A SURVEY OF THE PERFORMANCE OF DAYSTAR UNIVERSITY BUSINESS ADMINISTRATION AND MANAGEMENT GRADUATES AS PERCEIVED BY THEIR EMPLOYERS

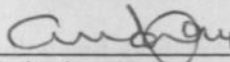## BY
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A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER IN BUSINESS ADMINISTRATION
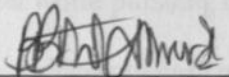## FACULTY OF COMMERCE
UNIVERSITY OF NAIROBI

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DECLARATION

This project is my original work and has not been submitted for a degree in any university.

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This project has been submitted for examination with my approval as the University Supervisor.

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ABSTRACT

An important part of any employment in any organisation is the comparison of the perceived performance with the actual results. All employers when recruiting look for those individuals who can add value to their business. Thus, they normally have high performance expectations. It was with this in mind that a survey was set up to investigate the performance of Daystar University Business Administration and Management graduates as perceived by their employers within the Nairobi Metropolitan area. A total of 22 organizations were studied with an objective of finding out the employers' expectations and the actual performance of these graduates.

The population size of this study consisted of all the 40 organizations domiciled within the Nairobi Metropolitan area where Daystar University Business Administration and Management graduates who graduated between 1989 and 1999 are currently working. Out of the whole study population, 55% organizations responded. Since this number was less than 30 (n<30)), a t-test statistic test which is commonly callled student's t-distribution and is used when sample size is 30 or less was employed in to data analysis. In addition, means, frequencies and percentages were utilized while rating different attributes that were of concern to the study.

The survey indicated that majority of the Business Administration & Management graduates are employed in commercial and services sector with 66.7 percent. The analysis also indicate that majority of these graduates' entry levels was in middle

management with 71.4 percent. The t-test statistic indicated that there is a high 1.645 correlation between areas of training and the expectations of the employers in the organizations at 95 percent confidence limits.

The survey indicated that 92.6 percent of Daystar University Business Administration & Management graduates meet their employers performance expectations in applying the training and skills acquired and the attributes they portray. It can therefore be concluded that the training and skills acquired by these graduates from Daystar University meet the perceived expectations of employers. Therefore, the training offered is appropriate for the job market in Nairobi, Kenya.

CHAPTER FIVE : SUMMARY AND CONCLUSIONS

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CHAPTER ONE

INTRODUCTION

1.1 Background

The review of performance of university graduates in the job market has been carried out mainly in the western countries. For instance, between 1989 and 1991, a major project took place in the UK to accelerate the pace of change in vocational education and training. The aim of the project was to test a new approach to the design and management of learning, which would anticipate change in the world of work and respond to the widely expressed needs of people in employment (Kay 1998, 268).

The fast paced business environment and the present demands of the industry require that institutions of higher learning produce competent and skilled graduates of high integrity, honesty and doubtful character to face the challenges of modern economy and organizational demands. In order to accomplish this, institutions of higher learning need to be aware of the labour market expectations from the potential employers' point of view. Unlike in the past where graduates would be absorbed in the job market irrespective of whether they had the right skills or not, today's graduates must be in tune with the business climate.

Changes in the global, regional and national economic environments particularly with the principles associated with economic liberalism has made it inevitable that more economical and effective means of production be sought. Since human beings are the active agents who handle natural resources, build socio - economic and political organizations and carry forward national development, they have to be developed for effective production and better performance under all circumstances (Musau 1997,3).

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Human beings occupy a very important position in the developmental process of the world today. They therefore have to be developed into a more productive, competent, hardworking and skilled workforce able to bring about notable and rapid economic development. This has been the concern of developed nations to date, and even more so to-day for most developing countries (Musau 1997,3).

It is in this context that universities would play a central role in equipping the potential employees with the right skills. Top management of today is increasingly recognizing that human resources are one of the most important assets in organizations. Firms are therefore very particular with the kind of employees they recruit. It is therefore necessary that institutions of higher learning have to keep pace with the changes occurring in the external environment by continually updating and adapting their curricula to suit the labour market needs. A university's true competitive advantage lies in its creative capacity to match the voice of the market with the voice of the institution. To compete successfully an organization must simultaneously look outward to its markets and its various functional areas and treat both orientations as significant (Balakrishnan 1997, 70).

Institutions of higher learning need to be concerned about the transfer of learned skills to the work situation. There is need for integration of learning objectives of the Business Administration & Management and business objective if maximum benefits are to be gained. The programs should anticipate changes in the job market. The faculty developing the Business Administration and Management programs need to be visionary and proactive while designing them in consultation with the potential employers. The management students know that they should be marketable and the universities need to produce employable management graduates.

Among the Kenyan universities offering a degree in management or its equivalent are:

University of Nairobi: Bachelor of Commerce.

Catholic University: Bachelor of Business Administration and Management.

University of Eastern Africa, Baraton: Bachelor of Management.

Kenyatta University: Bachelor of Business Administration.

Daystar University: Bachelor of Business Administration & Management.

Africa Nazarene University: Bachelor of Management

United States International University (USIU): Bachelor of Science in Business Administration

Daystar University serves the needs of the church and society in African countries and other continents of the world. Daystar University's mission can be summarized as follows:

To provide Christian based higher education program that will develop men and women to serve in a variety of supportive and leadership roles in the African Churches and society through training and extension program, research and advisory services.

It operates two campuses: Nairobi campus which is located off Valley Road at the junction of Ngong Road and Valley Road, about 4 km from the center of Nairobi city; and Athi River Campus situated on the edge of the Athi plains on the western slope of the Lukenya Hills, about 43 km from the City of Nairobi.

The University started in Zambia as a publication center in 1965 which later changed to Daystar Communication in 1969 concentrating on training, research and evaluation. Daystar Communication moved to Kenya in 1974 and in 1978 a Masters Degree program in communication was launched. Bachelor of Arts degree were started in 1984 when the institution also changed its name to Daystar University College, until October, 1994, when the University was granted a charter and it became Daystar University. (Daystar University Catalogue 1997-98-99,3)

The academic programs at Daystar University are structured in three separate but interactive and

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mutually supportive faculties namely: Faculty of Humanities & Social Science, Faculty of Arts, and Faculty of Science & Technology.

Business Administration and Management is one of the major program options within the Commerce Department. Among the three major program options, the others being Accounting and Marketing, Business Administration and Management attracts the highest enrollment and within the past ten years, (i.e. 1989 to 1999), 545 students registered for it as their major option

Daystar advocates for the multi-disciplinary Business Administration and Management program to infuse the graduates with the resilience required in the dynamic and potentially turbulent environmental context in which they will live and work. For instance, the juxtaposition of the environmental dynamism vis-à-vis the environmental complexity yields the following four environmental quadrants shown on Table 1.0.

Table 1.0

ENVIRONMENTAL DIMENSIONS AND UNCERTAINTY*

Environmental Complexity

	Homogeneous	Heterogeneous
Stable	**CELL 1** **DEFINITELY LOW UNCERTAINTY** 1. Similar types of external elements/factors 2. Elements remain the same or change slowly Example: State Universities	**CELL 2** **MODERATELY LOW UNCERTAINTY** 1. Diverse types of external elements/factors 2. Elements remain the same or change slowly Example: Church-sponsored Universities
Unstable	**CELL 3** **MODERATELY HIGH UNCERTAINTY** 1. Similar types of external elements/factors 2. Elements are in a continuous process of Change Example: Parochial-interest Community Universities	**CELL 4** **DEFINITELY HIGH UNCERTAINTY** 1. Diverse types of external elements/factors 2. Elements are in a continuous process of Change Example: Profit-motive Private Universities

Environmental Dynamism (left margin label spanning the two rows)

*N.B The material for the Environmental Analysis above has been adopted from Ramon. J. Aldag and Timothy M. Stearns.

Management, Southwestern Publishers, Cincinati, Ohio, Inc. USA. 1987

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In terms of preference, it can be seen in the above model that the four quadrants are in a sequence where Cell Number 4 is the most unfavourable for an organization or university; Cell Number 3 is just good; Cell Number 2 is better; and cell number 1 is the best environment or scenario for an organization/university. The foregoing analysis of the Environmental Context of the organization/University is thus the rationale for the agenda of my research project. Namely, to explore the performance of the Daystar Business Administration & Management graduates vis-à-vis the perceived needs of the Employment Market within the depicted Environmental Context in which the employing organizations prosper or fail.

Daystar is interested in linking its higher education programs to the industrial and corporate labour market needs as evidenced by the seminar it hosted on December 1997. The goal of the seminar was to evaluate and improve the existing business curriculum in an effort to provide quality and market oriented education programs.

1.2 Statement of the problem

As companies around the world transform for competition that is based on information, their ability to exploit intangible assets has become far more decisive than their ability to invest in and manage physical assets. (Kaplan 1996,15). It is the managers who can mobilize and combine all the resources the organization has at its disposal, in such a way that the organization's goals will be attained (Misian 1997,23). Various business concerns, big and small must have a competitive, a dynamic and a vibrant workforce in order to keep their organizations afloat (Musau 1997,1).

Today, the Kenyan society and indeed, the world at large is characterized by rapid social and economic transformation. There is therefore a high demand for effective Business

Administration & Management graduates to guide this transformation (Kerre 1990,70).

In Kenya today, there is a high rate of unemployment. The job market is flooded as a simple job advert attracts over 2,000 applications, (Munge 1997,3). This indicates that there is need for carrying out research on the needs of the labour market so as to equip the graduates with the stated needs.

In addition, there is emphasis to move away from knowledge to a skills based Business Administration & Management curriculum. This has been brought about by the fact that many of university graduates present excellent paper qualifications but it has been noted that success on the tests bears no noticeable relationship to career success or lifetime fulfillment and few of the achievement experiences from those considered reasonably "successful" relate to an academic experience (Miller 1999,131). Therefore, it is necessary to look for factors other than academic qualifications, which clearly distinguish individuals in terms of personal qualities such as *initiative, enterprise, being positive and able to work with others.*

There are now several public and private universities as well as foreign ones. As a result, there is increased competition for higher education in terms of enrollment. Further, the sponsors and the students are interested in getting most value out of their investment in education. Hence, the need to produce the Business Administration & Management graduates who can meet the job market expectations.

While some research has been done on application of knowledge acquired through training to the working environment, no study known to the researcher has been specifically focused on Business Administration & Management graduates.

This study will therefore address the following questions:

1. Whether the pre-employment expectations of the prospective employers are met by the performance of Daystar University Business Administration & Management

graduates.

2.   Assess the employers post-employment experiences of the Business Administration & Management graduates.

1.3   Objectives of the Study

The objectives of the study are to answer the following research questions:-

1   what are the expectations of the selected organizations in terms of the performance of Business Administration & Management graduates?

2.   To what extent do Daystar University Business Administration & Management graduates meet the performance expectations of the selected organizations?

3.   Are Daystar University Business Administration & Management graduates deployed in their areas of specialization within the Nairobi Area labour market?

1.4   Significance of the Study

The findings of the study will be useful to the following stakeholders:

i)   Daystar University will become informed as to how its Business Administration & Management graduates are performing as perceived by their employers.

ii)   The Management placement needs of the potential employers will be addressed and therefore provide a suitable opportunity for the recruitment of future graduates.

iii)   Other institutions of higher learning in Kenya will use the findings as a ready reference model for them to explore ways of assessing the relevance of their education and training programs to the needs of the Kenyan labour market.

iv)   Future researchers: The research findings can serve as a base and stimulant for further research which may be of interest to the relevant stakeholders and the society at large.

Such research endevours may potentiate attempts to synchronize the education and

training programs offered by the various public and private universities in order to

optimize on the use of the limited national resources.

v) All the stakeholders: It is hoped that the study will identify the elements of the Business

Administration & Management Program at Daystar University that need to be

emphasized, augmented, improved or eliminated, and this will lead to the development of

a quality and market oriented Business Administration and Management education

program at Daystar University, and generally in Kenya.

vi) Society at large concerning University-Industry collaboration.

CHAPTER TWO

LITERATURE REVIEW

2.1 What is Management and what do Managers do?

Managers work in a corpus called an organization. The titles held by Managers vary considerably depending on the nature of the work assigned, the responsibilities delegated to the position, and the type and size of the organization.

Managers work in organizations but not everyone in an organization is a Manager. Managers direct the activities of other people though they may also have some operative responsibilities, for example, an Insurance Claims Supervisor may have basic responsibilities to process insurance claims in addition to overseeing the activities of other claims clerks in the department. Management is therefore concerned not only with getting activities completed (effectiveness), but also with doing so as efficiently as possible. (Robins 1994, 3). In line with these sentiments, the subject Daystar University student aspire to become such Managers and to perform the stated functions.

Management is the complex art or composite skills used by those who blend together the six M's of Management, namely: Manpower, Materials, Money, Methods, Machines, and Morale - in order to achieve the goals of the organization. The word management is also commonly used to refer to a group of persons, such as top management, who collectively direct or manage the organization (Keeling 1996, 3).

In early 20th century, a French Industrialist by the name Henry Fayol wrote that all Managers perform five management functions. They plan, organize, command, coordinate and

control. In the mid 1950's, two Professors at UCLA used the functions of planning, organizing, staffing, directing and controlling as the framework, for a text book on Management. However, this has been condensed down to the basic four: Planning, Organizing, Leading and Controlling. The planning function encompasses defining an organization's goals, establishing an overall strategy for achieving these goals, and developing a comprehensive hierarchy of plans to integrate and coordinate activities.

Managers are also responsible for designing an organization's structure. This includes the determination of what tasks are to be done, who is to do them, how the tasks are to be grouped, who reports to whom, and where decisions are to be made, who may delegate to who, and who may deputize for whom.

The leading functions of Managers consist of directing and coordinating the people within the organization. They do this by motivating the subordinates directing the activities of others, selecting the effective communication channels, and resolving conflicts among the members involved.

The other function Managers perform is controlling. After the goals are set, the plans formulated, the structural arrangement delineated, and the people hired, trained and motivated to ensure that things are going as they should, management must monitor the organization's performance. Actual performance must be compared with the previously set goals. If there are any significant deviations, it is management's job to get the organization back on track. This process of monitoring, comparing, and correcting is referred to as the controlling function. (Robbins 1994,8 It relies heavily on continuos feed-back, reviewing and revising according to the needs.

Reflective of the foregoing, the Daystar University business Administration and Management degree program includes courses or modules on planning, organizing, staffing, communication

and budgeting.

2.2 Management Roles

In the late 1960s, Henry Mintzberg provided a categorization scheme for defining what Managers do based on actual Managers on the job. He concluded that Managers perform ten different but highly interrelated roles. These ten roles can be grouped as those primarily concerned with interpersonal relationships, the transfer of information, and decision making. The Daystar Business Administration and Management program conforms very closely to this.

2.3. Interpersonal Roles

These are roles that include figurehead, leader and liaison activities. For instance, when the president of a college hands out diplomas at graduations, or a factory supervisor gives a group of high school students a tour of the plant, he or she is acting in a figure-head role. The leader role includes hiring, training, motivating and disciplining employees. The liaison role involves networking and contacting external sources who provide the manager with information. As the Daystar program is meant to be suitable both to prospective preachers and to lay church leaders and managers, interpersonal skills are highlighted during the learning process.

2.4 Information Roles – Or the Corporate Communications Function:

These are roles that include monitoring, disseminating, and spokesperson activities. All Managers will to some degree receive, and collect information from organizations and institutions outside their own. This is done through reading magazines and talking with others to learn of changes in public tastes, what competitors may be planning. Hence the monitor roles. Managers also act as a conduit to transmit or disseminate information to organizational

members; thus the disseminator role. When they represent the organization to outsiders, Managers perform a spokesperson role, which may also include Public Relations for and on behalf of the organization.

2.5 **Decisional Roles**

Decisional roles comprise those of entrepreneur, disturbance handler, resource allocator and negotiator. As entrepreneurs, Managers initiate and oversee new projects that will improve their organization's performance. As disturbance handlers, Managers take corrective action in response to previously unforeseen problems. As resource allocators, Managers are responsible for allocating human, physical and monetary resource. Managers also perform duties as negotiators when they discuss and bargain with other groups to gain advantages for their own units (Robbins 1994, 10).

According to Henry Mintzberg the above three managerial roles require a number of skills: developing peer relationships, carrying out negotiations, motivating subordinates, resolving conflict, establishing information networks and disseminating information, making decisions with little or ambiguous information, and allocating resources. He also states that a good Manager is an introspective Manager (Mintzberg 1998,2).

The current study will explore the nature of work that the Daystar Business Administration & Management Graduates are assigned in their current jobs and the levels of Management they are placed.

2.6   Skills Required of Management Graduates

The Administrative Manager must be a skillful innovator, a creative Manager to administer the changes occurring in the organization's information handling activities. There are three types of skills needed by creative managers, that is, conceptual, human and technical.

2.7   Conceptual skills:

Conceptual skills is the ability to use existing knowledge in order to acquire additional knowledge. An example of conceptual skills is the ability to view an entity as a whole and see how a change in one of its parts affects all other parts or functions. In making a decision, an Administrative Manager displays conceptual skills by questioning, and probing to assess how such a change will affect other phases of the information cycle, especially the processing and retrieving of records (Keeling 1996,8).

2.8   Human Skills

Human skills is the ability to use knowledge and understanding of people as they interact with others. Such knowledge and understanding enable the Administrative Manager to identify, comprehend, and solve human problems. To do so, the Administrative Manager must be aware of the individual's cultural and ethnic diversity of employees and understand how these factors affect the workers' attempts to achieve both their goals and the objectives of the organization. As a result, the Administrative Manager is able to sense and assess the workers' needs and drives, to empathize with their diverse values and lifestyles, to lead a group of workers, to work effectively as a member of the team, and to obtain voluntary cooperation from all team members.

Administrative Managers exhibit their human skills when leading and directing workers and interrelating with peers and top management within the organization's administrative

hierarchy.

2.9 Technical Skills

Technical skills is the ability to understand a specific function, with specialized knowledge, and to use both efficiently the tools and techniques related to that function or activity. At the middle management level, fewer technical skills are required because persons at this level do not need in-depth technical know-how. However, the technical supervisors need more specialized technical skills than conceptual skills.

2.10 Importance of Performance

There are many complex and a few simple reasons for managing performance: for instance, "What gets measured gets done". Performance Management can be used to ensure that strategy is translated into action, and thirdly, performance management systems can be used to contribute strongly as a vehicle for encouraging and managing a change in organizational culture.

Leading edge organizations are using performance management to help shape the culture of the enterprise. In addition, well managed performance can help to attract, retain and motivate employees (Armstrong 1994,101).

2.11 Elements of Performance Management

There are many different types of performance management system, ranging from the very simple to the very complex. However, the many factors, which are normally assessed in a performance management system, are:

- **The achievement of objectives** - performance review systems assess performance by

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reference to agreed objectives and include a performance agreement which spells out objectives for the future. Objectives may be expressed in terms of targets, standards of performance or tasks to be accomplished within a period of time and to an agreed specification.

- **Observing core values** - performance management systems are increasingly recognizing that performance is not just about achieving objectives. They are also about people behaving in a way which makes the core values of the organization a reality not just a string of platitudes;

- **Personal qualities** - some performance appraisal schemes still ask managers to assess the personal qualities of staff under such headings as drive, judgement, interpersonal skills and creativity. The argument against assessing personal qualities is that managers are thereby asked to measure abstract personality traits, which they are seldom qualified to do;

- **Potential** - performance management systems generally concentrate on the identification of development needs rather than attempting to rate potential. The measurement of potential is increasingly taking place at performance assessment centers where the assessment criteria are related to well researched and clearly defined core competencies which are indicators of successful performance at higher levels in the organization.

2.12 Employers and Employees

According to the Republic of Kenya Employment Act, (Cap 226, 1984, 5) an employer means any person, or public body or any firm, corporation or company, who or which has entered into a contract of service to employ any individual, and includes the agent, foreman, manager or factor of such person, public body, firm, corporation or company. "Employee" means an individual employed for wages or salary and includes an apprentice and an indentured Learner. For the purpose of this study, the students or former students whose

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performance is being evaluated will be regarded as employees, and the organizations in which they are working will be defined as the employers.

2.13 Previous Research

A survey was carried out among students and employers in Singapore (Koh 1999, 431). The study examined the importance of an MBA degree for promotion or appointment to managerial positions. A questionnaire was administered to 600 organizations and to120 MBA students yielding a 43.9% response rate (i.e. 316 responses).

The objectives of the study were two fold: to assess employers' and MBA students' perception of the importance of an MBA degree for promotion or appointment to managerial positions vis a vis other criteria. Secondly, to investigate whether a perception gap existed between employers and MBA students with respect to the importance of an MBA degree.

A survey methodology was used in the research. The first section of the questionnaire comprised of eight criteria commonly used by employers for promoting or appointing employees to management positions. These criteria were: *Seniority in the firm, Relevant experience, Relevant University degree, Diploma in Business Administration, Master of Business Administration,(i.e. MBA track record and personal attributes).* These criteria were obtained through interviews with employers in a pilot study. Respondents were asked to rate the importance of each criterion on an 8-point scale, with "I" representing "extremely important" and "8" representing "extremely unimportant". This section was designed to measure the respondents perception of the importance of an MBA vis-à-vis job performance, seniority in the firm, relevant experience, relevant university degree, diploma in business administration, track record, and personal attributes (e.g. character). The second section of the questionnaire comprised demographic questions soliciting information such as age, sex, education background,

involvement in the hiring process, years in the organization, type and listing status of the company and the area of business.

To investigate whether a perception gap existed between employers and MBA students with respect to the criteria for promotion or appointment to managerial positions, tests of significant differences were performed.

The results of the study indicated that employers and MBA students were generally in agreement with respect to the importance of personal attributes, track record, relevant experience, relevant university degree, seniority in the firm, and diploma in business administration for promotion or appointment to managerial position. However, descriptive statistics, t-test, ANOVA and Duncan results showed a perception gap between employers and MBA students regarding the importance of MBA. While both employers and MBA students perceived job performance, personal attributes, track record and relevant experience to be the most important criteria, MBA students' perceived an MBA degree to be significantly more important than the employers did (Koh 1999,431)

Both Business Administration and Management share in common with other occupations the continuously changing nature and context of the job, as well as the economic environment within which these functions are performed. It was with this in mind that the national development project "Growing an innovative work force" was set up by the Prospect Center to undertake a major project in UK between 1989 and 1991 in order to test a new approach to the design and management of learning as earlier mentioned at page one in the introductory part of this research project. The Prospect Centre (U.K.) project revealed the need to educate beyond the job in what are described as "overarching capabilities" if individuals within the work force are to operate effectively.

What emerges from the ever-changing background is the need for a workforce which is

not just technically skilled for the job in hand, but one which is capable of responding creatively and confidently in changing circumstances. Old hierarchical organizations where workers simply take orders, and not responsibility, are not adequate to meet the challenge of the future (Kay 1998,269).

What is required is a process which can produce a work force which is actively involved in the business, as well as flexible and responsible enough, not only to recognize the need for change, but also to anticipate and contribute to the process with innovative and progressive ideas.

The Prospect Centers (U.K.) work shows clearly that all those involved in the learning process must work cooperatively if maximum benefits are to be gained. Thus having identified this need, the prospect center led pilot schemes with staff and students from eight companies and three FE colleges (Nottingham, Solihull and the Wirral), working in three very different occupations (building services engineering, business and finance administration and flexible manufacturing) each ostensibly demanding different things. The pilot schemes led by the Prospect Center depicted that: first, all stakeholders - college staff, managers and students - work closely together on the planning, implementation and assessment of assignments. All share equal responsibility for deciding on both the "occupational" and "overacting" competence's to be taught. These must not only be relevant to the job, but also to progress and development in the company, to judgments about quality and to world class standards.

Second, knowledge based set syllabuses are replaced by integrated learning systems, more appropriately geared to matching business needs by incorporating themes such as management, communications or information technology.

Third, it is a reflective process. All Stakeholders colleges, companies, and students - review and assess progress and developments at each stage before moving on to the next step, thus ensuring that learning is relevant and effective.

Fourth, vocational qualifications are gained as part of the process, and themselves become integral and not the primary goal for students.

These and other differences are summarized in table 2.0:

Table 2.0 The Prospect Center existing and innovative workforce Vocational Educational and Training (VET)

(A) Existing VET	(B) Innovative workforce V ET
Source of learning aims and objectives	
Syllabus of award-making bodies	Company strategies; criteria for business performance.
	Syllabus of award-making bodies
Focus of assessment	
Syllabus of award-making bodies	Contribution to running the business
Creativity in, and quality of, project	Syllabus of award-making bodies
reports	
Basic principles of curriculum design	
Subjects and units complemented by	Management systems and/business strategies
project work or integrative assignments	Work in a simulated company of the future
The role of simulations	
Applying subject learning to a simulated	Anticipating and experiencing work roles and
task in the business of today	challenges of the future
	Contributing positively to developments in the
	business
In-company project work	
Gathering information for college assign-	Learning to solve business problems
ments.	Opportunities for developing overarching capabilities
Finding out how business works	
Roles of employers	

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Recruit trainees, design training programs
and assess work performance

Maintain relation with colleges

Participate in advisory committees and
lead bodies

Sharing business objectives and challenges with
college staff

Joint working with college staff to design,
implement and assess programs

Joint assessment of student's performance and development.

Learning to identify and play new roles.

Also those listed in (A)

Roles of college staff

Implement learning plans and programs

Pastoral function for students

Redesign inputs and processes to improve
students' motivation to learn

Improve examination success rates

Understand the implications of business objectives
and challenges for learning objectives and designs

Joint working with employers to design, implement
and assess programs

Joint assessment of students' performance and development

Learning to identify and play new roles

Also those listed in (A)

Roles of students/trainees

Follow instructions and manage situations
in relation to the syllabus

Follow training programs established by
employers

Contribute to college and company life

Make creative contributions to assignments

Give feedback on the quality of learning
experience and how it could be improved

Assess their own and their peers'
performance

Identify causes for weak student performance and
propose curriculum improvements

Take the initiative to propose solutions to business
problems which are practicable and can be implemented

Identify opportunities presented by trends and
developments and take the initiative to turn them
into business benefits

Identify the personal implications of trends and
developments in the occupation and in business

All those listed in (A)

Source: Kay, Carol 1998,269

The project enabled teams of diverse participants with very different interests or agendas to work on all the elements coherently and systematically to their mutual benefit. Strong strategic partnerships have developed from each pilot program and managers not only judged students to have wider business knowledge, and to be making richer contributions, but have also stated that the process has enhanced their own management skills. Also, it is relatively inexpensive and simple to adapt existing orthodoxies and practices to the new approach. Above all, participants enjoyed real learning through being challenged, not by being told. And, although the project was primarily concerned with occupational and not social roles, the increased effectiveness and sense of achievement gained spilled over positively into students' lives outside work.

Some views may be raised such as; Businesses are traditionally hierarchical for good reason. Are the keepers of knowledge willing to relinquish the power this gives them? Do employers really want an activated, thrusting or even challenging workforce? Does the workforce want this greater responsibility? In January 1998, the Prospect Center held a conference in London on "Growing an Innovative Workforce". It was both well attended and received by a diversity of senior personnel from business, education and Training and Education Colleges (TECs) and it achieved one remarkable result in that a third of those attending joined a "younger group" to take these ideas further. They affirmed that if they were to maintain a successful and prosperous UK it could only be by means of a highly skilled, innovative workforce. The cooperative approach developed by the Prospect Center is a comprehensive attempt to address these problems and point the way to the future. (Kay 1998, 268)

In Kenya, some isolated studies have been undertaken on training in general. Ochoro (1987) surveyed the reaction of former trainees to the training program and the application of

knowledge, skills and attitudes acquired from the training program at Kenya Technical

Teachers College Industrial Instructors Training Program.

Mudhune (1981) attempted to find out the effect of the former Kenya Railways Corporation

Supervisory Training Program by evaluating it at four levels: namely context evaluation,

evaluation of trainers attitude, immediate evaluation and intermediate or delayed effect

evaluation.

Although a seminar hosted by Daystar University on December 1-4 1997 - whose theme

was: "Linking Higher Education to Industrial and Corporate Labour Market Needs through

Curriculum Development: a partnership approach for the twenty first century" - cannot be

treated as a scientific study, it deserves mention here because it was an eye opener which pointed

out the need for the academics to climb down from their ivory towers and undertake to spend

more time in making a link between learning and the application of learning (Turnbull, 1998,

154).

According to Munge (1997, 2), the educational system is constantly passing over to the

economic sector, "half baked graduates." These are people with theoretical subject matter

knowledge but who have not internalized that knowledge through practical experience. It refers

to under developed social and interpersonal skills and lack of work, communication and

teamwork skills (Mwosa 1997, 2). They also do not have the right attitude towards work, they

lack the proper manners and behavior and it is not their fault. Mathu explains that besides the

universities, other stakeholders have a role to play in establishing a link between the learning

institutions and industry. There has to be some formal organization and structure through which

the academia can maintain continuous interaction with the industry (Mathu 1997,3).

The seminar hosted by Daystar in 1997, as earlier mentioned, pointed out that the

following types of skills, attitudes, and character traits are required of business Managers within

the Business environment.

Employees must be multi-skilled and able to shift from one discipline to another. They must be able to do the work on one function and then shift into another type of work altogether, and are required to have a high level of technology based skills.

Teamwork is now more commonly required than in the past. The individual must make contribution in the environment of the group. This requires both multi-disciplinary training and well developed interpersonal social skills.

Among the attributes required are:-

1   Use of suitable computer hardware and appropriate software for workstation and business developments.

2   Formulation of clear organization vision and mission.

2   Analyze strengths, weaknesses, opportunities and threats facing the organization, i.e. "SWOT" Analyses as depicted in the quadrants in Table 2.1

Table 2.1

SWOT ANALYSIS MODEL

INTERNAL FACTORS	EXTERNAL FACTORS
STRENGTHS: ▪ Competitive advantage ▪ Adequate finances ▪ Technological Leadership ▪ Visionary Leadership	**THREATS:** ▪ Adverse Government policies against private universities ▪ Eroded purchasing power of prospective students ▪ Rising costs of university operations
WEAKNESSESS: ▪ Obsolete technologies ▪ Out-dated facilities ▪ Vulnerability to the adversities in the environmental context ▪ Obsolete library and publications resources ▪ Paucity of research funds and facilities	**OPPORTUNITIES:** ▪ High demand for higher education vs. scarce opportunities ▪ Liberalization of the market ▪ Expanded catchments area for prospective students in the context of the East African community & COMESA

4   Write operational objectives, formulate strategies for the achievement of each objective, and give guidelines for the control of the implementation, monitoring and review programs.

5   Do activity plans, project writing and scheduling; formulate action plans, devise systems of implementation, control, monitoring and review.

6   Carry out project planning and design and set performance indicators for project implementation, control, performance evaluation, review and revision, if and as necessary.

7   Conduct effective planning, review and evaluation meetings as a means of management guidance and control.

8   Delegate authority, but not accountability, in the management of the organization.

9   Portray absolute trust and confidence in delegating and assigning duties.

10   Communicate effectively.

11   Institutionalize Accountability and Transparency throughout.

12   Solve problems creatively and quickly.

13   Cultivate a culture of entrepreneurship and innovation

14   Ability to discern what information is relevant, important, urgent - and to screen for adaptation, appropriate information for particular purpose.

15   Build teams, support them and work with them.

In light of the foregoing employers' perceptions, the study will attempt to find out to what extent the performance of Daystar University Business Administration & Management graduates meet the performance expectations of their employers within the Nairobi Metropolitan area.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1   Research Design

This was an exploratory research. It was aimed at finding out whether the performance of Daystar Business Administration and Management Graduates meet the expectations of the selected organizations within Nairobi.

3.2   Population of the study

The population of interest in this study consisted of all the 40 organizations domiciled within the Nairobi Metropolitan area where Daystar University Business Administration and Management Graduates who graduated between 1989-1999 are currently working. However, the total number of usable responses was 22.

The geographical scope was limited to Nairobi Metropolitan area only, because of the time and financial constraints.

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3.3   Data Collection

The data was obtained by the use of questionnaires (see appendix I), which contained both structured and unstructured questions so as to collect qualitative and quantitative data. An introductory cover letter accompanied the questionnaire through which the researcher sought to create rapport and empathy with the respondents.

The drop and pick method was used and a Research Assistant was engaged to present the questionnaires to the Personnel/Administration Manager. Thereafter, the researcher followed up with telephone calls and on some occasions visited the respondents so as to clarify any questions raised and to explain to them the benefits of committing their precious time in completing the questionnaires. The questionnaire contained two parts: part I aimed at obtaining the organization's particulars.

The objective of part two of the questionnaire was to seek for:

- Performance expectations of the organizations that have employed Daystar University Business Administration & Management graduates within the Nairobi Metropolitan area

- The extent to which the graduates meet the stated expectations and

- How the graduates are performing on their respective assignments.

3.4   Data Analysis Techniques

The following statistical tools were employed in data analysis: the means, percentages and student's t-test. The means were used to compare the employers' expectations and the actual performance of the Daystar Management Graduates on a number of vital elements in job performance. These means were then used to test the difference between two means using the t-

test statistic at 95 percent significant level. The percentages were used to analyze different

levels of rating. These indicated the relative importance of the respondents.

DATA ANALYSIS AND FINDINGS

Overview of the findings

Of a total population of 40 organizations that were being researched on, 22 responded
55 percent. This is quite representative bearing in mind that several sectors were
In addition, occasionally, we may be dealing with destructive tests, sometimes the
to come by, and often, the sample collection process itself is too costly. For all
it is sometimes necessary to make statistical inferences about the difference
population means based on small samples. In this case, the data were hard to come
and very difficult to determine where the Business Administration & Management
sector are employed as some of them kept changing jobs.

Table 4.0 Number of respondents and the Economic sector

Sector	Number of respondents	Percentages
and services	14	66.7
ment	4	19.0
ed	1	4.8
	2	9.5

shows that the highest response was from commercial and services sector with 66.7
total response

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 An overview of the findings

From a total population of 40 organizations that were being researched on, 22 responded representing 55 percent. This is quite representative bearing in mind that several sectors were represented. In addition, occasionally, we may be dealing with destructive tests, sometimes the data are hard to come by, and often, the sample collection process itself is too costly. For all these reasons, it is sometimes necessary to make statistical inferences about the difference between two population means based on small samples. In this case, the data were hard to come by since it proved very difficult to determine where the Business Administration & Management graduates work and/or are employed as some of them kept changing jobs.

Table 4.0 Number of respondents and the Economic sector

Economic sector	Number of respondents	Percentages
Commercial and services	14	66.7
Finance & investment	4	19.0
Industrial & allied	1	4.8
Others	2	9.5

This table indicates that the highest response was from commercial and services sector with 66.7 percent of the total responses.

4.2 Level of management

The level of management was found to be necessary so that progression of these graduates could be determined. The mobility upward in the organization ladder may give an indication of the graduates performance in the work place.

Table 4.1 Levels of management

Management levels	Number of graduates	Percentages
Top management	5	23.8
Senior management	11	52.4
Middle management	5	23.8

The table indicates that 23.8 percent are in top management, 52.4 percent in senior management and 23.8 percent in middle management. This is an indication that the performance of the graduates is good since over 75 percent are in senior and top management. Hence, it can be deduced that they meet the employer's expectations. Perhaps, it can also be deduced that their training is good enough to meet the needs of employers.

Table 4.2 Dates Daystar University Management graduates were employed

Date employed	Frequency	Percentages
1999	8	38.1
1998	7	33.3
1997	2	9.5
1996	2	9.5
1995	1	4.8
1994	1	4.8

The dates these graduates were employed may be able to show or give an indication of the rate of progression upward and therefore performance in the organizations considered.

Most of the data that were available was recent as the table indicates. However, this was advantageous to the research since it is clear from the above table that majority of these graduates perform very well within a short duration ensuring their mobility upwards. The table indicates that 71.4 percent were employed in 1998 and 1999.

Table 4.3   Entry levels of Daystar Business Administration & Management graduates

Entry level	Frequency	Percentages
Senior management	5	23.8
Middle management	15	71.4

This table indicates that majority of these graduates' entry levels in organizations that responded, was in middle management with 71.4%. Hence it may be deduced that the training they received was good enough and hence were able to be placed upon graduation from middle management and upwards. This is a clear indication that the training given to them and the skills acquired from Daystar University meet the employers' expectations.

4.3   Areas of training versus expectation level

This is important to both the employers and Daystar University. It will give an indication of the training areas that should be more emphasized so as to meet the employers' expectations. It was felt that two levels – highly skilled and moderately skilled is what most employers would go for depending on their needs.

Table 4.4 Areas of training versus expectation level

Course	Highly skilled	Moderately skilled
Financial accounting	7	10
Managerial training	6	8
Organization & management	3	2
Financial management	8	7
Business law	4	13
Business ethics	12	6
Human resources management	11	6
Computer applications	7	10
Micro economics	4	4
Macro economics	5	8
Marketing principles	7	4
Quantitative techniques	4	11
Business statistics	5	9

The main idea here is to find out whether the areas of training are related to the expectation level and hence performance. Since the sample in consideration was less than 30, which is appropriate for using normal distribution, then t-test statistic is more appropriate in this case since a sample size of 22 is being considered. The best estimate of the population mean difference $\partial 1 - \partial 2$ is the sample point estimate, $\mu 1 - \mu 2$. Therefore, the limits of the confidence interval for the difference between the two population means using small samples can be computed as follows:

$\mu 1 - \mu 2 = d \pm t(\alpha/2, n1+n2-2)\ sd$

The sample variances serve to estimate the population variances, that is, $s1^2 \dashrightarrow \partial 1^2$ and $S2^2 \dashrightarrow \partial 2^2$

Level of training	Mean	Standard deviation
Highly skilled	7.5455	3.9651
Moderately skilled	7.5918	4.3384

A t-test statistic at 95 percent level of confidence limits was carried out to determine whether there was significant difference between areas of training and employers' expectation level. The results were as follows:

Variable	2-tail sign	Mean	Standard deviation	SE of mean
Areas of training		7.5699	4.155	3.05
Expectation level		1.5269	0.501	0.037

Paired differences

Mean of mean	SD	SE of mean	t-value	DF	2-tail sign
6.0430	4.182	3.07	19.71	185	0.000

This analysis indicates that among the areas of training highly ranked includes business ethics, human resource management and financial management, among others. However, the t-test statistic indicates that there is a high correlation between areas of training and the expectations of the employers in the organizations. It can therefore be deduced that all training areas (Table 4.4) are significant in work environment and hence affect the level of performance.

Table 4.5   Levels of interaction

Interactions	Very well	Well	Average	None at all
As colleagues	14 (70%)	5(25%)	-	1(5%)
As professionals	1(5.88%)	1(5.88%)	4(23.53%)11	(64.71%)

The level of interaction as colleagues is very good with high rating of 70%. This is an indication that Daystar University Business Administration & Management graduates work and interact very well with colleagues in the work environment. However, the interaction of these

graduates in professional associations or as professionals is wanting with only about 11percent reporting professional interactions. Majority of the responses have no professional interactions. It can therefore be deduced that majority of these graduates do not share and/or exchange ideas with others in the same field. Hence, the training offered may have to be altered such that students are able to meet with other students and those working in related fields to exchange views and share ideas. This will help the students join professional associations once they graduate.

4.4 Extent to which Daystar University Business Administration and Management graduates meet the employers' expectations

Determining this will help to make deductions on whether the training offered correlates with the employers' experience when dealing with Daystar graduates, And hence, the employers' expectations.

Table 4.6 **Extent to which Daystar University Business Administration & Management graduates meet the employers' expectations**

Course	Exceeds expectation	Meets expectations	Satisfactory	Minimally meets expectations
Financial accounting	1(4.8%)	7 (33.3%)	4 (19.%)	1 (4.81%)
Managerial Accounting	1 (4.8%)	7 (33.3%)	3 (13.3%)	1 (4.8%)
Organization & management	3 (14.3%)	11 (52.4%)	2 (9.5%)	1 (4.8%)
Financial management	1 (4.8%)	6(28.6%)	4(19.0%)	1 (4.8%)
Business law	4(19.0%	2(9.50%)	3(14.3%)	1 (4.8%)
Business ethics	3(14.3%)	7(33.3%)	3(14.3%)	1 (4.8%)
Business Policies	3(14.3%)	10(47.6%)	4(19.0%)	1 (4.8%)
Human Resource Management	1 (4.8%)	8(38.1%)	6(28.6%)	1 (4.8%)
Computer application		1 (4.8%)	5(23.8%)	1 (4.8%)
Micro economics		8(38.1%)	4(19.0%)	2(9.61)
Macro economics	5(23.8%)	9(42.9%)	3(14.3%	2(9.6%)
Marketing	2(9.5%)	2(9.5%)	8(38.1%)	3(14.3%)
Business statistics	2(9.5%)	5(23.8%)	6(28.6%)	2(9.6%)
Total	26(13.1%)	100(50.5%)	55(27.8%)	17(8.6%)

The above table indicates that 13.3 percent of these graduates exceed the employers'

expectations, 50.5 percent meet the expectations, 27. 8 percent are satisfactory and 8.6 percent

do not meet the expectations. However, on average it can be deduced that 63.6 percent of these graduates meet the expectations of employers. This indicates that the management graduates are properly applying the training they have acquired though some improvement is required. Some important training areas are weak and perhaps more emphasis is necessary especially financial accounting, managerial accounting, financial management and human resource management. These are key in all organizations.

4.5 Level of skills expected from Daystar University Business Administration and Management graduates

Employers have a wealth of experience and therefore expect certain minimum skills to meet their expectations.

Table 4.7   Level of skills expected.

Skills	Intensive	Moderate
Decision making	14	7
Leadership	15	6
Communication	18	3
Interpersonal skills	167	4
Organization skills	14	7
Team building	15	6
Logical thinking	13	6
Public Relations	12	9

In general, the above table indicates that employers expect the management graduates to be good in all of the above skills. This is because in management all the above skills are vital if the graduates are to meet the expectations of employers. However, some skills like communication and interpersonal skills are more vital. This is due to the fact that success in management is determined mainly by effective communication and good interpersonal skills.

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4.6 Levels at which Daystar Business Administration & Management graduates apply the skills on table 4.8

Table 4.8   Skills application levels

Skills	Exceeds expectations	Meets expectations	Satisfactory
Decision making	2(9.5%)	7(33.3%)	12(517.1%)
Leadership	1(4.8%)	11(52.4%)	9(42.9%)
Communication	3(14.3%)	13(61.9%)	5(23.8%)
Interpersonal skills	5(23.8%)	10(47.6?%)	8(38.1%)
Organization skills	4(19.0%)	10(47.6%)	7(33.1%)
Team building	5(23.8%)	8(38.1%)	7(33.4%)
Logical thinking	4(19.0%)	8(38.1%)	8(38.1%)
Public Relations	5(23.8%)	8(28.6%)	10(47.6%)
Total	29(17.5%)	71(42.8%)	66(39.7%)

The level at which these graduates apply different skills will help in determining whether they meet the employers' expectations. This will help in concluding whether these graduates are effective in their work places and to what extent they meet the employers' needs.

From the above table, 17.5 percent of the graduates exceed employer's expectations, 42.7 percent meet the expectations and 39.8 percent are satisfactory. Though 60.2 percent of these graduates meet the employer's expectations in the workplace, there is need for improvement in areas such as decision making, leadership, interpersonal skills, logical thinking and public relations. In fact, it can de deduced that on average, most of these graduates are weak in

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applying the above skills so as to meet the employers' expectations. Much more should be done to make these graduates more effective and hence be able to meet the employers' expectations.

Table 4.9   Extent to which Daystar University Business Administration and Management Graduates meet Employers' Expectations concerning the attributes shown in the table.

Attributes	Exceeds expectation	Meets expectation	Satisfactory	Minimally meets expectation
Maturity	1	12	7	
Competence	3	12	4	1
Self motivation	5	10	5	
Commitment to work	5	12	2	1
Assertiveness	1	11	6	1
Gender sensitivity	1	8	5	3
Integrity	6	9	5	
Accountability	4	13	2	1
Transparency	4	12	1	3
Innovation	2	6	10	
Entrepreneurship	1	6	7	3
Creativity	4	8	4	3
Environmental creativity	1	6	7	3
Social responsibility	3	11	3	1
Moral commitment	5	1	3	1
TOTAL	46	146	71	21

Table 4.9.1 Performance levels

Performance Levels	Frequency	Percentage %
Exceeds expectation	46	16.20
Meets expectation	146	51.41
Satisfactory	71	25.00
Minimally meets expectations	21	7.39
TOTAL	284	100.00

For the purposes of reflecting the interaction of employers expectations and generally accepted attributes, Maister's first law of service (Maister 1993,38) is useful namely that:

Satisfaction = perception-expectation

The above-mentioned attributes are considered seriously by all employers. Tables 4.9 and 4.9.1.show that 16.2 percent exceed expectation, 51.4 percent meet expectation, 25.55 percent are satisfactory and 7.4 percent do not meet the expectations. Thus, 92.6 can be said to meet the employers' expectations on the several important attributes considered.

Satisfaction is determined by the difference between how the performance is perceived or viewed by an employer, and how they expected the management graduates to perform.

This analysis indicates that the graduates perform well as expected by the employers. Hence, it can be deduced that the graduates are able to acquire knowledge and skills that assist them to meet the employers' expectations.

Other employer's needs include computer packages, attributes and virtues which are further discussed in this study.

4.7   Proposed computer packages

Most of the organizations stated that they expect the University management graduates to be conversant with the following computer packages at the time of first employment appointment:

Word processing e.g. Microsoft Word; Spreadsheets e.g. Excel; Databases e.g. Access, accounting packages and Data communication.

This affirms that in this era of information and the dynamic business environment, computer skills will be very crucial for organizations to compete within a turbulent global village.

4.8 Recommended Attributes

All the employing organizations stated that the management university graduates should have the following attributes:

Maturity	-	fully grown or developed to make decisions and/or suggestions
Competence	-	being competent or having ability to perform the assigned duties
Self-motivation	-	able to have inward motivation to do the best
Commitment to work	-	give everything to the job
Assertiveness	-	having or showing positive assurance
Gender sensitivity	-	be sensitive and treat equally everyone in the work place
Integrity	-	quality of being honest and upright in character
Accountability	-	being responsible and ready to own decisions made
Transparency	-	state of being clear and easily understood
Innovation	-	ready to make change; prepared to introduce new things
Entrepreneurship	-	being able to organize and manage an organization
Creativity	-	requiring intelligence and imagination, not merely mechanical skill
Altruism	-	the principle of considering the well-being and happiness of others first (that is being unselfish)
Environmental sensitivity-		be sensitive to the surroundings, whether social, economic or political.
Social responsibility and-		be socially responsible for other members of society
Moral commitment.	-	the power of distinguishing right or wrong

Other organizations felt that other attributes required of the management graduates are personality, decisiveness, emotional stability, timeliness, God fearing and friendliness.

4.9   Proposed virtues

Other suggestions regarding the virtues which the Daystar management graduates ought to have are:-

Christian virtues   -   God fearing and doing what is right with love

Honesty   -   freedom from deceit, cheating etc. straightforward

Uprightness   -   honourable and being straightforward in behaviour

Tactfulness   -   having the skill and understanding to handle people and situations successfully and without causing offence

Reliability   -   that may be relied or depended upon

Dignity   -   true worth; the quality that earns or deserves respect

Hardworking   -   working with care and energy

Faithfulness   -   loyal and true to the organization or employer

An overall picture of these attributes and virtues portrays that the employing organization would prefer management graduates who are self disciplined, have integrity can make decisions independently, people who are alert and updated with what is happening around them and flexible to changes.

4.10 Proposed ways of improving the Daystar University Management Program

The selected organizations also proposed that Daystar University should invite professional experts preferably those at the level of Chief Executive of reputable organizations, to improve on team-working, instill more confidence and assertiveness to the students; train the students to enhance the leadership skills, instill the entrepreneurship spirit within the students and train them in information technology.

4.11 Proposed ways of preparing the management graduates for practical skills

The selected organizations felt that the internship period should be more than one month and be compulsory for all the management students. The students should be often taken for educational study tours in the industry, and enhance on the students' exchange programs with other students in other institutions.

These observations regarding the involvement of practicing professionals to teach the management graduates and the extension of the internship period strengthens the fact that one learns and understands better by practically practicing the learnt skills. Hence, there is need for Daystar University to have a university industry collaboration for the business administration and management degree program which will include peer training contributions as these will help to infuse hands on apprenticeship and avail orientation.

CHAPTER FIVE

SUMMARY AND CONCLUSIONS

5.1 Summary of findings

The analysis indicated that majority of the daystar University Management graduates perform very well within a short duration ensuring their mobility upwards. It was also clear that majority of these graduates entry levels was in middle management.

A t-test statistic was carried out at 95 per cent significant level. It indicated that there is a high correlation(1.645) between areas of training and the expectations of the employers. It may therefore be deduced that relevant training areas are significant in work environment and hence affect the level of performance.

The level of interaction of these Daystar University management graduates as collegues is very good as deduced from table 4.5 in organizations they work for. However, as professionals, the interaction is wanting.

On average, it was observed that 63.6 percent of Daystar University Management graduates meet the expectations of employers. However, in some areas such as financial Accounting, Managerial Accounting, Financial Management and Human Resource Management. Some weakness are noted and perhaps more emphasis is required in these areas.

On average, 60.2 percent of these graduates meet the employer's expectations in the work place. Though there is need for improvement, there is therefore need to tailor the training to the employers' expectations.

92.6 percent of Daystar management graduates meets the employers expectations. This was arrived by analysing several important attributes that were highly placed by employers.

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5.2   Conclusions

It can be concluded that Daystar University Management graduates meet the employer's expectations. This was supported by the fact that in majority of the attributes studied, employers stated that the management graduates either exceed expectations or meet expectations. Therefore, the training offered and skills acquired by the graduates are appropriate in the work environment. Hence, the employers are satisfied by the performance of the management graduates from Daystar University.

5.3   Limitations of the Study

The study confined itself to organizations that were based in Nairobi Metropolitan area. Most of the respondents were very busy people and as such, they required constant telephone reminders so as to complete the questionnaires and on some occasions, the researcher had to sit with them to hasten the process. In some instances, there was need to replace the questionnaires as the respondent had misplaced the first set. This replacement required the printing of additional questionnaires and transport costs to drop them, thus contributing to increase in financial costs and time.

Though the response rate was not 100% because some respondents were not available at their place of work and subsequent call-back also found the subject not available, the data collected was considered sufficient and fair representative of the population for the purpose and scope of the research.

This study was self sponsored and therefore subject to financial constraints attendant to self-sponsorship in competition with the family's household budget. This research project was

undertaken through the parallel degree program which is offered and is undertaken in the domain of adult education _ _ whereby a rigorous " Full-time equivalent" post graduate academic program is undertaken by graduate students in tandem with full time employment.

The decline, decay and disintegration of the national infrastructure presented overwhelming handicaps. For instance, locomotion back and forth between home, work and the university was severely constrained by poor public transport on unserviceable roads. Electricity rationing made private study and home-work a nightmare. Because of water rationing, people already tired from full-time employment and rigorous private study have to rush home and or wake up at midnight or early in the morning to fetch water, that even then is not always available.

5.4   Recommendations from the Findings

- Daystar University needs to offer the executive MBA through the options of the parallel degree program or through the distance education mode. This will enable the students to raise their skills and vision level.

- There should be university-industry collaboration degree programs (to include participatory peer training contributions) as these will help to infuse hands-on apprenticeship and avail practical orientation pertinent to the Business Administration & Management Profession.

- Continuing professional development (CPD) and advanced placement degree programs need to be offered so as to keep the Business Administration & Management professionals abreast and updated about contemporary unfolding developments both in their employment market in general and in their specific professions in particular.

- There should be collaboration between both the public and private Universities so that credit

transfers for similar degree programs can be acceptable from one University to another.

5.5   Suggestions For Further Research

- Further research should be done to establish university-industry partnership collaborative programs so as to develop opportunities for continuing professional growth.

- Research should be done for the inter-university collaborative partnership for reciprocal recognition of respective degree programs in order to create a university of access to a wide selection of degree programs and professional specializations throughout the collective universities. This would optimize on the scarce human resources, financial and facilities.

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APPENDICES

APPENDIX 1

C. M. Kamau
MBA Finalist
The MBA Office
Faculty of Commerce
University of Nairobi
P. O. Box 30197
NAIROBI.

11th April 2000

The Personnel/Administration Manager

_____

_____

Dear Sir/Madam,

RE: QUESTIONNAIRE FOR ORGANIZATIONS WHERE DAYSTAR UNIVERSITY BUSINESS ADMINISTRATION & MANAGEMENT GRADUATES ARE WORKING

I am an MBA finalist at University of Nairobi and I am undertaking a Research Study entitled "A Survey of the Performance of Daystar University Business Administration & Management Graduates as perceived by their Employers".

I am confining the study to organizations domiciled within the Nairobi metropolitan area.

For the purpose of enhancing my research work, I wish to collect data through the questionnaire method.

I shall be grateful if you would kindly extend to me the help I may need to get this questionnaire completed.

Needless to say, this information is purely for the purpose of my project work and I pledge to you that it shall be treated strictly confidentially.

Thank you for your valuable cooperation in advance.

Yours Faithfully,

C. M. Kamau (Mrs.)

1

APPENDIX 2

QUESTIONNAIRE TO BE COMPLETED BY ORGANIZATIONS WHERE DAYSTAR UNIVERSITY BUSINESS ADMINISTRATION & MANAGEMENT ALUMNI ARE CURRENTLY WORKING WITHIN NAIROBI

I

Background of the Company

I.I   Name of organization: _____

       Address: _____ Tel. No.: _____

       Date: _____

I.2   Indicate by placing a tick in the box, the economic sector in which your company falls.

       a   Agriculture   ☐

       b)   Commercial and Services   ☐

       c)   Finance & Investment   ☐

       d)   Industrial & Allied   ☐

I.3   What is your position and level of management in the organization?

       Position: Title _____

       Level: Top Management   ☐

                  Senior Management   ☐

                  Middle Management   ☐

II

II.1 Indicate by placing a tick in the box, your sources of university graduates who have majored in Management or its equivalent.

a) Nairobi University ☐

b) Kenyatta University ☐

c) Daystar University ☐

d) United Sates International University - Africa (USIU) ☐

e) Baraton University ☐

f) Catholic University ☐

g) Nazarene University ☐

l) State any other universities which are sources of your Management Graduate employees

_____

II.2 Please rank in order from the above list, the top 3 universities/institutions where you recruit most of your graduates.

_____

_____

_____

II.3 How many Daystar University Business Administration & Management Graduates did you employ in

1999 1998 1997 1996 1995 1994 prior to 1994

☐   ☐   ☐   ☐   ☐   ☐   ☐

II.4 At what levels and positions have Daystar graduates been appointed in your

company after graduation?

Position Title _____

Level: Top Management ☐

Senior Management ☐

Middle Management ☐

II.5 Please indicate the level to which you expect the university graduates to be trained in the

following areas: - - a tick for yes and an x for a No.

	Course	Highly Skilled	Moderately Skilled
1	Financial Accounting		
	Comments/Explain		
☐			
2	Managerial Accounting		
	Comments/Explain		
☐			
3	Organization & Management		
	Comments/Explain		
☐			
4	Financial Management		
	Comments/Explain		
☐			
5	Business Law		
	Comments/Explain		
6	Business Ethics		
	Comments/Explain		
7	Business Policy		
	Comments/Explain		
☐			

		Highly Skilled	Moderately Skilled
8	Human Resource Management Course		
	Comments/Explain ☐		
9	Computer Application		
	Comments/Explain ☐		
10	Principles of Economics (Micro)		
	Comments/Explain ☐		
11	Principles of Economics (Macro)		
	Comments/Explain ☐		
12	Marketing Principles		
	Comments/Explain ☐		
13	Quantitative Analysis		
	Comments/Explain ☐		
14	Others (specify)		
	Comments/Explain ☐		

II.6 Have you had professional interactions with any Daystar University Management

graduates?

9.1 As colleagues at your employment? Yes ☐ No ☐

9.2 As associates in a professional association? Yes ☐ No ☐

II.7 If yes, please indicate the level of interaction.

		Very well	Well	Average	Not well	Not at all
II.7	(a)	☐. ☐	☐	☐	☐	
II.7	(b)	☐	☐	☐	☐	☐

II.8 Indicate with a tick to which extent Daystar University Business Administration &

Management Graduates meet your expectation in the following areas:

	Course	Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectations	Meets none of the expectations
1	Financial Accounting					
	Comments/Explain ☐					
2	Managerial Accounting					
	Comments/Explain ☐					
3	Organization & Management					
	Comments/Explain ☐					
4	Financial Management					
	Comments/Explain ☐					
5	Business Law					
	Comments/Explain ☐					
6	Business Ethics					
	Comments/Explain ☐					
7	Business Policy					
	Comments/Explain ☐					
8	Human Resource Management					
	Comments/Explain ☐					
9	Computer Application					
	Comments/Explain ☐					
10	Principles of Economics (Micro)					
	Comments/Explain ☐					

11	Principles of Economics (Macro)					
	Course	Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectations	Meets none of the expectations
	Comments/Explain ☐					
12	Marketing Principles					
	Comments/Explain ☐					
13	Quantitative Analysis					
	Comments/Explain ☐					
14	Business Statistics					
	Comments/Explain ☐					
15	Others (specify) ☐					
	Comments/Explain ☐					

II.9 Please indicate the level to which you expect the university graduates to be skilled in the following areas:

		Intensive	Moderate	Elementary
1	Decision Making			
	Comments/Explain ☐			
2	Leadership			
	Comments/Explain ☐			
3	Communication			

		Meets Expectation	Satisfactory	Minimally meets expectation	Meets none of the expectations
	Comments/Explain ☐				
4	Interpersonal Skills				
	Comments/Explain ☐				
5	Organizing Skills				
	Comments/Explain ☐				
6	Team building skills				
	Comments/Explain ☐				
7	Logical thinking				
	Comments/Explain ☐				
8	Public Relations				
	Comments/Explain ☐				
	Others (specify) ☐				
	Comments/Explain ☐				

II.10 Please tick the appropriate column that you perceive explains the level at which Daystar

Management Graduates working in your company are capable of applying each of the

following skills, in the first six (6) months of employment.

		Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectation	Meets none of the expectations
1	Decision Making					
	Comments/Explain ☐					
2	Leadership					
	Comments/Explain ☐					

		Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectation	Meets none of the expectations
3	Communication					
	Comments/Explain □					
4	Interpersonal Skills					
	Comments/Explain □					
5	Organizing Skills					
	Comments/Explain □					
6	Team building skills					
	Comments/Explain □					
7	Logical thinking					
	Comments/Explain □					
8	Public Relations					
	Comments/Explain □					
	Others (specify)					
	Comments/Explain □					

II.11 Indicate the computer packages you expect university management graduates to be conversant with, at the time of joining your organization?

a) Lotus □

b) DBase □

c) Word Perfect □

d) Fox Base □

e) Quattro Pro □

f) Windows 95 - Access □ Excel □ Word □ PowerPoint □ PageMaker □

II.12 State any other Computer packages your organization requires

_____

II.13 Indicate the following attributes that you think University Management graduates should

have.

a) Maturity - - responsibility, ability to take charge when necessary. ☐

b) Competence - - in-depth knowledge ☐

c) Self-motivation ☐

d) Commitment to work ☐

e) Assertiveness ☐

f) Gender Sensitivity ☐

g) Integrity ☐

h) Accountability ☐

g) Transparency ☐

h) Innovation ☐

i) Entrepreneurship ☐

j) Creativity ☐

k) Altruism ☐

l) Environmental sensitivity ☐

m) Social responsibility ☐

n) Moral commitment ☐

o) Others (specify) ☐

11.14 Indicate the extent to which the Daystar University Business Administration &

Management meet your expectations concerning the following attributes.

		Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectations	Meets none of the expectations
1	Maturity					
	Comments/Explain □					
2	Competence					
	Comments/Explain □					
3	Self motivation					
	Comments/Explain					
4	Commitment to work					
	Comments/Explain					
5	Assertiveness					
	Comments/Explain □					
6	Gender Sensitivity					
	Comments/Explain □					
7	Integrity					
	Comments/Explain □					
8	Accountability					
	Comments/Explain □					
9	Transparency					
	Comments/Explain □					
10	Innovation					

		Exceeds Expectation	Meets Expectation	Satisfactory	Minimally meets expectation	Meets none of the expectations
	Comments/Explain					
11	Entrepreneurship					
	Comments/Explain					
12	Creativity					
	Comments/Explain					
13	Environmental Sensitivity					
	Comments/Explain					
14	Social Responsibility					
	Comments/Explain					
15	Moral Commitment					
	Comments/Explain ☐					
	Others (specify) ☐					
	Comments/Explain					

II.15 Suggest virtues which Daystar University should instill in their management graduates.

Virtues (specify) _____

Comments/Explain _____

II.16 Suggest ways in which Daystar could improve training of Management graduates in any specific area so that they are more effective in their profession.

Area: (specify) _____

Comments _____

_____

_____

II.17 Suggest ways in which Daystar University could improve on, in preparing its management graduates for practical skills,

Specific skills _____

1) _____

_____

2) _____

_____

3) _____

_____

Thank you for your time, cooperation and contribution in making my Research Project a success.