2.0	1.0	102.0
	25.5	59.8	11.8	2.0	1.0	100.0
I always attained high standards of excellence in my work	21.0	63.0	15.0	3.0	0.0	102.0
	20.6	61.8	14.7	2.9	0.0	100.0
Employees shared daily work experiences with fellow employees and supervisors	13.0	38.0	28.0	20.0	3.0	102.0
	12.7	31.3	27.5	19.6	2.9	100.0
I am encouraged to learn from my mistakes	20.0	59.0	13.0	9.0	1.0	102.0
	19.9	57.8	12.7	8.8	1.0	100.0
My work was challenging, stimulating and rewarding	17.0	55.0	16.0	12.0	2.0	102.0
	16.7	53.9	15.7	11.8	2.0	100.0
I can disagree with my supervisor without fear of getting into trouble	11.0	37.0	24.0	22.0	8.0	102.0
	10.8	36.8	23.5	21.6	7.8	100.0
I am comfortable sharing my opinions and ideas at work	16.0	48.0	20.0	13.0	5.0	102.0
	15.7	47.1	19.6	12.7	4.9	100.0
The University attracted, developed and retained people with diverse backgrounds	10.0	31.0	24.0	25.0	12.0	102.0
	9.8	30.4	23.5	24.5	11.8	100.0
People with different opinions and ideas	6.0	30.0	28.0	23.0	15.0	102.0
	5.9	29.4	27.5	22.5	14.7	100.0

were valued in the University						

The management of the University recognized and respected the workers' unions	17.0	31.0	21.0	22.0	11.0	102.0
	16.7	30.4	20.6	21.6	10.8	100.0

Table 48. Means, modes, medians and standard deviations (SD) of opinions of the teaching and non-teaching staff survey (n=102) respondents on employee capacity in the University

Variables	Mean	mode	median	SD
I am familiar and understand the vision, mission and the strategic goals of the University	1.64	2.00	2.00	0.69
I understand my job description/ specifications and how my work directly contributes to the overall success of the University	1.71	2.00	2.00	0.78
My qualifications were relevant to the job I am doing	1.65	1.00	1.00	0.94
I have the skills and experience necessary to do my work	1.57	1.00	1.00	0.82
I have adequate opportunities for professional development and advancement at the University	2.51	2.00	2.00	1.81
Employees attended trainings or forums on capacity building	3.20	2.00	3.00	1.31
I adequately supervise and mentor my subordinates	2.25	2.00	2.00	1.03
I am adequately supervised and mentored by my supervisor	2.22	2.00	2.00	1.09
Employees worked together as a team to accomplish given tasks	2.18	2.00	2.00	0.99
I work with others as a team to develop my career	2.18	2.00	2.00	0.97
Employees attend team building activities aimed at enhancing team work	2.66	2.00	2.00	1.15
Employees recognized that it was their duty to improve performance	2.24	2.00	2.00	0.81
Employees were loyal to ensuring that they better their performance	2.41	2.00	2.00	0.89
I can use a computer to gather and transmit information	2.07	2.00	2.00	1.11
I can analyze data using computers	2.10	2.00	2.00	1.12
I understand the full meaning of ISO procedures	1.93	2.00	2.00	0.74
I always attain high standards of excellence in my work	2.00	2.00	2.00	0.68
Employees shared daily work experiences with fellow employees and supervisors	2.63	2.00	2.50	1.03
I am encouraged to learn from my mistakes	2.14	2.00	2.00	0.87
My work was challenging, stimulating and rewarding	2.28	2.00	2.00	0.95
I can disagree with my supervisor without fear of getting into trouble	2.79	2.00	3.00	1.14
I am comfortable sharing my opinions and ideas at work	2.44	2.00	2.00	1.06
The University attracted, developed and retained people with diverse backgrounds	2.98	2.00	3.00	1.20
People with different opinions and ideas were valued in the University	3.11	2.00	3.00	1.17
The management of the University recognized and respected the workers' unions	2.79	2.00	3.00	1.26

Table 49 presents correlations between the leadership of the Universty's senior management and strategic positioning of the University as perceived by the senior management respondents in the

University. The University's ISO certification significantly and positively affected the University's master plan that was implemented($r=0.644$, $P<0.05$). Similarly, existence of business plans for all campuses of the University significantly influenced the inspiration of the University's leadership to stakeholders to attain the University's vision and mission ($r=0.644$, $P<0.10$). Leadership believe in core values of the University also significantly and positively influenced the leadership believe in the University's vision and mission ($r=0.811$, $P<0.05$), the leadership inspiring the stakeholders to attain vision and mission of the University ($r=0.632$, $P<0.05$), the leadership believe in the strategic objectives of the University ($r=0.846$, $P<0.05$), and the University having a strategic plan that was implemented($r=0.611$, $P<0.05$). Additionally, the University undertaking community outreach or consultancy services significantly and positively affected the leadership believe in the vision and mission of the University ($r=0.495$, $P<0.10$). Further, the existence of a citizens service charter displayed at service points in the University significantly and positively affected the following; the leadership believe in the vision and mission of the University ($r=0.768$, $P<0.05$), the leadership inspiring the stakeholders to attain the University's vision and mission($r=0.495$, $P<0.10$), the leadership believe in the strategic objectives of the University ($r=0.647$, $P<0.05$), the existence of the University's strategic plan that was implemented ($r=0.574$, $P<0.05$) and the presence and implementation of the University's master plan ($r=0.475$, $P<0.10$).

Table 49. Correlations between the leadership of the University and strategic positioning of the University as perceived by the senior management survey respondents (n=22) in the University

Variable		The leadership believed in the University's vision and mission	The leadership inspired the stakeholders to attain the University's vision and mission	The leadership believed in the strategic objectives of the University	The University had a strategic plan that was implemented	The University had a master plan that was implemented
The University had ISO certification	Pearson Correlations	-0.030	0.020	0.129	0.411	0.644**
	Sig. (2-tailed)	0.894	0.931	0.568	0.009	0.001
There were business plans for all campuses of the University	Pearson Correlations	0.572	0.492*	0.406	0.543	0.397
	Sig. (2-tailed)	0.005	0.020	0.061	0.009	0.068
The leadership believed in the core values of the University	Pearson Correlations	0.811**	0.632**	0.846**	0.611**	0.326
	Sig. (2-tailed)	0.000	0.002	0.000	0.003	0.020
The University undertook community outreach/ extension	Pearson Correlations	0.495*	0.280	0.336	0.521	0.359
	Sig. (2-tailed)	0.019	0.208	0.126	0.013	0.100
There was a service charter displayed at service points in the University	Pearson Correlations	0.768**	0.495*	0.647**	0.574**	0.475*
	Sig. (2-tailed)	0.000	0.019	0.001	0.005	0.025

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2/tailed).

To build employee capacity, the survey respondents recommended that the management of the University identifies areas of deficiency and undertakes capacity building to fill the gaps. To attain this, exposure, through facilitation to attend short or refresher courses, workshops, seminars, conferences and long-term professional trainings on relevant areas of work, including outside their careers, were suggested. Regular staff meetings and team building events, together with cost-shared trips both in and outside the country while minimising incitement of sections of employees against others, were indicated as important to boost employee competency and skills. Research and development on issues affecting employee capacity were also deemed to be avenues for improving the capacity of employees.

4.4. Capacity of the University

Table 50 below gives opinions of senior management survey respondents on the extent to which the capacity of the University to undertake development influenced its strategic positioning while Table 51 presents the means, modes, medians and standard deviations of their responses. Majority of the survey respondents (45.5%) strongly agreed that a citizens service charter was displayed at service points in the University. Further, most of the respondents (50.0%) agreed that the University had a strategic plan and a master plan that were implemented (40.9%). Additionally, most of those interviewed (45.5%) were unsure if business plans existed for all campuses of the University although about 36.4% of them agreed that the business plans existed. However, most of the survey respondents strongly disagreed that the University had obtained ISO certification, which was indeed the case. Besides, most of the respondents (50.0%) disagreed that employees did not adhere to all polices and regulations in the University. Further, most of the respondents (40.09%) disagreed that the University strove to create income generating units (IGUs), and that the available IGUs were profitable (36.4%). About 31.8% of the survey respondents strongly disagreed that the University out-sourced essential services while 36.3% were unsure if the University did this. Additionally, majority of them (63.6%) agreed that required expertise could be sourced easily through consultancy or part-timers while about 40.9% of them were unsure if the University undertook outreach or extension services. The means, modes, medians and standard deviations shown in Table 51 confirm the foregoing findings.

Table 50. Opinions of the University's senior management survey respondents on the extent to which capacity of the University to undertake development influenced its strategic positioning

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
A citizens service charter was displayed at service points in the University	*f*	10.0	9.0	2.0	0.0	1.0	22.0
	%	45.5	40.9	9.1	0.0	4.5	100.0
A strategic plan that was implemented existed	*f*	4.0	11.0	3.0	3.0	1.0	22.0
	%	18.2	50.0	13.6	13.6	4.5	100.0
A master plan that was implemented existed	*f*	4.0	9.0	5.0	2.0	2.0	22.0
	%	18.2	40.9	22.7	9.1	9.1	100.0
Business plans existed for all campuses of the University	*f*	3.0	8.0	10.0	0.0	1.0	22.0
	%	13.6	36.4	45.5	0.0	4.5	100.0
The University had obtained ISO certification	*f*	0.0	2.0	1.0	8.0	11.0	22.0
	%	0.0	9.1	4.5	36.4	50.0	100.0
Employees adhered to all polices and regulations in the University	*f*	4.0	5.0	5.0	11.0	1.0	22.0
	%	4.5	18.2	22.1	50.0	4.5	100.0
The University strove to create income IGUs	*f*	0.0	4.0	3.0	9.0	6.0	22.0
	%	0.0	18.2	13.2	40.9	27.3	100.0
IGUs available were profitable	*f*	0.0	4.0	3.0	8.0	1.0	22.0
	%	0.0	18.2	13.6	36.4	31.8	100.0
The University outsourced essential services	*f*	0.0	3.0	6.0	6.0	7.0	22.0
	%	0.0	13.6	27.3	27.3	31.8	100.0
The University outsourced non-essential services	*f*	1.0	1.0	8.0	6.0	6.0	22.0
	%	4.5	4.5	36.3	27.3	27.3	100.0
Required expertise could be sourced easily through consultancy/part-timers	*f*	2.0	14.0	4.0	0.0	2.0	22.0
	%	9.1	63.6	18.2	0	9.1	100.0
The University undertook community outreach/ extension	*f*	0.0	8.0	9.0	3.0	2.0	22.0
	%	0.0	36.4	40.9	13.6	9.1	100.0

The University undertook cutting-edge research	*f*	0.0	3.0	10.0	7.0	2.0	22.0
	%	0.0	13.6	45.5	31.8	9.1	100.0
The University had external linkages and collaborations	*f*	3.0	16.0	0.0	2.0	1.0	22.0
	%	13.6	72.7	0.0	9.1	4.5	100.0
The University had an endowment fund (i.e., Foundation)	*f*	0.0	6.0	8.0	3.0	5.0	22.0
	%	0.0	27.3	36.4	13.6	22.7	100.0
Completion of projects was timely	*f*	0.0	5.0	6.0	9.0	2.0	22.0
	%	0.0	22.7	27.3	40.3	9.1	100.0
Capital projects were of desired quality	*f*	4.0	10.0	2.0	3.0	3.0	22.0
	%	18.2	45.5	9.1	13.6	13.6	100.0
Demand for services was within the University's capacity	*f*	0.0	6.0	8.0	6.0	2.0	22.0
	%	0.0	27.3	36.4	27.3	9.1	100.0

Table 51. Means, modes, medians and standard deviations (SD) of the opinions of the University's senior management survey respondents (n=22) on the extent to which capacity of the University to undertake development influenced its strategic positioning

Variable	Mean	Mode	Median	SD
A citizens service charter was displayed at service points in the University	1.77	1.00	2.00	0.97
A strategic plan that was implemented existed	2.36	2.00	2.00	1.09
A master plan that was implemented existed	2.50	2.00	2.00	1.19
Business plans for all campuses of the University existed	2.45	3.00	2.50	0.91
The University had obtained ISO certification	4.27	5.00	4.50	0.94
Employees adhered to all polices and regulations in the University	3.32	4.00	4.00	0.10
The University strove to create IGUs	3.77	4.00	4.00	1.07
The available IGUs were profitable	3.82	4.00	4.00	1.10
The University outsourced essential services	3.77	5.00	4.00	1.07
The University outsourced non-essential services	3.68	3.00	4.00	1.09
Required expertise could be sourced easily through consultancy/part-timers	2.36	2.00	2.00	1.00
The University undertook community outreach/ extension	2.95	3.00	3.00	0.95
The University undertook cutting-edge research	3.36	3.00	3.00	0.85
The University had external linkages and collaborations	2.18	2.00	2.00	0.96
The University had an endowment fund (i.e., Foundation)	3.32	3.00	3.00	1.13
Capital projects were of desired quality	3.36	3.50	3.50	0.95

Completion of capital projects was timely	2.59	2.00	2.00	1.33
Demand for services was within the University's capacity	3.18	3.00	3.00	0.96

Table 52 presents the opinions of the support staff survey respondents on employee capacity in the University while Table 53 gives the means, modes, medians and standard deviations of their responses. Majority of the respondents strongly agreed with a number of aspects as follows; about 58% were familiar and understood the vision, mission and the strategic goals of the University, 48.1% understood their job descriptions/ specifications and how their work directly contributed to the overall success of the University, 42.0% had qualifications that were relevant to the jobs they were doing, and 35.8% had adequate opportunities for professional development and advancement in the University. Conversely, about 24.7% of the survey respondents disagreed that employees attended trainings or forums on capacity building. Additionally, most of them agreed that; they adequately supervised and mentored their subordinates (64.2%), were adequately supervised and mentored by their supervisor (54.3%), employees worked together as a team to accomplish assigned tasks (58.0%) and they worked with others as a team to develop their careers (54.3%. Further, majority of the survey respondents agreed that; employees attended team building activities aimed at enhancing team work (58.0%), employees recognized that it was their duty to improve performance (56.8%) and were loyal to ensuring that they bettered their performance (69.1%). Additionally, most of the respondents agreed that; they could use a computer to gather and transmit information (50.6%), could analyze data using computers (55.6%), understood the full meaning of ISO procedures (61.7%) and always attained high standards of excellence in their work, (31.3%). Similarly, most of them agreed that; they shared daily work experiences with fellow employees and supervisors, (67.9%), were encouraged to learn from their mistakes, (64.2%), their work was challenging, stimulating and rewarding, (69.1%), and had control over their job, whether it was the pace, process or outcome (53.1%). Most of the survey respondents also agreed that; there were no confliction jobs (53.1%), were able to disagree with their supervisors without fear of getting into trouble, (44.4%) and were comfortable sharing their opinions and ideas at work (69.1%). Further, most of them agreed that the University attracted, developed and retained people with diverse backgrounds, (40.7%). Similarly, a relative big proportion of the survey respondents agreed that; the University's management recognized and respected the existing workers' unions (30.9%), interactions were focused primarily on what employees did wrong rather than what they did right

(49.4%), and adequate explanations of reasons, processes or likely outcomes were given when organization changes occurred (38.3%). The means, modes, medians and standard deviations shown in Table 53 affirm the abovementioned findings.

Table 52. Opinions of support staff survey respondents on employee capacity in the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly agreed	
I am familiar and understand the vision, mission and the strategic goals of the University		47.0	27.0	2.0	3.0	2.0	81.0
		58.0	33.3	2.5	3.7	2.5	100.0
I understand my job description/ specification and how my work directly contributed to the overall success of the University		39.0	22.0	11.0	9.0	0.0	81.0
		48.1	27.2	13.6	11.1	0	100.0
My qualifications were relevant to the job I am doing		34.0	31.0	5.0	8.0	3.0	81.0
		42.0	38.3	6.2	9.9	3.7	100.0
I have the skills and experience necessary to do my work		39.0	36.0	5.0	1.0	0.0	81.0
		48.1	44.4	6.2	1.2	0.0	100.0
I have adequate opportunities for professional development and advancement in the University		29.0	20.0	7.0	14.0	11.0	81.0
		35.8	24.7	8.6	17.3	13.6	100
Employees attended trainings or forums on capacity building		8.0	38.0	3.0	12.0	20.0	81.0
		9.9	46.9	3.7	14.8	24.7	100.0
I adequately supervised and mentored my subordinates		15.0	52.0	4.0	6.0	4.0	81.0
		18.5	64.2	4.9	7.4	4.9	100.0
I am adequately supervised and mentored by my supervisor		25.0	44.0	5.0	6.0	1.0	102.0
		30.9	54.3	6.2	7.4	1.2	100.0
Employees worked together as a team to accomplish assigned tasks		10.0	47.0	11.0	7.0	6.0	81.0
		12.3	58.0	13.6	8.6	7.4	100.0
I worked with others as a team to develop my career		25.0	44.0	5.0	6.0	1.0	81.0
		30.9	54.3	6.2	7.4	1.2	100.0
Employees attended team building activities aimed at enhancing team work		10.0	47.0	11.0	7.0	6.0	81.0
		12.3	58.0	13.6	8.6	7.4	100.0

Statement						
Employees recognized that it was their duty to improve performance	16.0	46.0	8.0	4.0	7.0	81.0
	19.8	56.8	9.9	4.9	8.6	100.0
Employees were loyal to ensuring that they bettered their performance	13.0	56.0	8.0	4.0	0.0	81.0
	16.0	69.1	9.9	4.9	0	100.0
I can use a computer to gather and transmit information	19.0	41.0	10.0	7.0	4.0	81.0
	23.5	50.6	12.3	8.6	4.9	100.0
I can analyze data using computers	26.0	45.0	4.0	5.0	1.0	81.0
	32.1	55.6	4.9	6.2	1.2	100.0
I understand the full meaning of ISO procedures	25.0	50.0	4.0	2.0	0.0	81.0
	30.9	61.7	4.9	2.5	0.0	100.0
I always attained high standards of excellence in my work	25.0	50.0	4.0	2.0	0.0	81.0
	30.9	61.7	4.9	2.5	0.0	100.0
Employees shared daily work experiences with fellow employees and supervisors	3.0	55.0	8.0	11.0	4.0	81.0
	3.7	67.9	9.9	13.6	4.9	100.0
I am encouraged to learn from my mistakes	21.0	52.0	7.0	0.0	1.0	
	25.9	64.2	8.9	0.0	1.2	100.0
My work was challenging, stimulating and rewarding	5.0	56.0	10.0	9.0	1.0	81.0
	6.2	69.1	12.3	11.1	1.2	100.0
I had control over my job, whether it was the pace, process or outcome	14.0	43.0	14.0	6.0	4.0	81.0
	17.3	53.1	17.3	7.4	4.9	100.0
There were no conflicting job responsibilities	13.0	43.0	7.0	12.0	6.0	81.0
	16.0	53.1	8.6	14.8	7.4	100.0
I can disagree with my supervisor without fear of getting into trouble	1.0	36.0	5.0	18.0	21.0	81.0
	1.2	44.4	6.2	22.2	25.9	100.0
I am comfortable sharing my opinions and ideas at work	10.0	56.0	4.0	9.0	2.0	81.0
	12.3	69.1	4.9	11.1	2.5	100.0
The University attracted, developed and retained people with diverse background	3.0	33.0	9.0	27.0	9.0	81.0
	3.7	40.7	11.1	33.3	11.1	100.0
The management of the University recognized and respected the workers 'unions	9.0	25.0	5.0	26.0	16.0	81.0
	11.	30.9	6.2	32.1	19.8	100.0
Interactions were focused primarily on what employees did wrong	14.0	40.0	10.0	4.0	13.0	81.0
	17.3	49.4	12.3	4.9	16.0	100.0

rather than what they did right						
Adequate explanations of reasons, processes or likely outcomes were given when organizations changes occured	8.0	31.0	19.0	20.0	3.0	81.0
	9.9	38.3	23.5	24.7	3.7	100.0

Table 53. Means modes, medians and standard deviations (SD) of opinions of support staff survey respondents (n=81) on employee capacity in the University

Variables	Mean	mode	median	SD
I am familiar and understand the vision, mission and the strategic goals of the University	1.59	1.00	1.00	0.91
I understood my job description/ specification and how my work directly contributed to the overall success of the University	1.88	1.00	2.00	1.03
My qualifications were relevant to the job I am doing	1.95	1.00	2.00	0.72
I have the skills and experience necessary to do my work	1.62	1.00	2.00	1.47
I had adequate opportunities for professional development and advancement int the University	2.48	1.00	2.00	1.42
Employees attended trainings or forums on capacity building	2.98	2.00	2.00	0.98
I adequately supervised and mentored my subordinates	2.16	2.00	2.00	0.89
I am adequately supervised and mentored by my supervisor	1.94	2.00	2.00	1.06
Employees worked together as a team to accomplish assigned tasks	2.41	2.00	2.00	1.10
I worked with others as a team to develop my career	2.26	2.00	2.00	0.65
Employees attended team building activities aimed at enhancing team work	2.04	2.00	2.00	0.95
Employees recognized that it was their duty to improve performance	2.21	2.00	2.00	0.67
Employees were loyal to ensuring that they bettered their performance	1.89	2.00	2.00	0.80
I can use a computer to gather and transmit information	1.79	2.00	2.00	1.01
I can analyze data using computers	2.48	2.00	2.00	1.15
I understand the full meaning of ISO procedures	1.86	2.00	2.00	1.30
I always attained high standards of excellence in my work	2.32	2.00	2.00	0.89
Employees shared daily work experiences with fellow employees and supervisors	2.30	2.00	2.00	1.16
I am encouraged to learn from my mistakes	2.44	2.00	2.00	1.36
My work was challenging, stimulating and rewarding	3.27	2.00	2.00	1.30
I had control over my job, whether it was the pace, process or outcome	2.22	2.00	2.00	1.06
There were no conflicting job responsibilities	3.07	2.00	2.00	1.15
I can disagree with my supervisor without fear of getting into trouble	327	2.00	3.00	1.30
I am comfortable sharing my opinions and ideas at work	2.22	2.00	2.00	0.89
The University attracted, developed and retained people with diverse backgrounds	3.07	2.00	3.00	1.16
The management of the University recognized and respected the our workers' unions	3.19	4.00	4.00	1.37
Interactions were focused primarily on what employee did wrong rather than what they did right	2.53	2.00	2.00	1.30
Adequate explanations of reasons, processes or likely outcomes were given when organizations changes occured	2.74	2.00	3.00	1.06

Table 54 below indicates the correlations between quality of service delivery and strategic positioning of the University as perceived by the senior management survey respondents in the University. Demands for services within the University significantly and positively affected the sourcing of the required expertise through consultancy or part-timers ($r=0.573$, $P<0.05$). Similarly, maintaining very high standards in the University positively influenced outsourcing of essential services in the University ($r=0.554$, $P<0.10$) and the undertaking of community outreach or extension activities ($r=0.474$, $P<0.10$).

Table 54. Correlations between quality of service delivery and strategic positioning of the University as perceived by senior management survey respondents (n=22) in the University

Variables		The University outsourced essential services	The University outsourced non-essential services	Required expertise could be sourced easily through consultancy or part-timers	The University undertook community outreach/ extension activities
Demand for services were within the University's capacity	Person Correlations	-0.144	0.241	0.573**	0.010
	Sig. (2-tailed)	0.522	0.279	0.005	0.966
Very high standards were maintained in the University	Person Correlation	0.554*	0.401	0.168	0.474*
	Sig. (2-tailed)	0.008	0.065	0.454	0.026
Customer needs were top priority in the university	Person Correlations	0.131	0.214	0.232	0.343
	Sig. (2-tailed)	0.561	0.339	0.299	0.118
We constantly looked for ways to improve our products and services	Person Correlations	-0.028	0.237	0.379	0.458
	Sig. (2-tailed)	0.902	0.288	0.082	0.032

**Significant correlation (P<0.05), *Significant correlation (P<0.1) (2-tailed).

Table 55 below shows the correlations between government support and strategic positioning of the University as perceived by the senior management survey respondents in the University. The existence of business plans for all campuses of the University significantly and positively affected the display of the citizens service charter at all service points in the University (r=0.574, P<0.05) and timely completion of capital projects (r=0.461, P<0.10). Similarly, availability of profitable IGUs significantly and positively influenced timely completion of capital projects (r=0.430, P<0.10). Regular inspections and guidance of the University by CUE also significantly and positively affected existence of an endowment fund in the University. Government support was, therefore, essential for strategic positioning of the University. The findings were in agreement with other similar studies (e.g., Vundi, 2009 and Manyasi *et al*., 2011).

Table 55. Correlations between government support and strategic positioning of the University as perceived by senior management survey respondents (n = 22) in the University

Variable		A citizens service charter was displayed at service points in the University	The University had obtained ISO certification	The University had an endowment fund (i.e., Foundation)	Completion of capital projects was timely	Capital projects were of desired quality
Business plans existed for all campuses of the University	Pearson Correlations	0.574**	0.411	0.133	0.461*	0.336
	Sig. (2-tailed)	0.005	0.058	0.554	0.031	0.127
The University had a strategic plan that was implemented	Pearson Correlations	0.552	0.406	0.269	0.623	0.513
	Sig. (2-tailed)	0.008	0.061	0.226	0.002	0.015
Available income generating projects were profitable	Pearson Correlations	0.093	0.283	0.010	0.430*	0.044
	Sig. (2-tailed)	0.683	0.202	0.963	0.046	0.844
Overall, government support was adequate	Pearson Correlations	0.143	0.365	0.214	-0.004	0.056
	Sig. (2-tailed)	0.527	0.095	0.339	0.985	0.803
The Commission for University Education regularly inspected and guided the University	Pearson Correlations	0.362	0.177	0.424*	0.0307	0.389
	Sig. (2-tailed)	0.098	0.430	0.049	0.164	0.074

**Significant correlation (P<0.05), *Significant correlation (P<0.01) (2-tailed).

4.4.1. Priority to key strategic positioning issues in the University

Table 56 below gives the opinions of the senior management survey respondents on the priority to which the University had addressed key strategic positioning issues while Table 57 shows the means, modes, medians and standard deviations of their responses. Majority of the respondents (40.9%) indicated that development of employees, and review of policies and procedures (45.5%) had been accorded moderate priority in the University. Further, about 45.5% of them specified that the University had accorded low priority to these aspects. Besides, majority of the respondents (45.5%) indicated that the University had shown low priority to marketing itself adequately, while about 63.6% cited moderate priority by the University to the review of its organizational structure. Additionally, most of the respondents (54.5%) indicated that the University had adopted best education industry practices. The means, modes, medians and standard deviations shown in Table 57 corroborate the abovementioned findings.

Table 56. Opinions of the senior management survey respondents on the priority to which the University had addressed key strategic positioning issues

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Lowest priority	Low priority	Moderate priority	High priority	Highest priority	
Career development of employees	*f*	4.0	7.0	9.0	1.0	1.0	22.0
	%	18.2	31.8	40.9	4.5	4.5	100
Review of policies and procedures	*f*	1.0	6.0	10.0	4.0	1.0	22.0
	%	4.5	27.3	45.5	18.2	4.5	100.0
Collection of market intelligence	*f*	4.0	10.0	7.0	0.0	1.0	22.0
	%	18.2	45.5	31.8	0.0	4.5	100.0
Marketing the University adequately	*f*	2.0	10.0	8.0	1.0	1.0	22.0
	%	9.1	45.5	36.4	4.5	4.5	100.0
Review of organizational structure	*f*	2.0	0.0	14.0	3.0	3.0	22.0
	%	9.1	0.0	63.6	13.6	13.6	100.0
Adaption of best education industry practices	*f*	5.0	0.0	12.0	4.0	1.0	22
	%	22.7	0.0	54.5	18.2	4.5	100.0

Table 57. Means, modes, medians and standard deviations (SD) of opinions of the senior management survey respondents (n=22) on the priority to which the University had prioritized key strategic positioning issues

Variable	Mean	Mode	Median	SD
Career development of employees	2.45	3.00	2.50	1.01
Review of policies and procedures	2.91	3.00	3.00	0.92
Collection of market intelligence	2.27	2.00	2.00	0.94
Marketing the University adequately	2.50	2.00	2.00	0.91
Review of organizational structure	3.23	3.00	3.00	1.02
Adaption of best education industry practices	3.05	3.00	3.00	0.79

4.4.2. Models the University had used to gain strategic planning

Table 58 below shows the opinions of the survey respondents from senior management on the extent to which the University had gained from the models used in strategic planning while Table 59 shows the means, modes, medians and standard deviations of their responses. Majority of the survey respondents (45.5%) were unsure if the University had gained from the emergent strategy model (i.e., strategy emerges over time) in its strategic planning process. Further, most of the respondents (45.5%) strongly agreed that the University had gained from the rational strategy model (i.e., strategy based on rational model choice) while approximately 40.9 % were unsure if the University had gained from the incrementalism strategy model (i.e., strategy is piecemeal). Similarly, about 36.4% of them were also unsure if the University had gained from the situation strategy model (i.e., strategy is haphazard) in its strategic planning process. The means, modes, medians and standard deviations shown in Table 59 affirm the abovementioned findings.

Table 58. Opinions of senior management survey respondents on the extent to which the University had gained from the models used in strategic planning

variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Strongly agreed	Agreed	Not sure	Disagreed	Strongly disagreed	
Emergent strategy model	*f*	0.0	6.0	10.0	4.0	2.0	22.0
	%	0.0	27.3	45.5	18.2	9.1	100.0
Incrementalism strategy model	*f*	1.0	7.0	9.0	4.0	1.0	22.0
	%	4.5	31.8	40.9	18.2	4.5	100.0
Rational strategy model	*f*	1.0	10.0	7.0	3.0	1.0	22.0
	%	4.5	45.5	31.8	13.6	4.5	100.0
Situation strategy model	*f*	0.0	6.0	8.0	7.0	1.0	22.0
	%	0.0	27.3	36.4	31.8	4.5	100.0

Table 59. Means, modes, medians and the standard deviations (SD) of the opinions of senior management survey respondents (n= 22) on the extent to which the University has gained from the models used in strategic planning

Variable	Mean	Mode	Median	SD
Emergent strategy model	3.09	3.00	3.00	0.92
Incrementalism strategy model	2.86	2.00	2.50	0.94
Rational strategy model	2.68	3.00	3.00	0.95
Situation strategy model	3.14	3.00	3.00	0.89

To enhance the capacity of the University to achieve its vision, mission and strategic objectives, the survey respondents suggested training and empowerment of staff. The survey respondents felt that there was a disconnect between the senior management of the University and the rest of the workforce. It was, therefore, recommended that the middle-level management, led by Registrars, should actively take up their positions as opposed to the current scenario where they had taken a back seat. Besides, accommodation for students on campus, with strategies for provision of relatively low-priced food would create competitive advantage for the University. Hastening creation of office space was noted by the survey respondents as critically desirable. Establishment of a good relationship between the general workforce and management whilst encouraging dialogue with students and other stakeholders was also cited by the survey respondents as vital. Formulation of reward and motivation systems was suggested by the survey respondents as important in strategic positioning, with incentives and remuneration of staff to be pegged on qualification and experience. Team spirit and strategic thinking were indicated as key to enhance ownership of University processes and procedures among employees. The survey respondents also indicated that it was necessary to adhere to laid down policies of the University in promotions, remunerations and training opportunities.

To further build its institutional capacity, the University needed to develop its employees along their career progression paths, for both existing and newly recruited staff to have requisite skills, attitudes and capabilities for their work. It was also recommended by the survey respondents that the University continues to recruit qualified teaching staff and develop infrastructural facilities to enhance capacity for its core business of teaching and research. Fundamentally, resource mobilisation, especially finances and human capital, would be neccessary to undertake all core activities of the University at optimum levels.

4.5. Government Support for the University

Table 60 below presents the opinions of senior management survey respondents on the extent to which government support influenced the strategic positioning of the University while Table 61 shows the means, modes, medians and the standard deviations of their responses. Majority (63.6%) of the survey respondents felt that in terms of favourably influencing the strategic positioning of the University, government policies and regulations were now slightly better. Further, most of the survey respondents (50.0%) indicated that regular inspection and guidance by CUE had become slightly better in influencing the strategic positioning of the University. However, about 36.4% of them felt that the inadequacy of government capitation for recurrent expenditure was slightly worse in influencing the strategic positioning of the University. Further, majority (34.4%) of the survey respondents opined that the strategic positioning of the University was slightly better owing to the adequacy of government capitation for capital projects while about 36.4% indicated that government offers of scholarships and training opportunities were slightly worse and a similar percentage (36.4%) thought the same (slightly worse) regarding overall government support. The means, modes, medians and standard deviations shown in Table 61 confirm the preceding findings.

Table 60. The opinions of the University's senior management survey respondents on the extent to which government support influenced strategic positioning of the University

Variable	Frequency (*f*)/ Percentage (%)	Degree of agreement					Total
		Better	Slightly better	Not Changed	Slightly worse	Very worse	
Government policies and regulations were favourable to the University	*f*	2.0	14.0	2.0	3.0	1.0	22.0
	%	9.1	63.6	9.1	13.6	4.5	100.0
Adequate government capitation for recurrent expenditure was available	*f*	0.0	4.0	6.0	8.0	4.0	22.0
	%	0.0	18.2	27.3	36.4	182.	100.0
Adequate government capitation for capital projects was available	*f*	2.0	8.0	4.0	5.0	3.0	22.0
	%	9.1	34.4	18.2	22.7	18.2	100.0
The Commission for University Education regularly inspected and guided the University	*f*	0.0	11.0	4.0	6.0	1.0	22.0
	%	0.0	50.0	18.2	27.3	4.5	100.0
Government offered scholarships/ training opportunities to staff	*f*	0.0	3.0	5.0	8.0	6.0	22.0
	%	0.0	13.6	22.7	36.4	27.3	100.0
Overall, government support was adequate	*f*	0.0	2.0	6.0	8.0	4.0	22.0
	%	0.0	9.1	27.3	36.4	18.2	4.5

Table 61. Means, modes, medians and standard deviations (SD) of the opinions of the University's senior management survey respondents (n=22) on the extent to which government support influenced strategic positioning of the University

Variable	Mean	Mode	Median	SD
Government policies and regulations were favourable to the University	2.41	2.00	2.00	1.01
Adequate government capitation for recurrent expenditure was available	3.55	4.00	4.00	1.01
Adequate government capitation for capital projects was available	2.95	2.00	3.00	1.25
The Commission for University Education regularly inspected and guided the University	2.86	2.00	2.50	0.99
Government offered scholarships/ training opportunities to staff	3.77	4.00	4.00	1.02
Overall, government support was adequate	4.18	4.00	4.00	2.02

Table 62 below shows the correlations between government support and strategic positioning of the University as perceived by the senior management of the University. The existence of business plans for all campuses of the University significantly and positively affected the display of the citizens service charter at all service points in the University (r=0.574, P<0.05) and timely completion of capital projects (r=0.461, P<0.10). Similarly, the availability of IGUs significantly and positively influenced timely completion of capital projects (r=0.430, P<0.10). The regular inspection and guidance of the University by CUE also significantly and positively affected existence of an endowment fund in the University (r=0.424, P<0.10). However, overall inadequacy of government support negatively, albeit insignificantly, influenced completion of capital projects in the University. Government support was, therefore, necessary for strategic positioning of the University.

Apparently, the University did not get adequate support from government in terms of capitation to meet budgetary needs for capital projects and recurrent expenditure, reading material, research, training opportunities and scholarships for staff and students, and regular inspections by CUE. Adequate capitation would also enable the University to hire and retain permanent qualified staff and, therefore, reduce use of part-timers who were sometimes difficult to manage. A notable misgiving to the University was untimely disbursement of government funding for on-going projects and HELB loans to students, with the latter not synchronized with the University calendar.

Table 62. Correlations between government support and strategic positioning of the University as perceived by the senior management survey respondents (n = 22) in the University

Variable		A citizens service charter was displayed at service points in the University	The University had obtained ISO certification	University had an endowment fund (i.e., Foundation)	Completion of capital projects was timely	Capital projects were of desired quality
Business plans existed for all campuses of the University	Pearson Correlations	0.574**	0.411	0.133	0.461*	0.336
	Sig. (2-tailed)	0.005	0.058	0.554	0.031	0.127
A strategic plan for the University existed and was implemented	Pearson Correlations	0.552	0.406	0.269	0.623	0.513
	Sig. (2-tailed)	0.008	0.061	0.226	0.002	0.015
Income generating projects available were profitable	Pearson Correlations	0.093	0.283	0.010	0.430*	0.04
	Sig. (2-tailed)	0.683	0.202	0.963	0.046	0.844
Overall, government support was adequate	Pearson Correlations	0.143	0.365	0.214	-0.004	0.056
	Sig. (2-tailed)	0.527	0.095	0.339	0.985	0.803
The Commission for University Education regularly inspected and guided the University	Pearson Correlations	0.362	0.177	0.424*	0.307	0.389
	Sig. (2-tailed)	0.098	0.430	0.049	0.164	0.074

**Significant correlation (P<0.05), *Significant correlation (P<0.10) (2-tailed).

4.5. SWOT Analysis of Laikipia University

4.5.1. Strengths

Among the strenghts of the University mentioned by the survey respondents were plenty of land for expansion and growth, and an ideal and strategic serene location for learning with minimal distraction. The climatic conditions were favourable, and the scenery beautiful and a touristic attraction. Additionally, the University was located in a cosmopolitan County, which minimises tribal animosities. The survey respodents noted that the Universityis employees were largely well trained, competent, patient, hardworking and dedicated to duty, with cooperation towards working together, particularly if good leadership was provided. More specifically, the teaching staff in the field of education were experienced, and most non-teaching staff were young and energetic. All employees portrayed imense dedication to duty and goodwill to visitors. However, some survey respondents indicated that there were demoralised employees who lacked or showed little commitment to the University. It was, therefore, suggested that there was need for genuine engagement of employees, with elimination of sycophancy and informers of top management who added little value to the University's core activities. Mediocrity in some areas was reported, for instance, admission of students at times was haphazard, leading to students sitting for examinations without registration numbers.

The survey respondents noted that there was an appreciable ethnic balance in the workforce of the University. Although there were some reservations, the University leadership was perceived to be generally strong, dedicated and, to a large extent, worked as a team. The survey respondents also indicated that the work environment, and expansion and diversity of academic programs had been improving gradually. Additionally, the University management had effectively influenced proper discharge of duties in most departments. The other notable achievements of the University management were that it always overcame emergencies and, paid salaries and subsistence allowances for employees on time.

The University's students were deemed to be well behaved and had enjoyed a relatively stable student government for the last few years, which had minimised disruptions to learning. The

ultimate result of the foregoing was that the quality of education in the University was rated by respodents as good. For instance, the University graduates in the Bachelor of Education program were reknowned and respected in the whole country. Information from the survey respondents indicated that many parents attested to the fact that the University was cost-friendly in terms of students fees and accommodation expenses.

The presence of Campuses in different locations, i.e., Laikipia, Maralal, Naivasha and Nyahururu, where other universities had not opened campuses afforded the University a huge competitive advantage. However, there were sentiments fromthe survey respondents about unplanned expansions that did not take into account staff recruitment. This led to placement of unqualified staff in the University who ended up handling work incompetently. The availability of seminars and short courses on campus and other training places in the country for selected target groups presented opportunities for the University towards building capacity to achieve strategic positioning.

4.5.2. Weaknesses

Among the weaknesses of the University mentioned by the survey respondents were its inability to harness the available resources or even appreciate them. Besides, there were few teaching staff, necessitating hiring of many part-timers, which led to difficulty in managing quality and University secrets. The part-time lecturers were sometimes not paid promptly, leaving them disgruntled, which hurts the image of the University. The survey respondents also felt that the University management had a tendency of ignoring teaching staff and even blaming them when there were internal systems failures. That is, there was often systemic failure of structures that discouraged workers from working hard and moving the University forward. The relatively low motivation and poor relationships of staff with the University management had led to low attraction and retention of qualified staff. For example, this was reflected in inadequate supervision of postgraduate students.

According to the survey respondents, the University had not adequately addressed customer and client satification, especially students and suppliers. Consequently, negative employee attitude, lack of commitment, organizational politics, poor communication, lack of aggressive marketing

and ownership of the University featured as weaknesses of the University. The survey respondents suggested that the University management should be more listening and caring. Additionally, the development of market-driven academic programs in the University was deemed to be relatively slow, notably because staff were not encouraged to develop them. Another aspect was the image of the University right from the gate to the inside, which was cited by the survey respodents as requiring improvement.

The location of the University away from major urban cities and towns was regarded as a disadvantage in attracting clients. Accommodation and security for students, especially those residing outside campus on private residences were mentioned as glaringly wanting. Infrastructure for learning and research like internet, and science and technology laboratories were inadequate. Office space was also inadequate, making it hard for staff to operate and attend to students effectively. Surprisingly, some lecturers even operated from their cars, and had no privacy and time for consultation with students. Unequal distribution of facilities, with emphasis on the Main Campus and little to the other campuses was also a bone of contention among staff. Although it was not obligated, the University lacked staff housing or guest houses for workers on essential duties.

Another observation from the survey respondents was that the University had reduced farming activities, implying it had to outsource its food provisions, which may not be a sound management practice when plenty of arable land and water were available in the University. Procurement of goods and services in the University was also regarded as a big hitch to University activities. Additionally, it was reported that the University management took little effort on employee safety and protection.

4.5.3. Opportunities

Among the opportunities of the University mentioned by the survey respondents were the youngness of the University that were poised to grow, especially there being no other university in the vicinity and in northern Kenya. This implies that the University had a large catchment area in the arid and semi-arid northern Kenya, and enjoyed political goodwill among the surrounding local community and the region generally. Moreover, the receptive hinterland population was

large enough to sustain the University in student intake. Consequently, academic programs and research related to ASALs would enhance the visibility of the University in these areas. Some of the areas pointed out by the survey respondents were nature conservancy studies, working with pastoralist communities on projects like leather production, food processing, postharvest technologies and dryland farming. Partnering with development agents like the County governments and NGOs to solve problems found in these areas was promising. The potential for external funding and collaborations for the ASAL programs, and with Universities in Africa and abroad presented further growth opportunities for the University. Consequently, the University had better chances to train its staff in other universities locally and abroad. Besides, the University had huge potential for beneficial collaborations and linkages locally and outside the country with institutions of higher learning or those requiring services of the University. With the provisions of the Universities Act No. 42 of 2012, government funding, albeit low, may be sustained.

The increased demand for university education in the country, and the rapid increase in student admission and diversity of academic programs offered good chances for the University to expand its student market share. The high altitude location of the University was attractive for sports training when preparing for major international events. Indeed, most Kenyan athletes came to train on the University grounds. Private investors willing to put up hostels and businesses around the campus enabled the University to have competitive advantage. Additionally, marketability of the University's Bachelor of Education students and its wide alumni were a boost to its competitive advantage. With the large tracts of land, the University could generate substantial revenue from commercial farming activities.

4.5.4. Threats

Among the threats to the University mentioned by the survey respondents were aggressive competition for students, human resource and other resources from both old and newly public chartered universities in the country, especially those that offered similar academic programs. Inadequate teaching staff to teach and examine students in all courses taught emerged as one of the major weaknesses of the University. Compounded with its disadvantageous rural location, diminishing funding from government and insecurity in locations were campuses were stationed,

the University was often unable to attract and retain competent man-power, leading to low teaching staff to student ratio as noted by the survey respondents. This was worsened by poor publicity of the University by some part-time lecturers and disgruntled staff, and unpredictable security situation for students who reside off campus.

The University had a relatively high employee turnover, which made it vulnerable to competition, especially from emerging universities endowed with wealth and experience in nearby towns like Nakuru and Nyeri. As mentioned earlier, it was apparent from the survey respondents that staff morale was low and the University management did not fully appreciate them when they did good or, if so, was done selectively. Local politics and technological changes were also noted to pose a threat to the University. Overall, the potential failure to attract more students could lead to the University being unable to sustain its market share, especially due to the large number of universities that offered similar academic programs in many areas within the neighbouring urban centres. Lack of ownership by those in Laikipia County who perceived the University as detached from their activities also posed a great threat to the University.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This Chapter presents the summary and conclusions of the study, recommendations drawn from the research and suggestions for further research.

5.2. Summary

The purpose of this study was to determine the factors that influenced strategic positioning of the newly chartered public universities in Kenya, with specific reference to Laikipia University. To achieve this, the specific objectives of the study were: (i) to determine the role of Laikipia University's senior management support on the strategic positioning of the University; (ii) to establish the relationship of employee capacity on the strategic positioning of Laikipia University; (iii) to establish how the University's capacity for development contributed to its strategic positioning; and (iv) to determine the role of government support in strategic positioning of Laikipia University.

This study used a descriptive survey design, with the sampling frame comprising the University's academic, administrative and support employees whose opinions were sought. The study sample was determined using stratified random sampling. Since the target population was known, the study adopted the formula of Israel (1992) to determine the sample size of the survey respondents. The employees were categorised into three strata of senior management, teaching and non-teaching staff (Grades V-XIV) and support staff (Grades I-IV). Quantitative and qualitative data was collected by use of both structured and unstructured sets of pretested questionnaires, and analyzed with the aid of the SPSS (Version 17.0) computer software. Firstly, descriptive statistics (frequencies, percentages, means, modes, medians and standard deviations) was used to analyze quantitative data. Secondly, Pearson correlation analyses were computed to determine the significance of the findings and the strengths of relationships between variables. The results were then presented in the form of tabular summaries and discussed. Further, content

analysis of written materials drawn from personal expressions by the survey respondents was used to analyze qualitative data.

Among the opinions expressed by the survey respondents were the laying of strategies to harness the available human resource in the University. The survey respondents indicated that the senior management of the University should identify and optimise the potential and talents of the employees and students. Team spirit needed to be nurtured and upheld at all times amongst the University fraternity in all aspects while promoting professionalism in service delivery. Consequently, there was need to empower staff through increasing opportunities for scholarships, training and bonding activities.

The survey respodents indicated the need for the University to recruit focused and competent middle-level managers, especially in positions of strategic guidance, e.g., Registrars. Improvement in service delivery would contribute to strategic positioning of the University, as a satisfied customer was a repeat customer. Moreover, staff needed to be treated with dignity and respect, and to belief in them to enhance service delivery. The need for more learning facilities, office space and increased accommodation facilities for students on campus was emphasized. Another strategy that the University needed to adopt was aggressive marketing, publicity and public relations to make itself known to potential clients. The survey respondents felt that most Kenyans did not know where the University was situated. Besides, there was need to motivate staff and encourage them to remain in the University. Consequently, the University should offer competitive remuneration and incentives as well as a conducive working environment to retain existing employees and attract those from outside. The overiding suggestion was the need for strategic thinking within the University's leadership and bringing on board all stakeholders to ensure they identify with the aspirations of the University. That is, an all-inclusive leadership was necessary for the University to attain strategic positioning. Enhancing dialogue with staff and students was also underscored by the survey respondents.

Resource mobilisation to cater for all core activities of the University was desirable to supplement government funding. Sources suggested by the survey respondents to generate more income to the University were lobbying for more government funding, enhancing intake of self-sponsored students, encouraging staff to engage in research projects, and forging partnerships

with industry and donors. This would enable the University to develop more learning facilities, and safe and secure hostels for students.

According to the survey respondents, the University needed to invest in strict audit and quality control activities for all its core functions. For instance, the University must ensure that its academic programs were consistently of high quality. Moreover, infrastrural facililities and staff with the requisite skills, capabilities and attitudes, and who were genuinely motivated, must be realized by the University. Strategic management to improve employee dedication, consultation, teamwork, networking and dynamism were also indicated to be important for competitive advantage of the University.

If the University's capacity will be enhanced, the potential student intake from Laikipia County and neighbouring counties can be increased where instutions of higher learning were lacking or insufficient. The survey respondents felt that a competency needs assessment to establish gaps and take identified employees on specialized training to fill the gaps rather than employ fresh graduates who became trainees on the job was necessary. The need for proper planning, like developing the University and its existing campuses first before expanding to other areas, and hiring key academic staff, was emphasised. Additionally, the survey respondents recommended establishment of new market-driven and sustainable academic programs. There was also need for continual evaluation of the University's vision, mission and strategic objectives to match with the dynamics in the academic world.

Therefore, the major findings of the study were:

(i)   The main role of Laikipia University's senior management was to support the execution of strategic objectives through the implementation of the citizens service charter and motivating other employees while offering leadership on how the University could respond to environmental factors like competition from other institutions of higher learning.

(ii)   The expected employee capacity at Laikipia University included the enhancement of skills and knowledge through on-job training and external capacity building programmes. This was identified as the main need of the non-teaching and support staff if their role in

enabling the attainment of the strategic positioning of Laikipia University was to be realized.

(iii) There was unlimited capacity for development in Laikipia University in the dimensions of policy, procedures, tools, equipment, student numbers, more campuses and income generating activities. These spheres of capacity development were identified as being key to the expected strategic positioning of the University.

(iv) Government support was found to be insignificant at Laikipia University and its role in enhancing the strategic positioning of the University was seen as auxillary and unsustainable. The findings indicated that the University had to come up with strategies to raise internal finances in a sustainable manner and reduce its reliance on government support.

5.3. Conclusions

From the study, and based on the research questions, the following conclusions can be drawn:

(i) The University's senior management played a key role in the University's strategic positioning, mainly in the sphere of motivating academic, non-teaching and support staff, and ensuring implementation of responsive policies and ambitious strategic objectives.

(ii) Employee capacity had a critical role in contributing to Laikipia University's strategic positioning and was attained through sponsorship of academic, non-teaching and support staff in acquiring relevant knowledge, skills and experience in their areas of speciality.

(iii) The University's capacity for development contributed significantly to its strategic positioning in terms of creating room for improvement in infrastructural development, capacity to open more campuses and increasing the number of student intakes. Creating new market-driven academic programmes and generating more revenue from internal operations of the University would also increase the University's capacity for development.

(iv) Government support to the University enabled it to considerably attain strategic positioning but its role was found to be unsustainable and, therefore, the University's leadership is expected to reduce reliance on government support by promoting the establishment of new income generating activities.

5.4. Recommendations

To attain sustainable competitive advantage, the support of senior management of Laikipia University needs to be enhanced. To achieve this, the senior management requires to improve its management skills through short professional courses and trainings on leadsership and management. Similarly, employee capacity was crucial for sustainable competitive advantage of the University. Consequently, the University needs to invest more in building the capacity of its human resource across the spectrum to elevate the current position. This should be coupled with motivation through better remuneration, and appreciation and recognition of efforts of employees.

Institutional capacity to undertake development initiatives was vital to achieving the vision, mission and strategic objectives of an institution. The management of Laikipia University should, therefore, empower its employees in requisite skills, attitudes and capabilities for their work, and motivate and establish rapport with them. Additionally, the management of the University needs to identify respective stakeholders and strive to encourage their participation in all relevant University activities, with the aim of enhancing quality and customer focus. Government support in terms of funding and favourable policies was necessary for strategic positioning of the University. Since government funding was insufficient to meet the budgetary needs of the University, it was imperative that the management of the University devices strategies for resource mobilization to complement government capitation.

Lastly, there was need for Laikipia University to consistently improve on its internal policies and procedures so as to reduce instances of irresponsiveness to environmental forces like technological changes and global best practices in employee welfare, income generating activities, procurement and corporate social responsibility. Failure of the University to adopt trendy and current corporate practices would make it more unattractive to the clients, especially the young generation of students who desire technologically advanced learning environments.

5.5. Suggestions for Further Research

Areas requiring further research are:

(i) The role of external stakeholders and students in strategic positioning of Laikipia University.

(ii) A comparative study of all newly chartered public universities in Kenya to understand the strategies they are employing to position themselves in the face of intense competition for students and scarce resources to ensure their long-term survival.

(iii) A comparative study of the private chartered universities in Kenya to comprehend the strategies they are utilizing to position themselves to overcome competition for students and scarce resources in the university training services value-chain.

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APPENDEXES

APPENDIX I: LETTER OF PERMISSION TO CARRY OUT RESEARCH WORK

The Vice-Chancellor,

Laikipia University,

P.O. Box 1100-20300,

NYAHURURU

Dear Sir / Madam,

RE: PERMISSION TO INTERVIEW UNIVERSITY EMPLOYEES

I am a Postgraduate student at Kenyatta University. In partial fulfillment of the requirements for the conferment of the Master of Business Administration (Strategic Management Option) Degree, I am conducting a research entitled *"Determination of Strategic Positioning of Newly Chartered Public Universities in Kenya: The Case of Laikipia University"*.

The purpose of this letter is to request you for permission to interview employees of Laikipia University using copies of the questionnaires attached hereto. The information obtained is strictly for academic purposes and shall be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Kosgey Isaac Sanga

Reg. No. D53/NKU/PT/25542/2011

APPENDIX II: TEACHING AND NON-TEACHING STAFF RESEARCH QUESTIONNAIRE

Instructions

Questionnare No _____

Dear Sir/ Madam,

I am a Postgraduate student at Kenyatta University. In partial fulfilment of the requirements for the conferment of the Master of Business Administration (Strategic Management Option) Degree, I am conducting a research entitled *"Determination of Strategic Positioning of Newly Chartered Public Universities in Kenya: The Case of Laikipia University"*.

I wish to request you to kindly assist in providing the required information, by answering all the questions in the research study questionnaire attached hereto, as your views are considered important to this study.

Please note the information that you will provide shall be treated with utmost confidentiality and strictly used for the purpose of this research study.

NB: Please do not write your name anywhere on this questionnaire.

Thank you.

Yours faithfully,

Isaac Sanga Kosgey

Reg. No. D53/NKU/PT/25542/2011

PART A: GENERAL INFORMATION

Please tick (√) appropriately where applicable in the spaces provided under each question below.

1. Indicate your gender

      1. Male   [   ]   2. Female   [   ]

2. State your marital status

      1. Single   [   ]   2. Married   [   ]

      3. Widowed   [   ]   4. Separated   [   ]

3. Specify your age

      1. Below 30 years   [   ]

      2. 31-35 years   [   ]

      3. 36-45 years   [   ]

      4. 46-55 years   [   ]

      5. 56-65 years   [   ]

      5. 66-70 years   [   ]

4. Citizenship: _____   **5. Nationality:** _____

PART B: SENIOR MANAGEMENT SUPPORT AND THE WORKPLACE

6. The statements below relate to support from the Senior management of Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
Senior Management Leadership					
1. I receive useful and constructive feedback from my supervisor					
2. I have an opportunity to participate in the University's goal setting process					
3. Employee performance evaluations are fair and appropriate					
4. Performance standards are high					
5. My supervisor gives me praise and recognition when I do a good job					
6. Senior management guides activities that ensure improved performance					
7. Everybody is treated fairly in the University					

8. Senior management shares daily experiences with employees				
9. Poor performance is effectively addressed throughout the University				
10. Senior management is held accountable for achieving results				
11. Job performance is measured to ensure all staff are achieving goals and meeting expectations				
Senior Management Commitment				
1. Senior management recognizes that it is their duty to enhance performance of the workforce				
2. Senior management is loyal to ensuring that improved performance is achieved				
3. Senior management believes in continous improvement in performance				
4. The University's policies for promotion and advancement are always adhered to				
Senior Management Provision of Resources and Workplace				
I have the resources I need to do my job well (equipment, finances, time, space, etc)				
Facilities and equipment required for my work are regularly serviced				
Senior management provides enough staff required to perform required tasks				
Senior management provides sufficient information and knowledge to undertake required tasks effectively				
The necessary information systems are in place and accessible for me to to do my job effectively				
My workplace is well maintained and physically comfortable to work				
My workplace is safe and secure				
The environment in the University supports a balance between work and family/ personal life				
The amount of work I am asked to do is reasonable				
There is use of current and modern technology				
ICT operations are effective and efficient				

The University has adequate number of employees in various cadres					
The University has protection for unauthorized access and manipulation of records and information					
My coworkers care about me as a person					
Teamwork					
Teamwork is encouraged and practiced					
There is a strong feeling of teamwork and cooperation					
All major University events are adequately communicated to members					
Employee job satisfaction is a priority of senior management					

In your opinion, what Senior management support is needed to ensure that Laikipia University is strategically positioned?

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7. **The statements below relate to quality and customer focus at Laikipia University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement**

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. Very high standards of quality of products and services are maintained in the University					
2. Needs of customers are understood in the University					
3. Customer needs are a priority at the University					
4. Customers are served professionally					
5. We constantly look for ways to improve our products and services					
6. The University is a competitive service provider					

	1	2	3	4	5
7. The University matches customer needs with a range of products					
8. The University builds a culture of innovation					
9. There is adequate attention to gender fairness					
10. There is adequate attention to the disabled/ physically challenged					
11. Dialogue with students is always encouraged					
12. Students receive adequate mentorship and guidance/ counseling					
13. There is adequate accommodation for students					
14. There is adequate security for students					
15. Transport facilities for students are adequate					
16. Catering services are adequate and affordable for students					
17. Bursaries and work study for students available and sufficient					
18. Students' recreational facilities available and adequate					

In your opinion, what would be needed to improve quality and customer focus in the University?

_____

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_____

8. The statements below relate to employee satisfaction or engagement at Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5

1. I am very satisfied with my job					
2. I am highly committed to the University					
3. I am always punctual with my University assignments					
4. I strictly observe University working hours					
5. I would recommend the University to friends and family					
6. I feel personally driven to help the University succeed and will go beyond what is expected of me to ensure that it does					
7. I am extremely proud to tell people that I work for the University					
8. Doing my job well gives me a sense of personal satisfaction					
9. I am actively looking for a job outside the University					
10. I have applied for another job outside the University in the past six months					
11. I would work elsewhere if I had the chance					

In your opinion, what would be needed to improve employee satisfaction or engagement in the University?

_____

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9. The statements below relate to work compensation for staff at Laikipia University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. I am paid fairly for the work I do					

	1	2	3	4	5
2. My salary is competitive with similar jobs I might find elsewhere					
3. My benefits are comparable to those offered by other universities/ organizations					
4. I understand my benefit plan					
5. I am satisfied with my benefit package					

In your opinion, what would be needed to improve work compensation for staff at the University?

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PART C: EMPLOYEE CAPACITY AT LAIKIPIA UNIVERSITY

10. This section will assess your opinions on the extent to which employee capacity influences strategic positioning of Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. I am familiar and understand the vision, mission and the strategic goals of the University					
2. I understand my job description/ specifications and how my work directly contributes to the overall success of the University					
3. My qualifications are relevant to the job I am doing					
4. I have the skills and experience necessary to do my work					
5. I have adequate opportunities for professional development and advancement at the University					
6. Employees attend trainings or forums on capacity building					
7. I adequately supervise and mentor my subordinates					

8. I am adequately supervised and mentored by my supervisor					
9. Employees work together as a team to accomplish given tasks					
10. I work with others as a team to develop my career					
11. Employees attend team building activities aimed at enhancing team work					
12. Employees recognize that it is their duty to improve performance					
13. Employees are loyal to ensuring that they better their performance					
14. I can use a computer to gather and transmit information					
15. I can analyze data using computers					
16. I understand the full meaning of ISO procedures					
17. I always attain high standards of excellence in my work					
18. Employees share daily work experiences with fellow employees and supervisors					
19. I am encouraged to learn from my mistakes					
20. My work is challenging, stimulating and rewarding					
21. I can disagree with my supervisor without fear of getting in trouble					
22. I am comfortable sharing my opinions and ideas at work					
23. The University attracts, develops and retains people with diverse backgrounds					
24. People with different opinions and ideas are valued at the University					
25. The University Managament recognizes and respects our workers unions					

11. Indicate your highest academic qualification

       1. Diploma   [   ]

       2. Higher Diploma   [   ]

       3. First degree   [   ]

4. Postgraduate diploma   [   ]

5. Masters   [   ]

6. Doctorate   [   ]

7. Other (Specify) _____

12. State your position/ rank at Laikipia University and indicate if on permanent and pensionable or contract employment. Tick (√) as appropriate

	Position/ Rank		Terms of service	
			Permanent and pensionable	Contract
		[ ]	[ ]	[ ]
	1. Lecturer	[ ]		
	2. Assistant Lecturer	[ ]		
	3. Tutorial Fellow/ Graduate Assistant	[ ]		
	4. Technologist	[ ]		
	5. Administrative Staff (Grades V-XIV)	[ ]		

13. Indicate your total working experience in years in the University service

1.   Less than 1year   [   ]

2.   1-5 years   [   ]

3.   6-10 years   [   ]

4.   11-15 years   [   ]

5.   16 years and above   [   ]

In your opinion, what employee capacity building initiatives are needed to improve your competency and skills at work?

_____

_____

_____

_____

_____

14. Since you joined Laikipia University, indicate how things have changed. Tick (√) as appropriate

1. Better [   ]   2. Slightly better [   ]   3. Not changed [   ]

4. Slightly worse [   ]   5. Very worse [ ]

15. In your opinion, list any strengths (i.e., internal positive forces) of Laikipia University

_____

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16. In your opinion, weaknesses (i.e., internal areas of improvement) of Laikipia University

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17. In your opinion, list any opportunities (i.e., external chances) available to Laikipia University to achieve its vision, mission and strategic objectives

_____

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18. In your opinion, list any threats (i.e., external negative forces) facing Laikipia University

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19. In your opinion, what would be needed to be improved at Laikipia University to achieve its vision, mission and strategic objective, and become viable and sustainable?

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THANK YOU FOR TAKING TIME TO FILL IN THIS QUESTIONNAIRE

APPENDIX III: SENIOR MANAGEMENT STAFF RESEARCH QUESTIONNAIRE

Instructions

Questionnare No _____

Dear Sir/ Madam,

I am a Postgraduate student at Kenyatta University. In partial fulfilment of the requirements for the conferment of the Master of Business Administration (Strategic Management Option) Degree, I am conducting a research entitled *"Determination of Strategic Positioning of Newly Chartered Public Universities in Kenya: The Case of Laikipia University"*.

I wish to request you to kindly assist in providing the required information, by answering all the questions in the research study questionnaire attached hereto, as your views are considered important to this study.

Please note the information that you will provide shall be treated with utmost confidentiality and strictly used for the purpose of this research study.

NB: Please do not write your name anywhere on this questionnaire.

Thank you.

Yours faithfully,

Isaac Sanga Kosgey

Reg. No. D53/NKU/PT/25542/2011

PART A: GENERAL INFORMATION

Please tick (√) appropriately where applicable in the spaces provided under each question below.

1. Indicate your gender

       1. Male   [   ]   2. Female   [   ]

2. State your marital status

       1. Single   [   ]   2. Married   [   ]

       3. Widowed   [   ]   4. Separated [   ]

3. Specify your age

       1. Below 30 years   [   ]

       2. 31-35 years   [   ]

       3. 36-45 years   [   ]

       4. 46-55 years   [   ]

       5. 56-65 years   [   ]

       5. 66-70 years   [   ]

4. Citizenship: _____   **5. Nationality: _____**

6. Indicate your highest academic qualification.

       1. Diploma   [   ]

       2. Higher Diploma   [   ]

       3. First degree   [   ]

       4. Postgraduate diploma [   ]

       5. Masters   [   ]

       6. Doctorate   [   ]

       7. Any other (Specify) _____

7. State your position/ rank and role at Laikipia University, and indicate if on permanent and pensionable or contract employment. Tick (√) as appropriate.

		Terms of service	
Position/ Rank		Permanent and pensionable	Contract
6. Professor	[ ]	[ ]	[ ]
7. Associate Professor	[ ]		

8. Senior Lecturer [   ]

9. Administrator in a Technical/ Professional field

10. Other (specify) [   ]

_____

Role

1. Top Management [   ]

2. Dean/ Director [   ]

3. Chairman/ Head of Department [   ]

4. Coordinator

5. Other (specify) [   ]

8. _____

Indicate your total working experience in years in the University service.

1. Less than 1year [   ]
2. 1-5 years [   ]
3. 6-10 years [   ]
4. 11-15 years [   ]
5. 16 years and above [   ]

PART B: SENIOR MANAGEMENT LEADERSHIP AND WORKPLACE

9. The questions below relate to the quality of leadership skills among the senior management of Laikipia University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. The leadership team believes in the vision and mission of the University					
2. The leadership team inspires the stakeholders of the University to attain its vision and mission					

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Issue					
3. The leadership team believes in the core values of the University					
4. The leadership team believes in the strategic objectives of the University					

In your opinion, what would be needed to improve the quality of leadership skills among the senior management of the University?

_____

_____

_____

_____

10. The statements below relate to quality and customer focus at Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. Very high standards of quality of products and services are maintained in the University					
2. Customer needs are top priority at the University					
3. We constantly look for ways to improve our products and services					
4. Dialogue with students is always encouraged					
5. There is adequate security for students					
6. There is adequate accommodation for students in and around the University					
7. Transport facilities for students are adequate					
8. Catering services are adequate and affordable for students					
9. Bursaries and work study for students are available and sufficient					

In your opinion, what would be needed to improve quality and customer focus in the University?

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PART C: CAPACITY OF LAIKIPIA UNIVERSITY

11. This section will assess your opinion on the extent to which capacity of Laikipia University influences its strategic positioning. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowldege of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. There is a Service Charter displayed at service points in the University					
2. The University has a Strategic Plan that is implemented					
3. The University has a Master Plan that is implemented					
4. There are business plans for all Campuses of the University					
5. The University has attained ISO certification					
6. Employees adhere to all policies and regulations in the University					
7. The University strives to create income generating projects (IGUs)					
8. Income generating projects available are profitable					
9. The University outsources essential services					
10. The University outsources non-essential services					
11. Required expertise can be sourced easily through consultancy/ part-timers					
12. The University undertakes community outreach/ extension activities					
13. The University undertakes cutting edge research					
14. The University has external linkages and collaborations					
15. The University has an endowment fund (i.e., Foundation)					
16. Completion of capital projects is timely					

17. Capital projects are of desired quality					
18. Demands for services are within the University's capacity					

12. State the priority with which Laikipia University has addressed the items listed below by marking the column that corresponds to the alternative that best describes your knowldege of the statement.

1. Lowest priority   2. Low priority 3. Moderate   4. High priority   5. Highest priority

Item	Tick (√) as appropriate				
	1	2	3	4	5
1. Development of employees					
2. Review of policies and procedures					
3. Collection of market intelligence					
4. Marketing itself adequately					
5. Review of the organization structure					
6. Adoption of best education industry practices					

13. The models below relate to strategic planning practice. State to what extent Laikipia University has gained from the models by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Strategy model	1	2	3	4	5
1. Emergent model (Strategy emerges over time)					
2. Rational model (Strategy based on rational choices)					
3. Incrementalism model (Strategy is piecemeal)					
4. Situational model (Strategy is haphazard)					

14. Since you joined Laikipia University, indicate how things have changed. Tick (√) as appropriate.

1. Better [   ]   2. Slightly better [   ]   3. Not changed [   ]

4. Slightly worse [   ]   5. Very worse [   ]

15. In your opinion, what would be needed to improve the capacity of Laikipia University to achieve its vision, mission and strategic objectives?

_____

_____

_____

_____

PART D: GOVERNMENT SUPPORT FOR LAIKIPIA UNIVERSITY

16. This section will assess your opinion on the extent to which Government support influences strategic positioning of the University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. Government policies and regulations are favourable to the University					
2. There is adequate government capitation for recurrent expenditure					
3. There is adequate government capitation for capital projects					
4. The Commission for University Education regularly inspects and guides the University					
5. Goverment offers scholarships/ training opportunities to staff					
6. Overally, government support is adequate					

In your opinion, what kind of support would be needed by Laikipia University from government to achieve its vision, mission and strategic objectives?

_____

_____

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17. In your opinion, list any strengths (i.e., internal positive forces) of Laikipia University

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18. In your opinion, weaknesses (i.e., internal areas of improvement) of Laikipia University

_____

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19. In your opinion, list any opportunities (i.e., external chances) available to Laikipia University to achieve its vision, mission and strategic objectives

_____

_____

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20. In your opinion, list any threats (i.e., external negative forces) facing Laikipia University

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21. In your opinion, what would be needed to be improved at Laikipia University to achieve its vision, mission and strategic objective, and become viable and sustainable?

_____

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_____

THANK YOU FOR TAKING TIME TO FILL IN THIS QUESTIONNAIRE

APPENDIX IV: SUPPORT STAFF RESEARCH QUESTIONNAIRE

Instructions

Questionnare No _____

Dear Sir/ Madam,

I am a Postgraduate student at Kenyatta University. In partial fulfilment of the requirements for the conferment of the Master of Business Administration (Strategic Management Option) Degree, I am conducting a research entitled *"Determination of Strategic Positioning of Newly Chartered Universities in Kenya: The Case of Laikipia University"*.

I wish to request you to kindly assist in providing the required information, by answering all the questions in the research study questionnaire attached hereto, as your views are considered important to this study.

Please note the information that you will provide shall be treated with utmost confidentiality and strictly used for the purpose of this research study.

NB: Please do not write your name anywhere on this questionnaire.

Thank you.

Yours faithfully,

Isaac Sanga Kosgey

Reg. No. D53/NKU/PT/25542/2011

PART A: GENERAL INFORMATION

Please tick (√) appropriately where applicable in the spaces provided under each question below.

1. Indicate your gender

       1. Male   [   ]   2. Female   [   ]

2. State your marital status

       1. Single   [   ]   2. Married   [   ]

       3. Widowed   [   ]   4. Separated [   ]

3. Specify your age

       1. Below 30 years   [   ]

       2. 31-35 years   [   ]

       3. 36-45 years   [   ]

       4. 46-55 years   [   ]

       5. 56-65 years   [   ]

4. Citizenship: _____   **5. Nationality:** _____

PART B: SUPERVISOR'S SUPPORT AND THE WORKPLACE

6. The statements below relate to support from supervisors at the workplace at Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
Supervisors' Leadership					
12. I receive useful and constructive feedback from my supervisor					
13. My supervisor is mentors me					
14. My supervisor makes decisions wisely					
15. I have an opportunity to participate in the goal setting process of my Department					
16. Employee performance evaluations are fair and appropriate					
17. Everybody is treated fairly in the University					
18. My supervisor guides activities that ensure improved performance					

19. Performance standards are high in the University				
20. Poor performance is effectively addressed throughout the Department				
21. My supervisor gives me praise, appreciation and recognition when I do a good job				
22. My supervisor appreciates me as a person				
23. My supervisor shares daily experiences with me and my colleagues				
24. My supervisor is held accountable for achieving results				
25. Job performance is measured to ensure all staff are achieving goals and meeting expectations				
26. Senior management believes in continous improvement				
27. Senior management enjoys credibility within the University				
28. Senior management has good tactical and implementation skills				
29. Senior management has sound knowledge of the University and the workers				
30. Senior management enjoys good working relationship with workers across the University				
31. Senior management enjoys good working relationship with stakeholders outside the University				
32. Senior management enjoys good working relationship with students in the University				
Supervisors' Commitment				
5. My supervisor recognizes that it is his/ her duty to enhance performance of the workforce				
6. My supervisor is loyal to ensuring that improved performance is achieved				
7. My supervisor believes in continous improvement in performance				
8. The University's policies for promotion and advancement are always adhered to in				

the Department				
Provision of Resources and Workplace				
1. I have the resources I need to do my job well (equipment, finances, time, space, etc)				
2. Facilities and equipment required for my work are regularly serviced				
3. My supervisor provides enough staff required to perform required tasks				
4. The necessary information and knowledge systems are in place and accessible for me to do my job effectively				
5. My workplace is well maintained and physically comfortable place to work				
6. My workplace is safe and secure				
7. I am provided with protective clothing and gear for my job				
8. The amount of work I am asked to do is reasonable				
9. Transport facilities are adequate for staff				
10. The environment in the University supports a balance between work and family/ personal life				
11. Catering services are adequate and affordable for staff				
12. There is adequate drinking water in the University				
13. Staff recreational facilities available and adequate				
14. There are adequate sanitary facilities in the University				
15. There is use of current and modern technology				
16. Counseling services are easily available in the University				
17. I belong to a socializing/ informal chat group				
18. Employees are highly motivated				
Teamwork				

1. Teamwork and cooperation are encouraged and practiced					
2. All major University events are adequately communicated to members					
3. Employee job satisfaction is a top priority of my supervisor					
4. My coworkers care about me as a person					

In your opinion, what support from your supervisor is needed to ensure that Laikipia University is strategically positioned (i.e., has a competitive advantage over other universities in Kenya)?

_____

_____

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_____

7. The statements below relate to quality and customer focus at Laikipia University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. Very high standards of quality of products and services are maintained in the Department					
2. Needs of customers are understood in the Department					
3. Customer needs are the top priority in the Department					
4. Customers are served professionally					
5. We constantly look for ways to improve our products and services					
6. The Department is a competitive service provider					
7. There is adequate attention to the disabled/ physically challenged					
8. Dialogue with students is always encouraged					

In your opinion, what would be needed to improve the quality and customer focus in the University?

_____

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8. The statements below relate to employee satisfaction or engagement at Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. I am very satisfied with my job and do it with enthusiasm					
2. I am highly committed to the University					
3. I am always punctual with my University assignments					
4. I strictly observe University working hours					
5. I would recommend the University to friends and family					
6. I feel personally driven to help the University succeed and will go beyond what is expected of me to ensure that it does					
7. I am extremely proud to tell people that I work for the University					
8. Doing my job well gives me a sense of personal satisfaction					
9. I am actively looking for a job outside the University					
10. I have applied for another job outside the University in the past six months					
11. I would work elsewhere if I had the chance					

In your opinion, what would be needed to improve employee satisfaction or engagement in the University?

_____

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_____

9. The statements below relate to work compensation for staff at Laikipia University. Kindly indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement.

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. I am paid fairly for the work I do					
2. My salary is competitive with similar jobs I might find elsewhere					
3. My benefits are comparable to those offered by other universities/ organizations					
4. I understand my benefit plan					
5. I am satisfied with my benefit package					

In your opinion, what would be needed to improve work compensation for staff in the University?

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PART C: EMPLOYEE CAPACITY AT LAIKIPIA UNIVERSITY

10. This section will assess your opinions on the extent to which employee capacity influences strategic positioning of Laikipia University. Please indicate your opinion by marking the column that corresponds to the alternative that best describes your knowledge of the statement

1. Strongly agree   2. Agree   3. Not sure   4. Disagree   5. Strongly disagree

Issue	1	2	3	4	5
1. I am familiar and understand the vision, mission and the strategic goals of the University					
2. I understand my job description/ specifications and how my work directly contributes to the overall success of the University					
3. My qualifications are relevant to the job I am doing					
4. I have the skills and experience necessary to do my work					
5. Employees attend trainings or forums on capacity building					
6. I am adequately supervised and mentored by my supervisor					

7. Employees work together as a team to accomplish given tasks					
8. I work with others as a team to develop my career					
9. Employees attend team building activities aimed at enhancing team work					
10. Employees recognize that it is their duty to improve performance					
11. Employees are loyal to ensuring that they better their performance					
12. I can use a computer to gather information and transmit information					
13. I understand the full meaning of ISO procedures					
14. I always attain high standards of excellence in my work					
15. Employees share daily work experiences with fellow employees and supervisors					
16. I am encouraged to learn from my mistakes					
17. My work is challenging, stimulating and rewarding					
18. I have control of my job, whether it is the pace, process or the outcome					
19. There are no conflicting job responsibilities					
20. I can disagree with my supervisor without fear of getting in trouble					
21. I am comfortable sharing my opinions and ideas at work					
22. The University attracts, develops and retains people with diverse backgrounds					
23. The University Management recognizes and respects our workers unions					
24. Interactions are focused primarily on what employees do wrong rather than on what they do right					
25. , Adequate explanation of reasons, process, or likely outcomes are given when organizational changes occur					

11. Indicate your highest academic qualification.

1. Primary School (KCPE/ CPE)   [   ]

2. High School ("O"/ 'A" Level)   [   ]

3. Post-Secondary Certificate   [   ]

10. Other (Specify) _____

12. Indicate your job grade and if on permanent and pensionable or contract employment. Tick (√)

     as appropriate.

Job Grade   **[   ]**

1. Permanent and pensionable   [   ]

2. Contract   [   ]

13. Indicate your total working experience in years in the University service.

     1.   Less than 1year   [   ]

     2.   1-5 years   [   ]

     3.   6-10 years   [   ]

     4.   11-15 years   [   ]

     5.   16 years and above   [   ]

14. In your opinion, what employee capacity building initiatives are needed to improve your competency and skills at work?

_____

_____

_____

_____

15. Since you joined Laikipia University, indicate how things have changed. Tick (√) as appropriate.

1. Better   [   ]   2. Slightly better [   ]   3. Not changed [   ]

4. Slightly worse [   ]   5. Very worse [   ]

16. In your opinion, list any strengths (i.e., internal positive forces) of Laikipia University.

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_____

17. In your opinion, weaknesses (i.e., internal areas of improvement) of Laikipia University.

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18. In your opinion, list any opportunities (i.e., external useful chances) available to Laikipia University to achieve its vision, mission and strategic objectives.

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19. In your opinion, list any threats (i.e., external negative forces) facing Laikipia University.

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20. In your opinion, what would be needed to be improved at Laikipia University to achieve its vision, mission and strategic objective, and become viable and sustainable?

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THANK YOU FOR TAKING TIME TO FILL IN THIS QUESTIONNAIRE