

**ORGANIZATIONAL CULTURE AND COMPETITIVENESS OF
THE UNIVERSITY OF NAIROBI**

BY

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DECLARATION

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

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

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Glory be to God now and forever more. Amen!

DEDICATION

Firstly, this study is dedicated to the Almighty God, for to Him belongs the glory to conceal a thing, but it is the honour of kings to search out a matter (Prov. 25:1-2). Secondly, to my late parents Mr. and Mrs. Wema and elder sister: Margaret Achieng', who respectively died when I was just in form two, when was just about to import my first car and two months after the death of our mother. Thirdly, to my family comprising of my wife Rose, and children: Faith, Paul, Joy, Emmanuela, Gloria, Praise, Samuel and Daniel. Fourthly, to the Destiny Helpers and Well Wishers towards my academic pursuit, may Almighty God bless and reward you "*mathoth*" (abundantly).

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ABBREVIATIONS AND ACRONYMS

QMS	-	Quality Management System
CUE	-	Commission for Universities Education
HES	-	Higher Education Sector
NGOs	-	Non-Governmental Organizations
IJVs	-	International Joint Ventures
CEO	-	Chief Executive Officer
COOs	-	Chief Operations Officers
CNOs	-	Chief Nursing Officers
DBDs	-	Directors of Business Development
DMs	-	Directors of Marketing
UoN	-	University of Nairobi
CFOs	-	Chief Financial Officers
CAT	-	Content Analysis Technique
MANCOVA	-	Multivariate Analysis of Covariance
PhD	-	Doctor of Philosophy
UNESCO	-	United Nations Educational, Scientific & Cultural Organization
ROI	-	Return on Investment
BSC	-	Balanced Score Card

CVF	-	Competing Value Framework
IRFC	-	Individual readiness for change
HR	-	Human resources
ISO	-	Organizational International Standards
CRM	-	Customer Relationship Management
MBA	-	Master of Business Administration
RBT	-	Resources Based-Theory
VRIN	-	Valuable, Rare, Inimitable, and non-substitutable.
EBRV	-	Extended RBV
USA	-	United States of America
KPLC	-	Kenya Power and Lighting Company
LOT	-	Learning Organizational Theory
DVC (A&F)	-	Deputy Vice-Chancellor Administration & Finance
DVC (SA)	-	Deputy Vice-Chancellor Student Affairs
DVC (AA)	-	Deputy Vice-Chancellor Academic Affairs
DVC (RPE)	-	Deputy Vice-Chancellor Research Production & Extension
TQM	-	Total Quality Management
Mgt	-	Management
CAE	-	College of Architecture & Engineering

- CHSS** - College of Humanities & Social Sciences
- PA** - Personal Assistant to the Vice-Chancellor

ABSTRACT

Year in year out the University of Nairobi has been feted both internationally and locally, to the extent that others in the same sector have resigned and relegated themselves to any other position available, but one. Of course, the premier position belongs to the 'crème de la crème'. There must be something the University is doing which the competition in the sector has not been able to do and hence the sustained competitiveness phenomenon. Therefore, there was need to study this phenomenon hence the objective was to determine how Organizational Culture affected or influenced Competitiveness, a case study of the University of Nairobi. Organizational Culture has a lot of impact alongside other factors that determines a firm's effectiveness, performance and such like. The study was premised on three foundational theories of Organizational Culture Theory, Extended Resource Based View, and Learning Organization Theory. Chapter one had the background of study in which Organizational Culture, Organizational Competitiveness, Higher Education Sector and University of Nairobi had their background information given. Both local and international relevant background pieces of information were searched for concept, context and methodology. Under Research Problem section, the Concept of study was given with a view of coming up with problem statement, considering what previous studies had adopted in terms of research design, data collection and analysis. Next was the Value of study otherwise called significance was given in respect to what value it was expected to add in terms of practice, filling theoretic knowledge gap and policy. Under literature review, the theoretical foundation was laid, giving relevant theories which supported the study. Dimensions of organizational culture and Measures of Organizational competitiveness were reviewed. Past studies which had established existence of relationship between Organizational Culture and Organizational Competitiveness were also reviewed, at which stage it became clear that as much as a lot had been done in the same field, yet the context was different. Empirical studies both local and international done in the past were also reviewed with an aim of identifying which ones were relevant. The research methodology or research design, a case study of the University of Nairobi sought to give in depth understanding on how UoN's Culture affected its Competitiveness, data collection technique adopted for the study was participant observation with the help of interviewing guide having set sampling frame comprising of the top management of University of Nairobi or their representatives. Data was analysed using content analysis since the data collected was qualitative in nature. Data analysis was presented in form of results and discussion of the findings which validated the earlier theories used. Then in deed, the organization culture dimensions and Competitiveness measures of UoN were empirically given in depth. The summary of findings were given and it was concluded that indeed Organizational Culture affected the Competitiveness of the University of Nairobi. Recommendations were that the research is useful for policy formulation with emphasis that strong culture be encouraged in HES institutions while knowledge gap was filled with the results being very novel even as the UoN Management be made to learn what is best way for management practice for sustaining competitiveness in the sector. Study limitations among others were found to be time, unwilling interviewees, financial challenges and methodology limitations especially analysis tool. Areas for further research cross sectional study of all the institutions in of higher learning in the country for purposes of generalization for broader picture.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The study concept was Organizational Culture and Competitiveness. It researched on how Organizational culture affected competitiveness. Firstly, establishing the existence of indicators or dimensions of organizational culture and secondly measures of competitiveness and consequently relating the two variables.

Theory of Organizational Culture and Effectiveness linked firm's culture to financial performance or competitive advantage (competitiveness) (Denison & Mishra, 1995). It had been established that strong organizational culture was often linked to improvement in performance (Jochimsen & Napier, 2013). Another theory which supported the study is the Extended Resource-Based View (ERBV) of competitive advantage (Barney, 1991); (Chi, 1994), an improvement of the Resource Based-Theory (RBT). The other one was Learning organization theory (LOT) which meant new ways of doing things embraced as presented in the environment it interacted and a willingness to allow attributes of "freedom of thought and expression, innovativeness and creativity" in their day today running of the organization (Liao, Chang, & Wu, 2010).

Available researches linking organizational culture to competitiveness concentrated only in the West (North America and Europe). That is why, Jochimsen & Napier emphasised the need for more research to be done in the non-Western regions: Africa, Latin America and Asia, so as to build knowledge about linkage between culture and competitive advantage. Revelation of any useful connection between Organizational Culture and Performance, competitive advantage and competitiveness in the under-

researched areas of Africa and other places is inevitable and necessary as advocated by (Jochimsen & Napier, 2013).

Higher Education Sector (HES) in Kenya plays a very crucial role in developing Human Capital needed to spur economic growth. Over thirty public universities, besides private ones exist in Kenya. Among others, The University of Nairobi (UoN) has enjoyed a sustained competitiveness and competitive advantage presumably related to organizational culture it espouses across its ranks and files (Barney, 1991).

1.1.1 Organizational Culture

Robbins and Coulter opined that Organizational Culture was nothing, but “...shared values, principles, traditions, and ways of doing things which had evolved over time that guided how things were handled in a firm and defined what workers believed as organizational experiences and how they behaved therein” (Robbins & Coulter, 2007).

Peters & Waterman on the other hand defined it as, “...the collection of traditions, values, policies, beliefs, and attitudes making a pervasive context for everything done and thought in a firm over time. Generally culture is known by the culture defining attributes: beliefs, values, norms, assumptions upheld as being a group’s identity” (Peters & Waterman, 2005). More so, (Richard J.-P. , 2003) noted that culture is riddled with “assumptions, values, behaviours and artifacts”.

The Researcher, borrowing heavily from (Schein, 1992)’s definition presented culture of an organization as reflective of a model of commonly embraced principles dearly cherished yet fundamental in proffering intra and inter self-accentuating remedies to the litany of environmental and societal bottlenecks choking the smooth age-long operations of an enterprise, seamlessly relayed to the up-coming staff members as

unwritten subservience of perceiving, thinking, and feeling in relation to those problems, the learned outcomes of teams' exposures which is hushed and many a times be unspoken and informal.

Denison *et al.* concurred that certainly "Culture wields power towards the overall organization's effectiveness, long-term achievements, positive bearing on the behavioural control, fostering stability and giving the organization its identity". It helps members to know and understand the organization's principles to identify with, ways of executing its mandate but it impedes making positive changes and improvements; variety; cross-cutting cooperation at both departmental and corporate; acquisitions and mergers (Denison, Haaland, & Goelzer, 2003).

Organizational culture had seven dimensions shaping its personality and how employees go about their work: "attention to details; outcome orientation; people orientation, team orientation, aggressiveness, stability and innovation and risk taking", according to (Chatman & Jehn, 1994). Schein attested that "Integrative culture refers to a widely shared and strongly held values that address needs of the firm's internal integration and external adaptation" (Schein, 1992). A firm's culture was of great importance, impacting on its performance and maintaining improvements implemented according to (Cameron & Quinn, 2006).

1.1.2 Organizational Competitiveness

Chandler was candid that: "Strategic Management is the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its long-term goals/objectives". He added that: "Strategy is the determination of the enterprise's basic long-term goals, adoption of courses of action and allocation of resources necessary for carrying out the goals" (Chandler, 1962).

Porter also elucidated that strategy was “the broad formula for how a business competes, what its goals should be, and what policies are needed to carry out those goals and, the combination of the *ends* (goals) for which the firm is striving and the *means* (policies) by which it seeks to get there” (Porter, 1980).

He further stated that “formulating competitive strategy is for relating a firm to its environment”. The business environment is averse with dynamism and very many uncoordinated variations rendering historical strategies invalid (Ofunya, 2013).

Pearce and Robinson also stated that, “...strategic management is a set of decisions and actions that result in the formulation and implementation of plans designed to achieve a firm’s objectives” (Pearce & Robinson, 2008), explaining why some businesses “succeed while others fail” (Salvador, 2013). Robbins and Coulter also opined that it entails, “identifying the organization’s current mission, objectives, and strategies, opportunities and threats, strengths and weaknesses and resources, besides analysing the environment, formulating and implementing strategies and evaluating the results” (Robbins & Coulter, 2007).

An organization should have an increased interest for introducing quality management systems (QMS) and international standards (ISO) certification (Stankova & Grachka , 2013). So then, an enterprise’s competitiveness draws influence from price and quality of products, availability of high level of corporate culture in improving the quality of products and services (Barney, 1991).

1.1.3 Higher Education Sector in Kenya

Government funded public universities in Higher Education Sector (HES) were thirty plus, besides privately chartered ones, all competing for relevance and dominance in Kenya. The sector had seen a myriad of changes with the regulator, the Commission for Universities Education (CUE) giving very stringent guidelines for any operators in the sector, so as to make the playing field levelled for all.

HES institutions competed against each other for students to enrol, besides endearing themselves to the market, with employers identifying with the graduates (the products) churned into the market yearly. They relied on their culture and competitive advantages, to craft their niches in crowded space as the university of choice for hundreds of thousands of students from secondary education. Employers also show institutional preference for graduates (The African-American Institute, 2015).

Institutional culture adapted greatly mirrored on physical infrastructure, language, ceremonies, day today behaviours, taking affirmative action on gender issues and addressing payment imbalances. Others were “dominant values such as quality, efficiency, philosophy guiding the policies towards its employees, customers, suppliers, creditors, partners, the public and even the political class of the day of each institution, overtime” according to (The African-American Institute, 2015).

1.1.4 University of Nairobi

UoN originated from Royal Technical College. It got renamed the Royal College Nairobi accredited to the University of London for the award of its degrees which later became University College Nairobi, enrolling degree students for the University of East Africa, and not London any more.

This gained autonomy as the first Kenyan national university named the UoN in 1970 and has since grown into a very innovative institution, fostering its own development and the nation's (htt). It has remained responsive to its internal and external stakeholders. Prudent management of resources, global competitiveness and an enabling governance framework given greater prominence in its strategic plan.

The UoN has grown from a student population of 2,768 to over 36,000 currently. Heightened increase in academic programmes, establishment of Campus Colleges, property acquisition, introduction of self-sponsored programmes alongside government sponsored ones, increased student intake and production of more trained human resources. It has over 40,000 graduates to its credit, to mention but a few of its monumental landmark growth since inception. <https://www.uonbi.ac.ke/about/profile>

1.2 Research Problem

The study concept was Organizational Culture and Competitiveness. It researched on how Organizational culture affected competitiveness. The study sought also to link competitiveness to the organizational culture identified. Available researches linking organizational culture to competitiveness concentrated only in the West (North America and Europe). That is why, Jochimsen & Napier emphasised the need for more research to be done in the non-Western regions: Africa, Latin America and Asia, so as to build knowledge about links between culture and competitive advantage. Revelation of any useful connection between Organizational Culture and Performance, competitive advantage and competitiveness in the under-researched areas of Africa and other places is inevitable and necessary as advocated by (Jochimsen & Napier, 2013).

A study linking culture in an organization and effectiveness for Russian foreign firms undertaken posed, “Can American theory be applied in Russia?” Multimethod analysis was used, whereby firstly data survey on 179 Russian foreign-based were explored, comparing them with those in USA. A case study was designed to authenticate the outcome obtained which brought to fore cultural dimensions initially not revealed by the models beforehand (Fey & Denison, 2003).

Smart & St. John researched on the concept of culture of the business and Effectiveness in Higher Education in America: “A Test of the ‘Culture Type’ and ‘Strong Culture’ Hypotheses”. The data targeted 717 participant institutions as, “...part of a national study of four-year colleges and universities organizational effectiveness” and performance survey for the institutions developed. “A 4 X 2 multivariate analysis of covariance (MANCOVA)” was adopted to analyse data (Smart & St. John, 1996).

Gregory *et al* examined, “Organizational culture and effectiveness” concept on, “Values, attitudes and organizational outcomes” in the USA. They applied “competing values framework (CVF) and culture; Culture domains and effectiveness; Culture balance and effectiveness; and Attitudes as a culture-effectiveness mediator”. From 99 hospitals across the USA owned by a single parent companies, top managers were sampled as main informants (Gregory, Harris, Armenakis, & Shook, 2009).

In 2016, Kuany sought to reveal whether Culture in a business had influence on its performance. He did a case study of Catholic Relief Service based in South Sudan. He applied “exploratory research approach”, while exploring the possible connection between the two main variables. He gathered “primary data” by interviewing 21

employees coupled with observation. He used content analysis technique to analyse the qualitative primary data collected (Kuany, 2016).

Gomez-Miranda *et al* did a case study on Spanish-Moroccan International Joint Ventures (IJVs). They focussed on, “impact of organizational culture on competitiveness, effectiveness and efficiency” and proceeded to analyse whether the underlying dimensions of culture in these countries affected the firms’ performances in terms of “competitiveness, effectiveness, and efficiency”. They surveyed IJVs trading in Morocco with Spanish origin and particularly, “...tested hypotheses using multivariate analysis techniques (exploratory factor analysis and linear regression model)” (Gomez-Miranda, Perez-Lopez, Argente-Linares, & Rodrigue-Ariza, 2015).

In 2015, Otieno, researched seeking out “competitive strategies” in the insurance go-between firms engaged, for competitive advantage while operating in Kenya. He applied descriptive research design using questionnaire tool for collecting primary qualitative data from a population of 196 insurance brokers in Kenya. The collected data was subjected to a descriptive analysis (Otieno, 2015).

In 2016, Mwau looked at the “effect of culture of firm on performance” at the only company charged with the supply of electric power and lighting in Kenya. He settled for “descriptive survey design”, his target population was the firm’s employees with a representative sample size of 250. He used stratified random sampling technique for his study sample, having top management, middle managers and operational staff. He collected his primary data using Denison culture model through questionnaires and Statistical Package for Social Sciences to analyse the same (Mwau, 2016).

In 2011, Kuria sought to determine the impact of Customer Relationship Management (CRM) Practices of Commercial Banks in Kenya on Competitiveness. A descriptive correlational research design was applied on data collected from 34 out of the target population of 43, which was 79 percent response rate of all registered commercial banks in Kenya. Descriptive and inferential statistics mainly: “correlation factor and linear regression analyses” were adopted for data analysis and interpretation (Kuria, 2011).

Previous studies reviewed adopted differing research methodologies with case studies, surveys, exploratory, and descriptive design. The research will be a qualitative content case study of the UoN, participant observation will be used to obtain information and data even as inductive content analysis will be applied on collected primary data in seeking to provide in-depth understanding on how organizational culture affects competitiveness of the UoN.

The questions being posed by the researcher are, how does organizational culture influence or affect competitiveness of the UoN, are there other factors besides organizational culture which make the university to outperform other players in HES?; and what are the predominant indicators of competitiveness of UoN?

1.3 Research Objective

The research objective was to determine how organizational culture affected competitiveness of the University of Nairobi.

1.4 Value of the Study

This study was of paramount importance in that it was for policy formulation in HES struggling to cope with demand with need for expanded infrastructure, lowering of

academic standards, where universities compete for status and rankings and admission to top institution is most difficult.

Secondly, it filled theoretical gap that had been glaring in the non-Western front, adding to body of knowledge in the Kenyan context. Presently there were scarcely any material of reference while reviewing the variables of organizational culture and competitiveness in the sector and acted as a baseline for further researches in the HES.

Finally, the study was of monumental help to the UoN management in adding much needed understanding for a better management practice that will ensure sustained competitive advantage.

The chapter gave an introduction of the study, highlighting the background of the study, previewing the theories behind the variables of Organizational culture and competitive advantage and looking at HES in Kenya and UoN in particular. It also brought out the research problem, presented the study objective and the value the study in a nutshell.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This segment of the work presented the relevant literature sources with useful theories, offering the theoretical foundations upon which the study was hinged. One such was Schein's Organizational Culture Theory which availed the grounding and underpinning propositions and principles for explanation and predictions of phenomena relevant to the organizational culture variable under the study.

Extended Resource-Based View (EBRV) was another foundational theory that was relevant to this study. This theory saw the inclusion of all resources not restricting firms only to the so called strategic ones (RBT) (Warnier, Weppe, & Lecocq, 2013). It was a realistic theory since allocation of resources necessary for executing long term objectives of a firm (Chandler, 1962) may not always be strategic. Firms may have all manner of resources, ordinary and junk inclusive, which the management allocates to realise the firm's objectives for its competitive direction.

Learning organization theory was another foundational bedrock of this study. Companies or institutions have to not only offer lasting solutions to their challenges, but must continuously align them to conditions of the environment laced with dynamism (Hamel & Prahalad, 1994) through continuous learning. The theory was vital for the case study at hand.

Besides, literature on both dimensions of organizational culture and measures of competitiveness will be reviewed. Further on, the same will be done to the literature relevant for empirical studies. Noteworthy, is that researches abound linking firm's culture to performance, effectiveness and competitive advantage in other sectors, but not as much in HES. This study bridges the apparent literature and knowledge gap.

2.2 Theoretical Foundation

Theories are perceptions of realities modelled mentally. Theory, “a coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explaining and predicting any class of phenomena”, is an online dictionary’s definition (www). It is also defined as “....assumptions, propositions, or accepted facts that provide a plausible or rational explanation of cause-and-effect (causal) relationships among a group of observed phenomena” by business dictionary (htt1). Thus, the relevant theoretical bases of this study to review are Organization Culture, Extended Resource-Base, and learning organization theories in that order.

2.2.1 Schein’s Organizational Culture Theory

Schein’s theory proposes that organization culture is a learning result of group’s encounters, and in this way it is generally an oblivious procedure (Schein, 1992). Ogbonna & Harris observed that, “Organizational culture has quite logically become one of the most popular concepts in management and organizational theory” (Ogbonna & Harris, 2000). “Much of the literature on organizational culture and firm performance suggests that culture can have a significant effect on the economic value for a firm”, according to (Barney & Clark, 2007). Researchers such as (Denison, Haaland, & Goelzer, 2003) went ahead to suggest that: “corporate culture may be one of the most powerful tools to be used to improve business performance and competitiveness”.

A firm’s culture helps address several business issues of external adaptation and [internal] integration (Naqshbandi, Kaur, Sehgal, & Subramaniam, 2015) and “other difficulties and challenges” (Quick, 1992). However, presently as much as many

businesses attribute competitive advantage to culture, it is imperative to lay emphasis on having one that resonates well with a firm's environmental dynamisms.

A company's culture that is relevant and with properly shared values usually leads to good performance. A business in high-tech industry, supported by innovative and adaptable culture ends up being a high performer. The relevance of culture is what makes a firm to be competitive and outlive competitors in a field where everyone is not sure of survival (Jochimsen & Napier, 2013).

Culture is very vital and crucial in the organization's operations and particularly, right culture. It opens up a firm to competitive advantage while one having wrong culture may lead to a company suffering massive disadvantages ending up in complete failure among the competitors. Pettigrew pointed out that people "create, shape, change and manage culture based on their beliefs, values, knowledge and needs" (Pettigrew, 1979). Many studies on organizational culture have followed Pettigrew's work, variedly proffering information about the concept of culture such as (Ott, 1989).

For the purpose of this work, the researcher seeks to adopt culture as defined by Schein as, "...a pattern of basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (Schein, 1992).

2.2.2 The Extended Resource-Based View

Extended Resource Based View (ERBV) has highlighted the contribution of strategic resources alongside, "ordinary resources" and "junk resources", respectively the latter duo of which are considered not to make any contribution at all or if any, then negatively (Warnier, Weppe, & Lecocq, 2013). However, not

all resources for competitive advantage are strategic as initially considered by RBT. The trio in Warnier *et al.*, advocated more close study of non-strategic resources.

Extended RBT (ERBV) brought into perspective ordinary and junk resources and that performance of an organization needs application of all types of resources it is endowed with. A strategic resource is “valuable, rare, inimitable, and non-substitutable (VRIN)” (Barney, 1991); (Chi, 1994). Other resources are found to be equally important for creating and sustaining competitive advantage of a firm. Not all companies are endowed with the so called VRIN resources, as much as strategic ones are critical for executing long term objectives. There has to be a mix in allocating resources at the manager’s disposal.

It highlights the potential contributions of ordinary and junk resources to the performance of a given firm. The theory has broadened the resource base to include (strategic, ordinary and junk) which presented their rare contribution in the firm’s performance. Allocating resources should be carefully so as not to reverse the gains made in the past, to competitive disadvantage, by over reliance on resources considered purely as ordinary or junk (Barney & Clark, 2007).

RBT stated that strategic resources were responsible for competitive advantage. Thus, (Peteraf, 1993) evoked “inferior resources”, while referring to junk resources used by firms yet not productive. Similarly, Branzei & Thornhill concentrated in their article on “common resources”, considered valuable yet commonly found in many firms within the same industry (Branzei & Thornhill, 2006).

2.2.3 Learning Organization Theory

Learning organization means new ways of doing things is embraced as presented in the environment it interacts. There is a willingness for the management and leadership to allow attributes of “freedom of thought and expression, innovativeness and creativity” in their day today running of the organization (Liao, Chang, & Wu, 2010).

Learning Organization has no definite definition as pointed by Garvin thus, “a clear definition of learning organisation has proved to be elusive over the years” (Garvin, 2000). However, more recently, Liao *et al* defined learning organization as “a place where knowledge is utilized, capacity is expanded, behaviour is changed and competence is gained” (Liao, Chang, & Wu, 2010).

Watkins & Marsick’s defined it as, “a firm that learns continuously and transforms itself; where individuals, teams, the firm and even communities it interacts with learn; where learning is an ongoing strategic process used, integrated with and running parallel to work, causing changes in knowledge, beliefs and behaviours. It enhances its capacity for innovation and growth and embeds systems that capture and share learning” (Watkins & Marsick, 1993).

2.3 Dimensions of Organizational Culture

The seven-dimension Organizational Culture Profile (OCP) framework given by O’Reilly III *et al* is relevant and underpins this study. They comprise the following: Detail-oriented; Stability; Innovativeness; Aggressiveness; People-oriented; Outcome-oriented; and Team-oriented (O’Reilly III, Chatman, & Caldwell, 1991).

Stable cultured institutions are “predictable, rule-oriented, and bureaucratic”. They display effectiveness with stable and constant output levels. Stable culture impedes quick action being bureaucratic in nature and are a misfit to a changing and dynamic

environment. Most public sector corporations and institutions fall into this category. Employees know exact chain of command and what is expected of them to accomplish but are not motivated for creativity nor innovativeness. Any deviation from the routine easily rock the boat and hence unwelcome (O'Reilly III, Chatman, & Caldwell, 1991).

The aggressive types value competitiveness, seeking to outperform competitors and are willing to make enemies to survive and thrive in their field. However, they are faced with many legal battles as it becomes inevitable for competitors aggrieved, to seek courts remedies. The aggressive lot always fall short in corporate social responsibility.

Firms with innovativeness cultural dimension usually invent new products or new ways of offering their services to the market. They are flexible and adaptable, willing to experiment with new ideas. Staff are encouraged to be innovative and are given time to work on their own projects. Innovativeness and creativity are highly encouraged and rewarded. Risk taking is highly encouraged.

As pointed out by O'Reilly III *et al*, firms with detail-oriented culture dimension are all meticulous about details, emphasizing precision and paying attention to details. They are customer-oriented and seek to keep customer records in a database in computer system for providing better services when next the customer requires attention so as to meet the customer requirement where levels of precision is highly valued.

People-oriented companies care a lot for their employees and have value for fairness, supportiveness and high respect to individual rights and dignity. Employees enjoy individualized benefits which spur loyalty, dedication and motivation from the

workforce. Individuals are handled and treated in a dignified and respectful manner. Sheridan revealed that firms with people-oriented culture, staff opted to stay 14 months longer than in others (Sheridan, 1992).

Outcome-leaning firms embrace a go-getter attitude with employees, treating achievement, results, and action as important values. Employee and group output are rewarded and outperform firms lacking such culture (Nohria, William, & Roberso, 2003). Staff performance appraisals are the norm (Probst & Raisch, 2005). Each employee is evaluated based on results and performance while holding on to their number-one market share in their ventures.

Finally, Team-oriented firms are: “collaborative and emphasize cooperation among employees and partners”. Employees are team players and applicants perceived not to be team players are not hired. Groups are assigned duties in sub-committees from which reports are expected. Collaborative and cooperative employees in team-oriented companies do well, creating strong, solid and more positive network within working groups, co-workers and with their managers (O'Reilly III, Chatman, & Caldwell, 1991).

The Seven-Dimensional Organization Culture above resemble UoN, as espoused in its core values and other artifacts under its embrace: Partnership and Teamwork; Innovation and Creativity; Good Governance; Care; Excellence and Freedom of Thought and Expression. Vision: “A world-class university committed to scholarly excellence”; Mission: “To provide quality university education and training and to embody the aspirations of the Kenyan people and the global community through: creation, preservation, integration, transmission and utilization of knowledge.”

<https://www.uonbi.ac.ke/about/profile>

2.4 Measures of Organizational Competitiveness

Riley noted that by competitiveness, a firm may embrace advantages for outperforming competitors (Riley, 2012) measurable in both financial (marketing), and non-financial ways. Financially, competitiveness is gauged by: “higher growth rate in sales and revenues; better-than average returns on investment (ROI) than others in the same industry; higher-than average net profit margin than others in the same industry”.

Others are: “the strongest brand reputation (brand awareness); high and leading market share (in value or volume terms); significant access to, or control of distribution channels in the market for products or brands; a clearly defined unique selling point enabling the business to differentiate its product or service in the eyes of customers”.

Non-financially, by: “Better quality; Better customer service; Better-than average efficiency; Higher-than average customer loyalty; Faster and more effective decision-making and communication; and a more motivated and loyal workforce” (Riley, 2012).

2.5 Organizational Culture and Organizational Competitiveness

Several past studies have indicated that competitive advantage is a function of a firm’s culture. According to Schein, “organizational culture assumes the existence of a common pattern in how basic aspects of problems related to business environment, human, capital and social linkages are addressed and solved” (Schein, 1992). Business culture are interactions between members of the firm (Smircich, 1983).

Jochimsen and Napier revealed that “good corporate performance is due to a strong culture prised through: stability and more intensity; homogeneity; coherence; consensus on norms and values shared among its employees; sense of mission; long term vision; and ability to adapt to change” (Jochimsen & Napier, 2013).

Competitiveness of a firm is financially measured by: “higher growth rate; higher than average net profit margin; better than average returns on investment (ROI); higher and perhaps leading market share; strongest brand reputation; clearly defined unique selling point; significant access to and control of distribution channels” (Riley, 2012).

On the other hand, non-financial indicators are: “Better quality; Better customer service; Higher than average customer loyalty; Better than average efficiency; Better and more effective decision-making and communication; More motivated and loyal workforce” (Riley, 2012).

2.6 Empirical Studies and Knowledge gaps

Fernandes *et al* empirically revealed: “HR practices; human competencies; and tangible resources” as performance driving resources. Balanced Score Card (BSC) model was used to validate performance on a Brazilian water firm having in-depth interviews with managers and data (information) gathered from the firm's database after literature review. Questionnaires were used and factor analysis done to identify underlying factors of variance for each BSC perspective. Regression analysis was done linking factors to resources (Fernandes, Mills, & Fleury, 2005).

Haffar *et al* examined how all the four competing values framework (CVF) corporate culture types influenced the components of IRFC towards implementing TQM in manufacturing firms operating in a Syria. Four hypotheses were proposed for testing and Syrian manufacturing firms (SMOs) of 350 were reached by way of questionnaire to measure the IRFC level and identify their cultural profiles and characteristics (Haffar, Al-Karaghoul, & Ghoneim, 2014).

Denison and Mishra developed a model of culture and effectiveness of firm, based on the four corporate culture traits: “involvement, consistency, adaptability, and mission”. Using qualitative and quantitative case studies and survey data, they explored the link of business culture to effectiveness. The four traits were confirmed present, positively linked performance attributes and objective measures of “return on assets and sales growth”. Results revealed that firm culture was measurable and linked to important corporate outcomes (Denison & Mishra, 1995).

Naqshbandi *et al* in 2015 examined culture organization of the Malaysian high-tech sector. They pointed out prevalent dimensions of culture and differences identified between the high-tech industries and different ownership types. Questionnaire survey method was used to collect data from middle and top managers in Malaysian high-tech industries (Naqshbandi, Kaur, Sehgal, & Subramaniam, 2015).

In 2011, Kuria sought to determine the impact of Customer Relationship Management (CRM) Practices of Commercial Banks in Kenya on Competitiveness. A descriptive correlational research design was applied on data collected from 34 out of the target population of 43, which was 79 percent response rate of all registered commercial

banks in Kenya. Descriptive and inferential statistics mainly: “correlation factor and linear regression analyses” were adopted for data analysis and interpretation (Kuria, 2011).

In 2016, Kuany also researched on how Culture of an organization influenced performance of Catholic Relief Service in South Sudan. Adopting exploratory research approach, he explored the connection between the two main variables. He collected primary data by interviewing 21 employees. He used content analysis technique to analyse the qualitative primary data (Kuany, 2016).

In 2011, Lishenga sought to reveal whether the Nairobi Stock Exchange (NSE) experienced price momentum in the period covered, by empirically analysing Risk and Size Factors in its Momentum Profitability. Also, whether momentum profitability could be expounded by compensation and risk. The price momentum linkage to documented size anomaly was also investigated. ‘Ex-post-facto design’, causal comparative design was used. The portfolio strategies for the period 2000 to 2007 on data from the NSE returns were analysed. Relative strength portfolios formed were applied to test the significance of momentum profitability (Lishenga, 2011).

Mwau examined whether firm culture had effect on Kenya Power and Lighting Company (KPLC)’s performance. A representative sample size of 250 KPLC employee population was used. He adopted descriptive survey design and applied stratified random sampling technique for top management, middle managers and operational staff. Finally, used Denison culture model for collecting primary data by questionnaires and Statistical Package for Social Sciences to analyse data (Mwau, 2016).

The researcher used participant observation while carrying out the case study of the UoN to empirically establish how organizational culture affects competitiveness of the institution. The participant observation was the only viable method of eliciting information on the dimensions of UoN culture and competitiveness. Vinten defined Participant observation as, “research method carried out by the direct participation of the researcher in the situation of considerable interest to managerial psychologists, staff officers and other employees who carry out a similar role” (Vinten, 1994).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The section had research methodology applicable to the the study concept. The case study involved looking at how organizational culture affected competitiveness as the research design adopted while conducting the research.

It also enlisted the sampling frame, bringing into fore the individual leaders perceived as the custodians and the relevant data or information source. These were individuals critical and crucial for the running of the institution and hence the only relevant informants for the concept at hand and particularly the variables under study.

Herein also, the data collection and techniques to be used were spelt out. Data analysis tool for the study concept was also outlined in this section. Herein, the content analysis to be used is presented, describing at least a past sduty where it was used and how it is relevant and applicable for the study.

3.2 Research Design

The research design was a case study of the UoN, intended to provide “up-close, in-depth and detailed examination”, leading to an understanding of how institution’s culture affected or influenced competitiveness” (Yin, 2013).

Using the interviewing guide, data on the concept of organizational culture and Competitiveness of the UoN was collected from the sampling frame given below as the key informants on both the culture and competitiveness identified with the institution. Participant Observation was used for collecting qualitative primary data used to explore and have an in-depth understanding on the UoN, gauging

how the organizational culture affected the institution's competitiveness (Vinten, 1994).

3.3 Sampling Frame

Sampling frame, a list of all items in the entire population was given serious consideration to determine who among the top management of UoN to interview. It is a complete list of everyone or everything being studied. It depicts a source or a pool of material for study, from where sample was drawn.

The "sampling frame" interviewed for this case study, for purposes of arriving at qualitative primary data or information were those perceived to be the custodians of the detailed information on UoN's culture and competitiveness. The key informants were as detailed below.

The list of UoN top management comprised: "Vice-Chancellor and Deputy Vice-Chancellor (A & F); Deputy Vice-Chancellor (AA) and Deputy Vice-Chancellor (RPE)" and or representatives. Others were two College Principals: CAE and CHSS formed the sampling frame for the case study.

3.4 Data Collection

According to Kothari, data collection procedures were "strategies employed in research to ensure credible, valid and reliable data was obtained to inform the research findings" (Kothari, 2004). The study collected qualitative primary data through participant observation using an interviewing guide.

By the use of interviewing guide, the informants were asked non-structured or semi-structured questions from which words or phrases pointing to the existence of the variables under study were examined or subjected to content analysis as pointed out

below. At least each interviewee was contacted at different times, using hand written extraction of the information. The collected data was stored in hard copies for further analysis in future. The data collection process for analysis took less than two weeks.

3.5 Data Analysis

Content analysis was applied, being “a research method for making replicable and valid inferences from data to their context, with purpose of providing knowledge, new insights, a representation of facts and a practical guide to action” (Krippendorff, 1980).

The qualitative primary data collected was analysed in an inductive way. Literature was lacking or inadequate in HES in Kenya and only fragmented information was available and tested a previous theory that culture of organization affected competitiveness or compared categories at different time periods was still very scanty.

The technique was used to help make inferences by objectively and systematically identifying specified characteristics of messages. Messages on corporate culture and competitiveness were keenly analysed and insight relevant for drawing conclusions and recommendations extracted the later on.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides data analysis details for qualitative primary and secondary data collected through participant observation. According to Kothari, data collection are “strategies employed in research to ensure credible, valid and reliable data is obtained to inform the research findings” (Kothari, 2004). The data was collected by the use of interviewing guide whereby the informants were asked non-structured or semi-structured questions from which words or phrases pointing to the existence of the variables under study, were coded and analysed.

Content Analysis was used since it was a case study for “making replicable and valid inferences from data to their context, with the sole purpose of providing knowledge, new insights, a representation of facts and a practical guide to action” (Krippendorff, 1980). The analysis was done in an inductive way, reason being, literature was lacking or inadequate in HES in Kenya and only fragmented information was available. It also tested a previous theory that culture of organization affected competitiveness or compared categories at different time periods, which still had scanty information, to help make inferences by objectively and systematically identifying specified characteristics of messages.

The results so obtained were also presented and discussed in their respective sections, as initially categorised in the interviewing guide in **Appendix IV**, Interviewing guide. Messages on corporate culture and competitiveness were keenly analysed and insight relevant for drawing conclusions and recommendations extracted through the discussions which comes later on in its own section.

4.2 General Questions

The respondents were asked general questions ranging from describing the organization, telling about the position presently held in the organization, and for how long. Besides, previous positions held and for how long was sought. They were also asked to give their total years of service to the organization and what they were most proud of about the organization. The length of years of service was necessary to gauge whether they had adequate knowledge and understanding of the organization so as to validate their responses.

4.2.1 Organization Defined

The respondents were asked to describe the organization giving examples for the words or phrases used. One of the respondents described the organization as “World-Class African University”, while qualifying its ‘World-Classness’ as a university that is “usually ranked alongside and comparable to international universities like Harvard, Cambridge and Massachusetts”. It retained its uniqueness of Africanness and could not just be wished away bearing certain unique characteristics.

Another respondent also described it as “University of Choice globally”, depicting an institution of HES which maintained international standards while offering competitive degree programmes and thus providing the HR required in all sectors of the Kenyan economy. Yet another one describing the university, stated that it espoused both academy and corporate traits in the way decisions were made, how it related with the environment and its functions.

4.2.2 Response rate

The following were interviewed: Vice-Chancellor's Representative (Personal Assistant), Representative of Deputy Vice-Chancellor (A & F): (Ag. Registrar, Administration), Principals of the College of Humanities and Social Sciences and College of Architecture and Engineering. The other two interviewees from the sampling frame, in the persons of Deputy Vice-Chancellor (AA) and Deputy Vice-Chancellor (RPE) were not interviewed, giving the response rate of 67% as presented in table 4.1.

Table 4.1: Response Rate

	Frequency	Percentage
Interviewed	4	67%
Not interviewed	2	33%
Total	6	100%

Source: Research Data, 2018

Table 4.1 presents the response rate from the sampling frame of the top management of the UoN who responded at 67% and were representative enough. One respondent needed to be interviewed twice since he doubled up as both the Deputy Vice-Chancellor Student Affairs and the Ag. Deputy-Chancellor (A&F).

According to the Mugenda & Mugenda 50% response rate was adequate, whereas 60% was good enough. That response rate was 67% for this study which was close or near to the “very good mark of 70%”, hence the result was representative enough (Mugenda & Mugenda, 2003).

4.2.3 Respondents' Characteristics

The four respondents were Personal Assistant to the Vice-Chancellor, Ag. Registrar, Administration, representing the Deputy Vice-Chancellor (A&F) and two College Principals: Principal CAE and Principal CHSS. The two principals, who are also part of top management and members of the University of Nairobi Executive Board (UEB), were requested and agreed to be interviewed by the researcher when it became apparent that the other top managers originally included in the sampling frame, other than the Vice-Chancellor who gave his PA as a representative and the Deputy Vice-Chancellor (A&F) who was ably represented by the Ag. Registrar, Administration, were unwilling to be interviewed either giving excuses of busy schedules or not answering calls even after granting that this research be conducted in the University of Nairobi as seen in **Appendix III**, Permission to Conduct Research at the UoN.

The years of service in the current position by the respondents ranged between One and a half to eight years. Previously, the four respondents had served in the following respective positions: Public Relations Manager, Assistant Registrar managing Student admissions, Director of Research Centre and Dean of faculty and also with years ranging from two to eight. These are respectively presented on tables 4.2 and 4.3 bellow representing the total of years served in the present and immediate previous positions.

Table 4.2: Total years served in present and previous positions

<i>S/N</i>	<i>Designation at Present Position</i>	<i>Designation at Previous Position</i>	<i>Years served in Present Position</i>	<i>Years served in Previous Position</i>	<i>Total Years served in both Present and Previous Positions</i>
1	PA representing VC	Assistant Registrar, Managing Student Admissions	4	8	12
2	Ag. Registrar Admin., Representing DVC (A&F)	Public Relations Manager	1 ½	2	3 ½
3	Principal CAE	Director Research Centre	3	8	11
4	Principal CHSS	Dean of Faculty	8	4	12

Source: Research Data, 2018

Table 4.2 presented the total number of years served by the respondents in both present and previous positions, which ranged from three and half to twelve years. The total of which is further represented in a frequency table 4.3 below:

Table 4.3 Frequency table of the total years served in present and previous positions

	Frequency	Percentage (%)
Bellow 5 Years	1	25%
Above 10 Years	3	75%
Total	4	100%

Source: Research Data, 2018

Table 4.3 above meant that 75% of the respondents had served in senior positions for more than ten year while only 25% have served in less than five years in those senior positions. It also meant that the respondents were well conversant with the culture shared within and among top leadership of the institution and were all privy to what was considered as top secrets and indeed the custodians and informants concerning corporate affairs of the University.

Respondents' total years of service to the University ranged from twenty three up to thirty two and a half years, thus having better understanding of the study objective of determining how Organizational Culture influences or affects the Competitiveness of the UoN. This scenario is represented on table 4.4 below:

Table 4.4 Total years of service to the university by respondents

	Frequency	Percentage (%)
Between 20-30 Years	3	75%
Above 30 Years	1	25%
Total	4	100%

Source: Research Data, 2018

Table 4.4 indicated that among the respondents none had served the University below twenty years. 75% had served for a period between twenty to thirty years. 25% of the respondents had served for over thirty years. The length of years of service depicted people that were indeed insiders, part of the whole and fitted the tag of informants or custodians of UoN culture and competitiveness data or information.

4.2.4 What Manager was most proud of about in UoN

The respondents were requested to indicate what they were most proud of about the Organization. Each expressed their pride stating that the University gave people a sense of belonging and that one easily felt like being part of the whole and not just a player on the sides and was very critical for the purposes of fostering teamwork, initiating any new project that would require employees' participation and involvement as depicted by team-orientation dimension of Organizational Culture (Chatman and Jehn, 1994).

Other respondents expressed pride in the fact that the University was a source of knowledge, that is a place for acquiring professionalism and, a place of power which could be seen in the light of learning organizational theory as was propagated by scholars like Liao *et al* defined learning organization as “a place where knowledge is utilized, capacity is expanded, behaviour is changed and competence is gained” (Liao, Chang, & Wu, 2010) and as was backed by Watkins & Marsick's postulation that a learning organization was “a firm that learns continuously and transforms itself; where individuals, teams, the firm and even communities it interacts with learn; where learning is an ongoing strategic process used, integrated with and running parallel to work, causing changes in knowledge, beliefs and behaviours. It enhances its capacity for innovation and growth and embeds systems that capture and share learning” (Watkins & Marsick, 1993).

Others stated that the organization was a good university in academics, having high standards and best practices, while yet another responded that the university was one of the most prestigious institutions in the category of HES. This depicted World-Classness which hinged on excellence and backed by outcome-oriented dimension of Organizational Culture where firms embraced a go-getter attitude with employees, treating achievement, results, and action as important values. Employee and group output were rewarded and outperformed firms lacking such culture (Nohria, William, & Roberso, 2003). Staff performance appraisals were the norm (Probst & Raisch, 2005). Each employee was evaluated based on results and performance while holding on to their number-one market share in their ventures.

4.3 Organizational Culture

Respondents were asked to give what in their view was organizational culture, significance of the culture which had quite a boost from the Organizational culture theory which observed that culture was very vital and crucial in the organization's operations and particularly, right culture. It opened up a firm to competitive advantage while one having wrong culture would lead to a company suffering massive disadvantages ending up in complete failure among the competitors. Pettigrew pointed out that people "create, shape, change and manage culture based on their beliefs, values, knowledge and needs" (Pettigrew, 1979). Some of which were the respondents' reply when asked about UoN culture.

On dimensions of culture and factors responsible for the culture front, all the seven dimensions: Outcome-Oriented – Performance where staff performance appraisal was enshrined, People-Oriented – with observance of rights, Aggressiveness – seeking market leadership and edging out competitors, Detail (Customer) Orientation –with much customer focus for satisfaction, Team-Oriented –teambuilding endeavours, Innovativeness – and creativity whereby staff were given room to explore with freedom of taking risk, and Stable culture – where status quo was very much upheld with every employee taking caution of their reporting line and chain of command (O'Reilly III, Chatman, & Caldwell, 1991) were all reflected in the dimensions as given by the respondents.

Others areas where they were required to respond were: their perception of the employees' understanding of the organization's culture, elements where University of Nairobi culture was espoused, how employees related to the culture, how new employees learned about the culture and what challenges were faced in developing effective and influential culture.

4.3.1 Respondents' Views of Organizational Culture

The respondents were asked to state what they understood organizational culture to be. Some responded that it was a set of practices, beliefs and norms identified with people and the society they operated. Specifically they responded that culture were attributes an organization was identified with, characteristics that defined an institution, the ways operations were handled, philosophies upheld, strategies, means of compliance with the vision, mission and values and commitment to the philosophy of an organization. Others indicated that culture provided guidance on how things were done, helped in decision making with involvement of stakeholders.

It also became clear that depending on the leadership style adopted, there were levels of management structures where proposals would start from basic units upwards to topmost organs of management of an institution, such as Senate and Council. A good culture was where participatory approach in management of all issues were applicable whether touching on academic or otherwise, and was viewed as an expression of honesty, integrity, fairness, sharing of values people commonly believed in, good governance and resulted into quality of products and services produced in the organization.

That in an institution of higher education, a good and relevant culture was that which supported knowledge search, and raised resources for the realization of long term goals of the institution. Good culture would be that which enhances harmony of strategy and operations.

4.3.2 Significance of UoN's Culture

To the question of what significance organization culture was considered in respect to UoN, respondents affirmed that indeed it was considerably significant. That Organization culture played a major role in the general characteristics of the UoN. That it enabled the institution to achieve and sustain good performance. Besides, it helped the institution to stay competitively afloat among other organizations competing for the same resources.

It was noted that UoN had a culture that used participatory approach in management on all issues whether academic or otherwise. That it helped in decision making by involving stakeholders, spelt out levels of management structures whereby proposals start from basic units of operation upwards for deliberations up to top most levels. It also shaped individual behaviour through the shared values, beliefs, norms and rituals.

It was observed from the respondents that organizational culture was very critical without which UoN could not be what and where it was. On the other hand, organizational culture was considered as a source of challenge whereby some members of institution felt excluded, became rebellious and lacked a sense of belonging if it was not well articulated to the entire organizational levels.

4.3.3 Dimensions of UoN Culture

The respondents characterized UoN as a towering and conquering institution in HES. It was found to be a knowledgeable, playing leadership role, as a premier university in Kenya. The insistence of students and staff in the use of article “The” when UoN was mentioned gave it a unique identity: “The University of Nairobi”. The article was only used to describe big universities and or institutions. It was believed that the UoN was a commanding player in whatever field of operation, leading with excellence.

Severally, it came from all the respondents that UoN was a World-Class University committed to scholarly excellence as captured also in its vision. World-Classness was viewed in terms of programmes, conferences, working of its academic calendar and treatment of clients.

Other dimensions of the UoN culture that came out was that in deed it was a University identified with Innovativeness, had a willingness to take risk in all spheres of life. Excellence was another attribute which came out easily, while considering that perennially it has constantly been scooping the award for “the mark of excellence” amongst the state corporations. Care was another identity that the respondents volunteered.

The fact that UoN was the oldest public university in Kenya was not in dispute, to the effect that in reference to other public universities, it was viewed as “the Mother of all public universities” in the land. A respondent intimated that at times phrases like “Main Campus” was in the lips of many, in reference to other public universities like Moi, Egerton, JKUAT, depicting all else as being other campuses while UoN was the “Main Campus”.

“University of Choice” freely flowed in the lips of respondents in reference to UoN where matters pertaining to students jostling for admission were under review, employers seeking employable graduates, or even international dignitaries seeking for a port of call for conferences, public speaking, workshop, and seminars, international collaborating organizations and partners when seeking for who to engage.

UoN’s premiership was also mentioned by a respondent. It was also voiced about the high concentration of senior professorial staff, other highly qualified faculty that other public universities are dying to have. It was also made alive that UoN lately secured and maintained top 3% ranking among all the universities worldwide whether at webometric, visibility, presence and other parameters.

4.3.4 Factors Responsible for the Emergence of UoN Culture

Respondents were asked in their view to give factors responsible for the emergence of UoN culture. Consistency in pursuit of set goals, realization of mandate largely by the stakeholders, quality and magnitude of PhDs produced yearly, quality and magnitude of Masters and bachelor graduates, international ranking and magnitude of international students in place, topped the list.

Others were, “the only university in Kenya” to the extent that other institutions of higher learning were just considered like other campuses, hence reference was made as though it was “The Main Campus”. Historically UoN was the oldest, and its strategic location was within a reasonable distance from the capital city of Kenya. The age of the university made it unique, having physical facilities and otherwise which were never domiciled in any other.

Besides, broad operational guidelines existed which kept the university alive, ability to see local scholars in person, whom one could have heard about and were still teaching and doing research was exciting, having gone through various stages of mentorship, sound management and recruitment practices. Best staff were objectively and competitively recruited and all were subjected to tested systems of performance evaluation.

It was noted that the university was a good employer taking care of financial and social welfare of its employees. It was an institution which paid its workers well and had its own pride. Freedom of expression was encouraged and entrenched in the core values, consistent in management of its affairs and met its client and customer satisfaction.

Mentorship, seniority in knowledge by professors who were and acted as beacons in the society and were highly respected. Upheld high were institutional standards and commitment to standards was by all academic and administrative staff who were properly sensitized and regularly trained and socialized with each other well.

4.3.5 Mgt Views of Employees' Understanding of UoN Culture

The respondents were requested to give their perception of the employees' understanding of UoN culture, to which the following responses steamed: one, it was perceived that majority of employees would vote UoN as a good employer at over 90% in all aspects. This depicts a satisfied employee whose welfare is taken care of by the employer and has a sense of belonging. Pettigrew had opined that in fact that people "create, shape, change and manage culture based on their beliefs, values, knowledge and needs" (Pettigrew, 1979).

This would only work well in an environment that borrows from the theoretical culture dimension or People-Oriented with much care for their employees and have value for fairness, supportiveness and high respect to individual rights and dignity. Under such firms, employees enjoy individualized benefits which spur loyalty, dedication and motivation from the workforce. Individuals are handled and treated in a dignified and respectful manner. Sheridan revealed that firms with people-oriented culture, staff opted to stay 14 months longer than in others (Sheridan, 1992), no wonder staff from UoN would vote by over 90% that it was a good employer.

Training Systems in place ensured that managers understood the UoN operations. Effort was also made to train and sensitize everybody to internalize the expectations of the employer, coupled with broad objectives captured in strategic plan to the satisfaction of the stakeholder.

Borrowing largely from LOT, “a firm that learns continuously and transforms itself; where individuals, teams, the firm and even communities it interacts with learn; where learning is an ongoing strategic process used, integrated with and running parallel to work, causing changes in knowledge, beliefs and behaviours, enhancing its capacity for innovation and growth and embeds systems that capture and share learning” (Watkins & Marsick, 1993).

4.3.6 Artifacts in which UoN’s Culture was espoused

Responses were received in respect to the concern of what elements or instruments espoused UoN culture. One among these was the core values borrowed largely from the Constitution of Kenya 2010, the second was the care harnessed for all staff and among colleagues and neighbours, another one was Corporate Social Responsibility for taking care of the needy in the society, followed by university branding and signage and university colours (blue).

Others were that the university had established itself as market leader in HES and other instruments towards achieving the mission and vision of the university. Performance contracting, quality management systems, research, quality graduates, old scholars whom one could only have heard about were still teaching and doing research.

Besides, elements of philosophy, constitution of Kenya 2010, output of processes, implemented strategic plans, branding, ways events and functions were managed (in its own class) and ranking (UoN had retained the mark of excellence in performance contracting for over five years in the Government of Kenya).

Others were highest concentration of highly qualified faculty (professors could supply all universities in Kenya and still have enough), with one department alone holding professors equivalent to those held elsewhere by an entire university, not forgetting buildings, physical outlook and the ways people carried themselves with order and self-esteem.

4.3.7 How Employees related with UoN Culture

It was established from the respondents that the employees related with the UoN culture in the following manner: one, they were comfortable in it, they loved it, lived it, sustained it and were part of it. Besides, they related well in it, were quite in harmony with it and by it.

They realized enforcement of standards through it and staff performance appraisals was carried out. It is only through a culture of care that melted heart of people making them feel the way the respondents reported on how employees related with UoN culture.

Staff contributed to the UoN culture through involvement in decision making, fostering inclusivity, and engaged in participatory approach and also expressed it in their dressing as pointed out by Robbins and Coulter that Organizational Culture was nothing, but “shared values, principles, traditions, and ways of doing things which have evolved over time that guide how things are handled in a firm and defined what workers believed as organizational experiences and how they behaved therein” (Robbins & Coulter, 2007). Employees equally had a sense of belonging and felt like not just a player on the sides and they expressed their contentment with it. High retention rate of employees being enough proof that majority of employees enjoyed and flowed in the UoN culture.

4.3.8 How New Employees Learned About the UoN Culture

It was also sought to be known from respondents how new employees learned about UoN culture. They responded that indeed new employees learned it among others, on the job, internal orientation, socialization and socialization by being part of it, by becoming a player, and by the third year, a proponent of the same.

Upon recruitment, new staff through sensitization fora were exposed to various expectations from the employer. They were sensitized through seminars to the policies, procedures, processes and best practices, and management and leadership behaviour using structured orientation, inductions and exposure on job.

Schein attested that “Integrative culture referred to a widely shared and strongly held values that addressed needs of the firm’s internal integration and external adaptation” (Schein, 1992). A firm’s culture is of great importance, impacting on its performance and maintaining improvements implemented according to (Cameron & Quinn, 2006). The integrative nature of culture more reason why new employees is quickly encouraged to learn the ropes and forge ahead alongside others found in the organization.

4.3.9 Challenges UoN faced when developing its Culture

The following were among the challenges UoN faced when developing effective and influential culture, as was pointed out by the respondents: Resistance to change topped the list, followed by staff who believed so much in the institution that it should not copy from anybody else, such as announcing and advertising in the media when the students’ admissions were very low. Noted also was resistance due to lack of appreciation of the environmental dynamics UoN operated in. It came out clearly as a challenge that each time a new employee was engaged, he or she needed to be trained.

Having policies that were open and inclusive of gender mainstreaming, and the physically challenged (PWD) was a challenge. People management became a challenge where there existed pockets of employees spending negative energy, propagating subjective and negative criticism. Glaring wide age gap between very senior professors and young faculty was also noted, technological differences, with a predisposing situation where the old were not willing to adapt to new ways of doing things.

Blending old and new culture was also pointed out as a challenge affecting development of effective and influential culture. The situation was worsened by poor culture of data and information management. Besides, leadership and management challenges were noted at all levels, while aging faculty and staff was another. The developed culture on the other hand had not permeated to the lowest level, with a feeling of exclusion, lack of team spirit and teamwork. Some staff also had a sense of rebellion.

Limitation in resources affected members while discharging their duties so as to begin questioning the culture the organization very much wanted to champion among employees. Everything else was also slowed down due to the bureaucratic tendencies (red tape), and diversity of cultural background with traits of political, loyalties, tribalism was observed, gender and other biases always reared their ugly heads.

4.4 Organizational Competitiveness

Respondents were asked to give what in their view was Organizational Competitiveness, Measures of Competitiveness in UoN, and to indicate whether there was direct linkage between culture and competitiveness. More so, they gave factors affecting competitiveness, and mentioned what else enhanced UoN's competitive

advantage over its competitors. Separately, the respondents proffered in words and phrases what in their view defined Organizational Competitiveness.

As had been pointed out by Chandler, one among the gurus of strategic management for realizing a firm's long term goals, candid stated that: "Strategic Management is the art and science of formulating, implementing and evaluating cross-functional decisions that enable an organization to achieve its long-term goals/objectives". He added that: "Strategy is the determination of the enterprise's basic long-term goals, adoption of courses of action and allocation of resources necessary for carrying out the goals" (Chandler, 1962).

4.4.1 Competitiveness Defined

Respondents intimated that competitiveness (competition) was healthy and always kept an organization or institute on its toes. It was a most desired phenomenon by all especially when the organization was doing better than the others in a given field of operation.

The following were therefore given by the respondents as definitions of competitiveness. In their view competitiveness was displayed in the firm's ability to ward off competition as a result of superior products and services, having superiority of a brand based on performance, ability to stay ahead of competition by offering better product and services even if competition was offering the same.

Others were, maintaining high quality standards, ability to outperform competitors, innovativeness so as to keep ahead of competition. Commitment to quality, ability to conduct internal self-assessment audit for the purposes of learning, another one was commitment to the course, embracing the spirit of continuous improvement and a

willingness to take positive criticism. Ability to consider challenges as opportunities and dedication and commitment to meet customer needs and surpassing it.

Others were to have self-job satisfaction by the employees, ability to excel, ability to bring out the best, ability to actualize self, ability to generate unmatched output quality in products and services and particularly, ability to being best academy for training as an institution.

An organization should have an increased interest for introducing quality management systems (QMS) and international standards (ISO) certification (Stankova & Grachka , 2013). So then, an enterprise's competitiveness draws influence from price and quality of products, availability of high level of corporate culture in improving the quality of products and services (Barney, 1991).

4.4.2 Measures of Competitiveness at UoN

The respondents gave the following as the measures of competitiveness at the UoN: Maintaining high academic standard, ever increasing demand for programmes evidenced by high MSc and PhD graduates and bachelors produced yearly, highest admission of both Government and Self sponsored students, preference by most employers of UoN graduates, a most preferred destination for international conference, workshop and visits, prudent financial management amidst little budgetary allocation, staff performance appraisal for raising standards and bars and benchmarking.

Others are high customer satisfaction, outstanding and unmatched contribution to society, performance evaluation that tests the performance of UoN at corporate level, Colleges, faculties/schools/institutes/centres, units and individuals, ability to perform operations in tandem with university policies, procedures, processes and best

practices. Strategic plan with yearly actions plans thus giving performance indicators and being in an extent to which UoN is in sound management state.

Continuous self-assessment on areas requiring improvement and alignment to the dynamism of the environment, being a leader in competitive field and performing better than other players, ability to attract distinguished international visitors, collaborators and partners, employability of graduates produced, capacity to hold seminars, conferences and public lectures and ability to defeat competitors in both local and international ranking.

The above measures as given by the respondents obviously cut across the financial and non-financial measures of competitiveness. The understanding necessary is that for public institutions in HES in Kenya mostly get funding from the exchequer. Measures of competitiveness of more interest in that regard would not relate to funding.

In fact Riley noted that by competitiveness, a firm may embrace advantages for outperforming competitors (Riley, 2012) measurable in both financial (marketing), and non-financial ways. The responses by the informants compared well with the theoretical measures of competitiveness as was given by Riley: “Better quality; Better customer service; Better-than average efficiency; Higher-than average customer loyalty; Faster and more effective decision-making and communication; and a more motivated and loyal workforce” (Riley, 2012). However, the sector in which the firms are competing must be relevant, HES where Universities operate.

The other financial measures of competitiveness still favourably compared well with what the respondents gave above: “higher growth rate in sales and revenues; better-than average returns on investment (ROI) than others in the same industry; higher-

than average net profit margin than others in the same industry which would be useful for profit making organizations.

Other more relevant for gauging competitiveness were found to be: “the strongest brand reputation (brand awareness); high and leading market share (in value or volume terms); significant access to, or control of distribution channels in the market for products or brands; a clearly defined unique selling point enabling the business to differentiate its product or service in the eyes of customers”.

4.4.3 Direct Linkage of UoN Culture to Competitiveness

When asked to indicate the organization culture which may be directly linked to the UoN’s competitiveness, the respondents pointed out that, being a leader in competitive field and performing better than other competitors which plays a role in attracting international distinguished visitors. Holistic formulation, implementation and evaluation of strategic plan without singling out any element is what keeps the university above else.

Maintaining very high standards coupled with leadership maintaining very high ethical standards, integrity, objectivity and application of non-discriminatory factors or characteristics in tandem to constitution of Kenya 2010, particularly espoused in chapter six of the constitution, on leadership. There is direct linkage of measures of competitiveness to all dimensions of UoN culture.

4.4.3 Factors Responsible for UoN’s Competitiveness

Informants gave the following as factors responsible for UoN competitiveness: Historically, the oldest institution of higher learning in Kenya, high retention rate of staff, human capital with high academic and professional qualifications, adherence to implementation of strategic plan and constantly subjecting outcomes to evaluation,

conducive work environment, high staff compliment, postgraduate student preference of the UoN due to high concentration of professors and boasts of qualified faculty.

Other factors are openness of the university, freedom of thought and expression encouraged by UoN, quality staff hired competitively on merit, high standards maintained and sustained overtime, good management practices, good facilities, application of right and appropriate technology (IT) establishing and maintaining high standards. Historically staying ahead (mother of all public universities in Kenya), maintained and sustained heritage in curricula, library services, laboratories and other establishments, highly esteemed faculty, high legacy in form of traditions and statues.

Much more, the aggressive type value competitiveness, seeking to outperform competitors and are willing to make enemies to survive and thrive in their field. However, they are faced with many legal battles as it becomes inevitable for competitors aggrieved, to seek courts remedies. The aggressive lot always fall short in corporate social responsibility (O'Reilly III, Chatman, & Caldwell, 1991).

Resilience and fortitude of leaders and managers to withstand pressure, conducting internal audit to establish what to improve on for alignment with dynamic internal and external environment. As Liao, Chang & Wu pointed out learning new ways of doing things is embraced as presented in the environment it interacts. There is a willingness for the management and leadership to allow attributes of “freedom of thought and expression, innovativeness and creativity” in their day today running of the organization (Liao, Chang, & Wu, 2010).

4.4.4 Non-Culture Related Factors for UoN's Competitiveness

The respondents were asked to mention what else not mentioned as UoN culture that gave the institution more competitive advantage over its competitors in HES. To which they responded and gave the following: strategic location within reasonable distance to capital city and strong UoN brand.

Others were, strong physical asset resource base, diverse and popular academic programmes, Leadership in resource in the region, diverse student body, highly skilled and qualified faculty and staff. Established ICT infrastructure, strong local and global ranking, availability of reliable partners, exploitation of technology transfer, prudent asset development, investment and management, exploiting the strong and large alumni base, utilizing the increased demand for e-learning and exploiting the increased demand for STEM (Science Technology, Engineering and Mathematics) programmes. Exploiting high demand for human and animal health facilities, exploring emerging economic sectors in oil, gas and blue economy.

The others were: management endowed in research, benchmarking, compliance with Government policies, being in constant consultation with relevant and appropriate agencies, qualified staff recruited competitively at all levels, enhanced spread all over the country with extra mural centres, good-will from broad alumni base and iconic buildings, infrastructure and other facilities.

4.5 How Organization Culture Affected Competitiveness of UoN

The informants were asked to give their views on how organizational culture affected competitiveness of the UoN. They established that there existed both positive and negative influence of organizational culture on competitiveness of UoN, That positively, organizational culture improves, facilitates, enhances, fertilizes and

provides a conducive environment for realizing set objectives and hence competitiveness. Besides, creating harmony for, objectivity and maintaining competitiveness.

All the above were found quite in tandem with what Denison *et al.* alluded to and in concurrence that certainly “Culture wields power towards the overall organization’s effectiveness, long-term achievements, positive bearing on the behavioural control, fostering stability and giving the organization its identity”. It helps members to know and understand the organization’s principles to identify with, ways of executing its mandate but it impedes making positive changes and improvements; variety; cross-cutting cooperation at both departmental and corporate; acquisitions and mergers (Denison, Haaland, & Goelzer, 2003).

On the other hand, organizational culture which was not well natured negatively impacted on the competitiveness of UoN, generating individuals that were indifferent, aloof, lone rangers with air of apathy, which negatively slowed down on team spirit and network. Weakness in culture destroyed gains made. These finding resonates well theoretically as was stated by Pettigrew that culture was very vital in the organization’s operations and particularly, right culture. It opens up a firm to competitive advantage while one having wrong culture may lead to a company suffering massive disadvantages ending up in complete failure among the competitors (Pettigrew, 1979).

4.6 Discussion of the Findings

The research was hinged on three theories, namely Organizational Culture Theory, Extended Resource Base View and Learning Organization Theory. The study was to determine how Organizational Culture affected Competitiveness of UoN. Each theory

is herein discussed in depth based on the responses obtained during the interview. The researcher has in depth attempted to bring out a better understanding this been a case study.

To begin with, the Organizational Culture Theory, the respondents were asked to describe what the organization was, to which all the respondents gave a description of “World Class University committed to scholarly excellence”, a description which is also espoused in the vision of the institution. World-Classness here captured the overriding culture of excellence. Based on the Organization Culture theory, a strong culture influences the effectiveness, performance and competitiveness and hence the world-classness had greatly and widely been shared among the employees of the organization.

The length of time spent by all the respondents in the organization ranged between twenty three years to thirty two and a half years, meaning they all had stayed in the organization long enough that they understood well the culture of the institution and described it as a set of practices, beliefs and norms identified with people and the society they operated, this resonated well with what organization culture theorists gave in their definition an example of such was Schein, (1992).

Specifically the informants responded that culture were the attributes an organization was identified with, characteristics that defined an institution, the ways operations were handled, philosophies upheld, strategies, means of compliance with the vision, mission and values and commitment to the philosophy of an organization.

This was found to be in concurrence with the Organization culture dimensions by Chatman, & Jehn, (1994). Others indicated that culture provided guidance on how things were done, helped in decision making with involvement of stakeholders. It also

became clear that depending on the leadership style adopted, there were levels of management structures where proposals would start from basic units upwards to topmost organs of management of UoN, such as Senate and Council.

A good culture was where participatory approach in management of all issues were applicable whether touching on academic or otherwise, and was viewed as an expression of honesty, integrity, fairness, sharing of values people commonly believed in, good governance and resulted into quality of products and services produced in the organization. That in an institution of higher education, a good and relevant culture is that which would support knowledge search, and raised resources for the realization of long term goals of the institution.

It was established that good culture enhanced harmony of strategy and operations, and particularly where it strongly comes out that decision in the university were made following a participatory approach which amplifies how widely the culture was shared across all levels of the organization and was further embolden by the responses that employees were comfortable in UoN culture, they loved it, lived it, sustained it and were part of it.

Besides, they related well in it, they were quite in harmony with it and by it, they realized enforcement of standards through it, staff performance appraisals were carried out. They equally had a sense of belonging and expressed their contentment with it. The high retention rate of employees was enough proof that majority of employees enjoyed and flowed in the UoN culture. Staff themselves contributed to the UoN culture through involvement in decision making, fostering inclusivity, and engaged in participatory approach and expressed it even in their dressing.

Secondly touching on Extended Resource Base View, remember that this theory propagated that a manager could allocate resources which necessarily were not strategic: ordinary and junk resources inclusive. It was established that yes, inclusion of all resources for competitive advantage may not end only with strategic resources.

The respondents were asked to mention what else not mentioned as UoN culture that gave the institution more competitive advantage over its competitors in HES. To which they responded and gave the following: strategic location within reasonable distance to capital city, strong UoN brand, strong physical asset resource base, diverse and popular academic programmes.

Besides, it helped the institution to stay competitively afloat among other organizations competing for the same resources. It has been established that a firm manager may not allocate only strategic resources for the realization of their set goal, all resources at their disposal should be utilized as long as it was a prudent investment.

Further, other types of resources contributing were as given below: ICT infrastructure, strong local and global ranking, availability of reliable partners, exploitation of technology transfer, prudent asset development, investment and management, exploiting the strong and large alumni base, utilizing the increased demand for e-learning and exploiting the increased demand for STEM (Science Technology, Engineering and Mathematics) programmes, including exploiting high demand for human and animal health facilities, exploring emerging economic sectors in oil, gas and blue economy.

More so, the others were: Leadership in resource in the region, diverse student body, highly skilled and qualified faculty and staff. The strong physical asset resource base

may not be pinned down to only strategic resources hence the relevance of the Extended Resource Base View is validated.

The others were: management endowed in research, benchmarking, compliance with Government policies, being in constant consultation with relevant and appropriate agencies, qualified staff recruited competitively at all levels, enhanced spread all over the country with extra mural centres, good-will from broad alumni base and iconic buildings, infrastructure and other facilities.

Limitation in resources affecting members leading to disquiet and disharmony in operations among employees. Everything is also slowed down due to the bureaucratic tendencies (red tape), and diversity of cultural background with traits of political, loyalties, tribalism, gender and other biases always rear their ugly heads.

Thirdly, the research relied also on Learning Organization Theory as proffered by Watkins & Marsick whose definition of a learning organization was, “a firm that learns continuously and transforms itself; where individuals, teams, the firm and even communities it interacts with learn; where learning is an ongoing strategic process used, integrated with and running parallel to work, causing changes in knowledge, beliefs and behaviours. It enhanced capacity for innovation and growth and embeds systems that capture and share learning” (Watkins & Marsick, 1993).

This was also validated by the responses obtained from the respondents which affirmed the UoN to have ability to conduct internal self-assessment audit for the purposes of learning, another one was commitment to the course, embracing the spirit of continuous improvement, a willingness to take positive criticism. Ability to consider challenges as opportunities, a dedication and commitment to meet customer

needs and surpassing it. Self-assessment UoN engages in is for continuous improvement.

The respondents painted a vivid picture on how UoN engaged in continuous self-assessment on areas requiring improvement and alignment to the dynamism of the environment, being a leader in competitive field and performing better than other players, ability to attract distinguished international visitors, collaborators and partners, employability of graduates produced, capacity to hold seminars, conferences and public lectures and ability to defeat competitors in both local and international ranking.

It was established that UoN had a team of ISO9000:2015 auditors who internally conducted internal audits besides inviting KEBS periodically for external assessment. The respondents also made in clear in their responses that in an institution of higher education like UoN, a good and relevant culture was that which supported knowledge search, and raised resources for the realization of long term goals of the institution. Good culture was that which enhanced harmony of strategy and operations.

Researcher also sought to know from respondents how new employees learned about UoN culture. They responded that indeed new employees learned it though among others, on the job, internal orientation, socialization and socialization by being part of it, by becoming a player and by the third year, a proponent of the same.

The respondents made clear how learning was continuous and at all levels, including even new employees. Upon recruitment, new staff through sensitization fora were exposed to various expectations from the employer. They were sensitized through seminars to the policies, procedures, processes and best practices, management and leadership behaviour, using structured orientation, inductions and exposure on job.

So, by and large, the research validated all the theories upon which it was underpinned and established significance of strong, well shared organizational culture and will be presenting a conclusions and recommendations on the existence of connection between organizational culture and competitiveness of the UoN.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusion and recommendations of the study on how organizational culture affects or influences competitiveness of the University of Nairobi. The results have been discussed following the responses by the interviewees based on the interviewing guide in **Appendix IV**. Noteworthy is that not all questions asked in the guide were discussed. The summary are arising from the findings or results as presented in Chapter Four and particularly issues considered pertinent.

The conclusions are made on the discussions premised on the theories which underpinned the study such as Organizational Culture Theory, Extended Resource Based View and Learning Organizational Theory. This section gives validation to the relevant theories as inference is made and messages categorised with the view of teasing out the attributes, dimensions, measures, indices, or even characterization of the UoN Culture, Competitiveness and relationship empirically established between the two.

Recommendations then followed, being directed to policy formulators, filling up of theoretical knowledge gap and to the management of UoN towards application of best practices in HES in Kenya. It is the researcher's desire that all the parties be adequately addressed, save for time constraint.

5.2 Summary of the Findings

The following are the summary of findings or the result: Firstly, arising from what respondents were most proud of about UoN. It was established that UoN gave employees a sense of belonging, making each feel like part of the whole and not just a player on the sides. It was also established as being good for academics and had high standards and that best practices were upheld. It was retorted that UoN was one of the most prestigious universities in Kenya, being a source of knowledge and learning, hence a place for acquisitions of professionalism and manpower in Kenya.

Secondly, on UoN Culture, the following were identified as the attributes giving it its identity as a player in HES: World-Class University, Premier University in Kenya, University of choice, University which espouses concept of academy and corporation Mother of Universities in Kenya in respect to the historical background it enjoys as the first university in Kenya. Others are Innovativeness and creativity, Excellence, Care, Knowledgeable.

Thirdly, Culture was defined, a set of practices, beliefs and norms and rituals identified with people and the society they operated; attributes an organization was identified with, characteristics that defined an institution, the ways operations were handled, philosophies upheld, strategies, means of compliance with the vision, mission and values and commitment to the philosophy of an organization. It provided guidance on how things were done, helped in decision making with involvement of stakeholders.

It had participatory approach in management of all issues applicable, whether touching on academic or otherwise. It was viewed as an expression of honesty, integrity, fairness, sharing of values people commonly believed in, good governance and resulted into quality of products and services produced in the organization. It supported knowledge search, and raised resources for the realization of long term goals. Good culture enhanced harmony of strategy and operations.

Fourthly, significance of UoN culture cannot be underestimated since during the study culture was found to be considerably significant, playing a major role in general characterization of the UoN, enabling it to achieve and sustain good performance, staying afloat among other organizations competing for the same resources, uses participating approach, in management on all issues, academic and otherwise, helps in decision making by involving stakeholders, shapes individual behaviours, through shared values, beliefs, norms and rituals, source of challenge.

Fifthly UoN was perceived to be a towering and conquering institution in HES, played leading role and was considered as a premier university. The University, Innovativeness and Creativeness, had a willingness for risk taking, excellence, care, freedom of thought and expression, and a University of choice.

Sixthly, consistency in pursuit of goals, realization of mandate, quality and magnitude of PhD graduates, international ranking, international student presence, the only top university in Kenya, Oldest, strategically located, broad operationalization guidelines, mentorship programmes, sound management, recruitment practice, objectivity, good employer hence staff satisfaction.

5.3 Conclusion

The study objective was to determine how organizational culture affects competitiveness of the UoN. It has been established that in deed there is an effect of organizational culture on competitiveness of UoN. From the findings, the respondents spelt out that Organizational culture improves, enhances, fertilizes, facilitates, provides conducive environment for realization of set objectives, creates harmony for performance, fosters awareness, provides objectiveness and maintains competitiveness. On the contrary, a weak culture leads to lack of ownership and indifference by members of staff in an organization, apathy sets in, negativity in culture drains the gains made.

Arising from this study therefore, are the dimensions of culture and measures of competitiveness of the UoN:

Firstly: Dimensions of UoN Culture: World-Class University, Premier University in Kenya, University of choice, University which espouses concept of academy and corporation, Mother of Universities in Kenya in respect to the historical background it enjoys as the first university in Kenya. Others are Innovativeness and creativity, Excellence, Care, Knowledgeable.

Secondly: Measures of UoN Competitiveness: Maintaining high academic standard, ever increasing demand for programmes evidenced by high MSc and PhD graduates and bachelors produced yearly, highest admission of both Government and Self sponsored students, preference by most employers of UoN graduates, a most preferred destination for international conference, workshop and visits, prudent financial management amidst limited budgetary allocation, staff performance appraisal for raising standards and bars and benchmarking.

5.4 Recommendations

Arising from the study, the policy formulators should seek to understand the role culture has in institutions of higher learning so that they propagate the development of strong and widely shared values, beliefs and norms appropriate for competitiveness in HES.

Secondly, whereas the study validated the foundational theories upon which the study was premised, and found them upheld, it is necessary to further relook at the HES with an aim of filling knowledge gaps due to limited literature in the Sector when it comes to competitiveness and organizational culture.

UoN management will find this study useful having empirically documented the dimensions of culture and competitiveness for day today operations and upholding that they should exploit more on positive culture as they avoid negative and bad culture to further sustain their dominance and competitive advantage going forward.

5.5 Study Limitations

The study had many limitations one among which is time. Time was a major constraint in doing this research. My own case was that of doing research with an extension of registration period administratively called terminal, meaning that in the event things did not go according plan time or the clock would be ticking against the whole programme and all the funds which had gone into it would be lost as in

Appendix V.

Financially, there was limited amount following an urgent surgical operation which was carried on the researcher's son whom had fractured his arm. This meant that the researcher could not secure a recorder to at least record and store the responses in soft version.

Sampling frame used for the study was limiting in the sense that should only one interviewee fail to be interviewed, it would give a very big percentage of non-response rate. It needed an adjustment to include College Principals straight away from the outset, since they are all part of the Management Team anyway. Noteworthy in appreciation was that two of them accepted to be interviewed.

Annual Leave which had been applied for in good time took long to be approved which grossly affected the operations and processes of carrying out this research as originally set in place. It meant that as much as the researcher intended to be away from work, due to the delay he had to report to the office which ate on the research period.

The researcher also faced a lot of delays in having the approval from the Deputy Vice-Chancellor to collect data from the institution. The said officer was out of the country yet the approval letter had been done for his signature and so things stalled for about a week.

Another challenge was getting appointments with interviewees which was almost next to impossible, this partly arose due to the fact that the sampling frame had mostly top management who would not spare time from their constantly busy schedules. Ordinarily they would refer one to a representative competent enough only that some were unwilling to do so.

5.6 Areas of Further Research

This study sought to determine how Organizational Culture affected or influenced Competitiveness, a case study of the University of Nairobi. The data analysis was through Content Analysis, which literature portrayed to be a weak tool for analysis.

May be the same study could be carried but with change in methodology and instrument of analysis.

To have broader perspective of what happens in the entire HES, there is need to conduct a cross sectional study to possibly cover the entire Sector and at least study all the public universities in Kenya who apparently competes for the same resources and exchequer funding year in year out.

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APPENDICES

Appendix I: Introduction Letter



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE... 8/11/2018

TO WHOM IT MAY CONCERN

The bearer of this letter... ALFRED SAMSON OJWOK

Registration No... D61/60381/2011

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.



PROF. JAMES M. NJIHIA
DEAN, SCHOOL OF BUSINESS

Appendix II: Request To Conduct Research in the UoN

Alfred Samson Oduor,
Department of Administration,
Central Administration,
University of Nairobi,
P. O. Box 30197, 00100,
Nairobi.

November 19, 2018.

The Deputy Vice-Chancellor,
Research Production and Extension,
University of Nairobi,
P O Box 30197 00100,
Nairobi.

Dear Sir,

REQUEST FOR APPROVAL TO CONDUCT INSTITUTIONAL RESEARCH AT THE UNIVERSITY OF NAIROBI

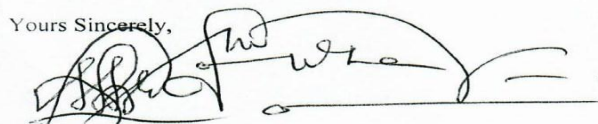
I hereby request for your approval to carry out an institutional research at the University of Nairobi.

I am student at the School of Business, Registration Number D61/60381/2011. My research proposal titled "Organizational Culture and Competitiveness of the University of Nairobi", is a case study of the University of Nairobi. I am also a staff serving as Senior Administrative Assistant in the Department of Administration, Personnel Section with effect from March 10, 2003.

Attached, please find the following items for your kind perusal, consideration and approval: Copy of introductory letter by the Dean, School of Business, Certificate of correction form, my data collection tool, the interviewing guide, and title page of the study.

Thanking you in advance for your approval to conduct the research.

Yours Sincerely,



Alfred Samson Oduor
Senior Administrative Assistant, PF 180740
Central Administration.

Appendix III: Permission to Conduct Research At The UoN



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)

P.O. Box 30197- 00100
Nairobi, Kenya
Telephone: +254-20-3318262 Ext 28711
+254-20-4913164 (DL)
UON/RPE/3/6/Vol.XV/III/

Fax: +254-20-2317251
Email: dvrpe@uonbi.ac.ke
Website: www.uonbi.ac.ke

November 26, 2018

Mr. Alfred Samson Oduor
University of Nairobi

PERMISSION TO CONDUCT RESEARCH AT THE UNIVERSITY OF NAIROBI

I refer to your request to conduct research at the University of Nairobi for your Master of Business Administration at School of Business, University of Nairobi on, *'Organizational Culture and Competitiveness of the University of Nairobi.*

I write to inform you that your request has been approved. You are required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings/thesis with the University of Nairobi Librarian on completion of your study.

Yours Sincerely,

PROF. MADARA OGOT
AG. DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)

RAO/..



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Appendix IV: Interviewing Guide

INTERVIEWING GUIDE

The University of Nairobi has yearly been identified in the Higher Education Sector as a leading University Nationally, Regionally and in Africa in terms of Webometric ranking, Performance Contracting, port of call for international leaders for conferencing, workshop research etc. The following are the interviewing guide for determining how Organizational Culture of the Institution Influences its Competitiveness.

SECTION A: GENERAL QUESTIONS

1. What words would you use to describe this organization? Please give examples of each word.
2. What is your position in the organization?
3. About how long have you been serving the organization in the position (2) above?
4. Before assuming position (2) above what was your position and for how long?
5. How long have you been an employee of the University?
6. What are you most proud of in the institution

SECTION B: ORGANIZATION CULTURE

7. What is your view of organization culture?
8. Based on your view you have given above, of what significance do you consider organization culture in respect to University of Nairobi?
9. What words or phrases express the organization culture identified with the UoN?
10. What factors in your view are responsible for the emergence of UoN culture?
11. Based on 9 above, what in your view is the understanding of employees?
12. What items are the organization culture espoused?
13. How do employees relate with the organization culture?
14. How does a new employee learn about the UoN culture?
15. What challenges do UoN face in developing effective and influential culture

SECTION C: COMPETITIVENESS

16. What is your view of competitiveness?
17. What in your view are the measures of competitiveness in the University of Nairobi?
18. Of the above measures of competitiveness which ones do you directly link to culture dimensions in 9 above?
19. What are the factors behind UoN competitiveness based on 17 above?
20. What else not mentioned in 9 above gives UoN competitive advantage over its competitors in Higher Education Sector?

SECTION D: ORGANIZATIONAL CULTURE AND COMPETITIVENESS

21. In your view how do the organization culture affect the Competitiveness of the UoN?

Appendix V: Letter of Extension of Study Period



UNIVERSITY OF NAIROBI GRADUATE SCHOOL

Telephone: 3318262 Ext. 28267
Fax Number: 243626
Telegrams: "Varsity of Nairobi"
E-mail: gs@uonbi.ac.ke
Our Ref: D61/60381/2011

P. O. Box 30197-00100
NAIROBI, KENYA

14th June 2018

Mr. Alfred Samson Oduor
C/o Dean,
School of Business

Dear Mr. Oduor,

EXTENSION OF MBA REGISTRATION PERIOD (TERMINAL)

Reference is made to your request dated 6th June 2018 on the above subject to the Director, Graduate School.

The Director, Graduate School has approved **terminal extension** of your registration in the MBA Programme for **four (4) months** to enable you complete your studies. This extension will take effect from the date of this letter.

Please note that this is the final extension and failure to complete your course within this period will lead to de-registration from the programme.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Catherine Njue'.

CATHERINE NJUE (MS)
FOR: DIRECTOR, GRADUATE SCHOOL

c.c. Dean, School of Business
MBA Programme Coordinator

CN/mv

Appendix VI: Anti-plagiarism (Turnitin) Report

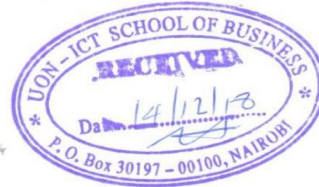
12/11/2018

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ORGANIZATIONAL CULTURE
 AND COMPETITIVENESS OF...
 By Alfred Samson Oduor

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