

**TOP MANAGEMENT TEAM CHARACTERISTICS AND
ORGANIZATIONAL CULTURE IN PRIVATE AND PUBLIC
UNIVERSITIES IN NAIROBI**


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DECLARATION

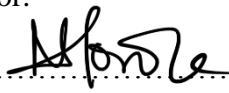
I declare that this is my original work and has not been presented in other institutions.

Signed.......... Date.....30/11/2020

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

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DEDICATION

Dedicated to my family, classmates and friends for their selfless support and inspiration during the time of conducting the study.

ACKNOWLEDGEMENT

I thank my supervisor, Prof. Mary Kinoti, for her support during the research period. I am grateful to my family, friends and classmates who persistently offered help in numerous situations. I cannot forget to recognize the entire University of Nairobi teaching staff for their professional guidance. Lastly, I honor God for the protection all along.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	ix
ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Top Management Team	2
1.1.2 Organization Culture.....	2
1.1.3 Universities in Kenya.....	3
1.1.4 TMT and Culture	4
1.2 Research Problem	4
1.3 Research Objective	6
1.4 Value of the Study	6
CHAPTER TWO: LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Theoretical Foundation	7
2.2.1 Upper Echelon Theory.....	7
2.2.2 Schein's Model of Organizational Culture.....	8
2.3 Top Management Team Characteristics	9
2.3.1 Top Management Team Tenure.....	9
2.3.2 Top Management Team Educational background	10

2.3.3 Top Management Team Size	10
2.3.4 Top Management Team Age	10
2.3.5 Top Management Team Gender	11
2.3.6 Functional background.....	12
2.4 TMT and Organizational Culture.....	12
2.5 Empirical Review	13
CHAPTER THREE: RESEARCH METHODOLOGY	16
3.1 Introduction.....	16
3.2 Research Design	16
3.3 Population of the study.....	16
3.4 Data Collection	16
3.5 Data Analysis.....	17
CHAPTER FOUR: DATA ANALYSIS, FINDINGS, INTERPRETATION AND DISCUSSION OF RESULTS	18
4.1 Introduction.....	18
4.2 Response Rate.....	18
4.3 TMT Characteristics	18
4.3.1 Gender.....	19
4.3.2 Age of the Respondents	19
4.3.3 Level of education.....	20
4.3.4 Experience.....	20
4.3.5 Years worked in the current position	21
4.3.6 Size of the University Top Management Team	22
4.3.7 Functional Background.....	22

4.4 Organizational Culture	23
4.4.1 Dominant Characteristics.....	23
4.4.2 Organizational leadership	24
4.4.3 Management of the Employees.....	25
4.4.4 Organizational Glue	26
4.4.5 Strategic Emphases	27
4.4.6 Criteria of Success	28
4.5 Cross Tabulations Analysis.....	29
4.5.1 Gender and Organizational Culture	29
4.5.2 Age and Organizational Culture	30
4.5.3 Level of Education and Organizational Culture	30
4.5.4 Experience and Organizational Culture.....	31
4.5.5 Year worked under current role and Organizational Culture.....	31
4.5.6 Size of the University and Organizational Culture	31
4.5.7 Functional Background and Organizational Culture	32
4.6 Discussion of Results.....	32
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND	
RECOMMENDATIONS.....	36
5.1 Introduction.....	36
5.2 Summary of the Findings	36
5.3 Conclusions of the Study	39
5.4 Recommendations of the study	42
5.5 Recommendations for Further Research.....	44
REFERENCES.....	45

APPENDICES	49
Appendix I: Introduction Letter.....	49
Appendix II: Questionnaire	50
Appendix III: Accredited Universities with Operations in and Around Nairobi.....	55

LIST OF TABLES

Table 4.1: Response Rate.....	18
Table 4.2: Gender of the respondents	19
Table 4.3: Age of the Respondents	19
Table 4.4: Level of Education.....	20
Table 4.5: Experience of the respondents	21
Table 4.6: Years worked in the current position.....	21
Table 4.7: Size of the University Top Management Team.....	22
Table 4.8: Functional Background.....	22
Table 4.9: Descriptive Statistics of Dominant Characteristics	23
Table 4.10: Descriptive Statistics of Organizational leadership.....	24
Table 4.11: Descriptive Statistics Management of the Employees.....	25
Table 4.12 Descriptive Statistics of Organizational Glue.....	26
Table 4.13: Descriptive statistics of Strategic Emphases	27
Table 4.14: Descriptive Statistics of Criteria of Success	28
Table 4.15: Gender and Organizational Culture	29
Table 4.16: Age and Organizational Culture	30
Table 4.17: Level of education and Organizational Culture.....	30
Table 4.18: Experience and Organizational Culture.....	31
Table 4.19: Year worked under current role and Organizational Culture	31
Table 4.20: Size of the University and Organizational Culture.....	32
Table 4.21: Functional Background and Organizational Culture	32

ABBREVIATIONS

CEO: Chief Executive Officer

CUE: Commission for University Education

OCAI: Organizational Culture Assessment Instrument

SPSS: Statistical Packages for Social Sciences

TMT: Top Management Team

ABSTRACT

The study analyzed the effect of TMT characteristics on organizational culture in chartered universities, both private and public, with operations in and around Nairobi. Upper echelon theory and Schein's model of organizational culture were the two theories that the study was anchored on. The study applied the descriptive research design. The study focused on sixteen private and public universities with operations in and around Nairobi as the target population. The study population was small therefore a census study was conducted. Inferential and descriptive statistics were used to analyze quantitative data. Descriptive statistics entailed frequencies, standard deviation, and mean. For inferential statistics, correlation analysis was used. The study concluded an insignificant association between gender and organizational culture of private and public universities in Nairobi as the computed p value was higher than the critical p value. The study also established a significant association between age of employees, level of education, years worked in the university, the number of years working under the current role, size of the university and functional background on the organizational culture since the estimated p values for age of the employees, number of years working under the current role, level of education, years worked in the university, size of the university and functional background were less than the critical p value. The study recommended that gender should not be taken as a crucial factor influencing the organizational culture within the private and public universities in Nairobi since gender was insignificantly associated with the organizational culture. The study recommended that the top management team should comprise those with much experience in the field since there was a significant association between the employees' age and organizational culture. Study's recommendation is that top management team be well educated since the executives' cognitive capability and highly trained senior managers can better understand their internal and external environments, thus equip the institution with the necessary skills to be innovative, thus influences the cultural behavior. The study also recommended that the length of service in years of TMT in the university should be long to be well conversant with the organizational culture. The study further recommended that TMTs should spend more time in organizations to become more committed to the organization's objectives since more time will be able to convince other employees to adapt to the organization's culture and encourage greater diversity in terms of information and perspectives. The study also recommended that private and public universities in Nairobi should have more top management team members with diverse backgrounds and this will tend to have higher chances of conflict management among members, which will lead to better organizational culture. The study further recommended that the senior management team in these private and public universities in Nairobi should be coming from different functional backgrounds since the managers from different functional backgrounds have different experiences resulting in variations in their views, knowledge and attitudes, which impact on organizational culture.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

As globalization continues shaping institutions, top management characteristics are playing a substantial part in influencing organizational culture. In the modern business environment, organizations experience changing environments and achieving a robust corporate culture requires top managers with the right traits. In Africa, there exists a strong emphasis on management characteristics, particularly ethnicity, gender, and age, in the selection of top management teams (Kuada, 2010). Furthermore, in most African organizations, personal attributes such as gender, age, and ethnic affiliations contribute immensely to the selection of leaders. There is an increase in diversity in TMT in the Kenyan workforce within organizations. Organizations operating in Kenya are realizing that their successes rest upon their top management's ability to build a robust organizational culture (Koskey and Rotich, 2019).

This study uses the upper echelon theory and Schein's model of culture. Hambrick and Mason (1984), proposes that comprehending organizations better requires one to understand their leadership. The theory holds that organizations top managers' attributes such as experience, age, education backgrounds, and other demographic characteristics influence their capability to evaluate situations (Hambrick and Mason, 2014). The theory assists in assessing top managers' ability to influence their organizational culture based on these attributes in this study. Schein's model of culture emphasizes different stages of culture, that is, artifacts, basic underlying organizational assumptions and espoused values (Schein, 1996). This theory is employed to gauge the effect that TMT characteristics have on the various cultural aspects in an organization.

Management in universities involves authority to make critical decisions on fundamental management areas of the institutions. In many African countries, the establishment of public universities is mainly influenced by governments or emerges as individual Presidential initiatives (Daniel, 1998). Governments are highly involved in the selection and nomination of university leaders as well as public university council members (Mwiria, 2007). In Kenya, higher education expansion has resulted in the establishment of higher learning institutions. The president is responsible for appointing the chancellors as heads of all public universities according to the act

of parliament (CUE, 2017). Universities in Kenya have distinctive characteristics based on their respective cultures (Mwangi and Waithaka, 2018).

1.1.1 Top Management Team

Top managers have the responsibility of determining all aspects related to their organizations such as strategy, leadership, and performance of the employees (Murray, 1989). Therefore, top managers are essential to organizations, and their characteristics are crucial in organizational culture formation and implementation. Top managers should be aware that responsibilities and their roles significantly influence the success of the organization (Kotter, 2012). For organizations to attain success, leaders should be a powerful influence to unite all stakeholders of an organization through shared values and vision.

TMT is a set of leaders tasked with the organization's overall responsibility (Finkelstein et al., 2009). A top management team is capable of fostering, communicating, and influencing a robust organizational culture. Schein (2011) defines a leader as one who can inspire others to achieve a given objective successfully. According to Schein (2011), leaders impact the organizational culture in a manner convenient to them. Visionary and symbolic leaders will thus foster the organization towards success through nurturing a robust organizational culture.

Personality and demographic TMT characteristics are influential in determining the managers' ability to manage their institutions successfully. Based on the senior management characteristics, managers can be more objective and therefore inspire all other organizational processes empirically. Managers' cognitive attributes such as experience, age, education backgrounds, and the context in which they operate, affect their managerial choices and the strategic orientation of their firms (Daniel et al., 2007).

1.1.2 Organization Culture

Culture signifies collective values, opinions, and behavior aspects of a specified group. Organizational culture can be viewed as a consensus among stakeholders that stimulates them towards unified actions (Kotter, 2012). It is a valuable system to coordinate, control, and integrate all aspects of an organization. Kotter (2012), defines organizational culture as values, expectations and beliefs among organizational employees over time. Robbins (2012) views organizational culture as the shared meanings distinguishing stakeholders of an organization from the rest.

Robbins believes that corporate culture can encourage teamwork as well as understanding employees' perception and identification with the organization.

Values and beliefs ominously affect decision-making processes and practices in universities (Bartell, 2003). There is an increase in awareness of the significance of organizational culture in universities, especially by the top managers. University culture is the personality of universities portrayed by students' attires, their interactions, and the university building architecture (Bartell, 2003). According to Bartell (2003), TMTs play a critical part in interconnecting the various university aspects that form an intricate web.

University culture elaborates on beliefs, values as well as behavioral patterns of university stakeholders. As Bartell (2003) observes, university culture is the traditions communicated both verbally and nonverbally. University culture is conveyed through institutions norms, stories, and unique language (Bartell, 2003). Other cultural elements in the university include building architecture and student attires and interactions (Cameron and Freeman, 1991). Bartell (2013) views a university as an intricate web, and the role of TMT is to link the various components of the web together. The concept of culture in universities is increasingly becoming popular with the university management being more aware of its significant role in change and development.

1.1.3 Universities in Kenya

Various educational institutions exist in any given country. In most states, there are three types of educational organizations: public institutions, commercial institutions, and non-profit organizations. Education, more so in higher institutions, plays a significant part in enhancing a county's development (Mwangi and Maurice, 2011). Commission for University Education (CUE) controls higher learning institutions' operations in Kenya. Various university acts and statutes direct the control of these institutions. Kenya views education as vital in promoting development in the country. University education is expanding rapidly in Kenya. The chancellors are the heads of universities assisted by Vice-Chancellors. In public universities, the president appoints the chancellors, and the Cabinet Secretary for the Ministry of Education appoints Vice-Chancellors (CUE, 2017). The Public Universities are five in number while Private Chartered Universities are eleven in number (CUE, 2017) see appendix II.

1.1.4 TMT and Culture

Top managers need to recognize that the organizational culture system directly influences all other aspects of the organization (Lorraine et al., 2011). Therefore, TMT should ensure that all corporate systems synchronize with the culture and values. Top managers are responsible for fostering a culture that is compatible with organizational policies. Such understanding brings about a reinforced culture necessary for organizations to thrive. One way of enhancing culture is encouraging values that stimulate the adoption of new ways of working through flexibility adaptation and flexibility (Barney, 2012).

TMTs alone cannot realize this objective. Recruiting, hiring, and growing the right talent is necessary for vital support towards building the right organizational culture (Anis, 2011). TMTs significantly influence organizational culture by meaningfully stimulating employee attitudes. Building an organizational culture requires a team that is flexible enough to respond and adapt to disruptions in their business environments (Anis, 2011). For an organization to achieve sustainable achievements, an influential culture is paramount. Therefore, creating and communicating culture to all stakeholders should be one of TMTs principal responsibilities.

For top management team to impact on the organizational culture, they should bear strategic leadership qualities. Managers are perceived to be role models in an organization, and employees tend to emulate their actions (Anis, 2011). Therefore, top managers' personalities influence the behavior, believe and level of motivation of other employees (Bromiley & Rau, 2016). TMTs should be culture crusaders by having the right attitudes and behavioral traits. Creating a culture requires a team of believers who buy genuinely into the organization's vision (Anis, 2011). Employee engagement is vital in ensuring a thriving organizational culture through inclusion and participation.

1.2 Research Problem

As the world advance, organizations around the globe are experiencing exceptional changes and confronted with new challenges. TMT characteristics continue to shape organizations, yet not enough emphasis is given with regards to these characteristics. Majority of leaders have failed to understand that appropriate management leads to a robust organizational culture. In Kenya, public universities continue to experience leadership challenges as a result of political influences and transformations in student bodies. Universities are experiencing extraordinary challenges due to

economic, socio-cultural, technological, and political modifications. Such challenges have resulted in structural adjustments posing increased challenges to public university top managers, which affect the universities' cultures.

There are several studies done on TMT and organizational culture. Shakil (2012) concluded that in Pakistan, performance and organizational culture relate positively. Ujunwa (2012) analyzed quoted firms in Nigeria. He determined that board characteristics and financial performance of these firms are positively correlated. Darmadi (2013) concluded that CEOs who have degree certificates from domestic universities accomplished better results compared to those without such credentials. Ameer et al. (2010), realized that boards that had more foreign directors than the local directors had better performance than firms whose boards comprised of local executives. Kock et al. (2011) investigated TMT characteristics effect on the strategic innovation orientation of firms. Research by Nielsen and Nielsen, (2012) on performance and diversity in TMT concluded that teams with tenure diversity performed better than those with less heterogeneity for internationalized firms.

There is inadequate research done on organizational culture in Africa particularly Kenya, creating a significant knowledge gap. Sebastian (2010), who analyzed performance and organizational culture in Kenya Airways, established that organizational culture is crucial in promoting service delivery and enhancing customer satisfaction. Okeyo (2010) in his study of banks in Kenya concluded that organizational culture has influence on their strategic change. Obosi, (2010) researched how strategy implementation in corporations is impacted by culture. Bolo et al. (2011) studied diversity in TMTs and its impact on organizational performance. Okiro (2015), while examining TMT demographic diversity and their effect on financial reporting quality concluded that diversity in TMT may have vital effect on quality of financial reports in diverse measures in commercial state corporations. Although empirical investigations have been done on TMTs and organizational culture, there is low concentration on public universities in Nairobi. The interrelation between TMT and organizational culture is not adequately covered as far as public universities are concerned. In addition, these studies overlooked Kenyan universities specifically those in Nairobi. The variables in this study distinctly vary from variables in the other studies done previously. This study endeavors to provide an answer to the research question of 'what is the

effect of TMT characteristics on organizational culture in chartered universities, both private and public, with operations in and around Nairobi?’

1.3 Research Objective

The study’s objective is to analyze the effect of TMT characteristics on organizational culture in chartered universities, both private and public, with operations in and around Nairobi.

1.4 Value of the Study

This study may bridge prevailing knowledge gap on TMTs’ Characteristics and organizational culture. Equally, it has its contextual argument on public universities, an area that is inadequately covered in previous studies that focused on TMTs’ characteristics and organizational culture. It may also enhance the existing body of knowledge on organizational culture; provide a foundation for future research and reference by intellectuals and researchers in the strategic management discipline.

Researchers can use findings from this study for conceptual argument, confirm study findings, or advance auxiliary studies. As a result, the strategic management field, especially the body of organizational culture, may continue to grow. The government and the private sector can benefit from this study by identifying and appointing top managers who possess characteristics that promote the development of a healthy organizational culture in public universities. Universities may determine the best characteristics that foster a thriving organizational culture, and this may assist in the selection of managers. They may also be able to refocus their strategies to foster a vibrant organizational culture necessary for the success of these institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, analysis of theory and concept on TMT characteristics and organizational culture is made. Precisely, it offers an assessment of literature by scholars on TMT characteristics and organizational culture. Areas covered include the theoretical foundation, TMT characteristics, and TMT and organizational culture.

2.2 Theoretical Foundation

The study's theoretical foundation entails the following theories.

2.2.1 Upper Echelon Theory

Hambrick and Mason (2014), proponents of Upper Echelon Theory, viewed TMT characteristics as a key factor influencing decision-making capacity. Upper Echelon uses the behavioral theory's concept suggesting that managers are influenced by human limitations in decision making (Nielsen, 2010). They believe that managers' characteristics impact on their values and perceptions as well as their cognitive abilities, and this affects their decision making. TMT's demographic characteristics influence cognitive processes of top managers. Examples of these characteristics include functional background, education, tenure and age. Therefore, top managers analyze situations of opportunities, threats, and alternatives based on their characteristics (Byrne and Hochwarter, 2012).

Several authors who support Upper Echelon Theory argue that TMTs are reasonably powerful and their actions have a significant impact on the organization. They also link the firm to its environments, both internal and external. According to Murray (1989), internationalization of firms is considerably impacted by TMT diversity. Finkelstein, Hambrick, and Cannella, (2009) supported the theory encouraging for an understanding of the strategist so as to appreciate organization's strategy, one has to.

Few studies have an opposite view on Upper Echelon Theory with some scholars arguing that TMT empirical definition varies considerably in application. Early Upper Echelon work identified TMTs as directors tasked with controlling the affairs of an organization as executives (Finkelstein

et al., 2009). Recent Upper echelon work draws on a broader range of directors in senior offices in organizations (Carpenter et al., 2004). Roberto (2003), conducted quantitative and qualitative analyses of TMTs, and concluded that a small group of managers is involved in practically all strategic decisions of the firm.

2.2.2 Schein's Model of Organizational Culture

Edgar Schein introduced Schein's Model of Organizational Culture in 1980. The model elaborates on the organizational culture and how this concept affects organizations. According to Schein (1996), culture involves the assumptions common among members of a set which determines their behavior, perceptions, thoughts and feelings. The theory also endeavors to explain people behavior in different organizations. Schein's Model of Organizational Culture assists firms apply various cultural concepts proposed by the model in culture change. Schein's Model of Organizational Culture identified three stages of culture, artifacts, basic underlying assumptions, and espoused values (Schein, 1996).

Schein (1996) believed that culture is notably manifested in the artifacts which comprise of the social and physical environments of an organization. A organization's physical artifacts are architectural arrangements such as office designs and physical space. Social artifacts include language spoken, slogans used and technology. Culture is also manifested in social practices such as leadership styles. Espoused values are the underlying patterns of behavior. They are often expressed in statements. They are challenging to define and are assumed by people who understand how an organization works. They may not be indicated in writing, but they exist and are a powerful influence to people in organizations.

Schein's model of organizational culture is supported by several researchers who found the model useful. Cameron and Quinn (2011) believe that long-term organizational efficacy depends on its organizational culture. Yang (2015) studied Western Cape Banking Industry and concluded that organizational culture affects banks' effectiveness. Sims and Brinkmann (2003) examined Enron Corporation organizational culture following its fiasco and bankruptcy. After studying the organization's culture, they criticized the opinion of 'no one best way' to accomplish culture and that organizations should not desire culture. Argyris (2010) believes that organizational culture can inhibit strategic change, especially in instances when organizations have rigid and bureaucratic

systems. According to Christensen and Shu (2006), organizational culture can be a burden by causing barriers to change, especially in mergers and acquisitions.

2.3 Top Management Team Characteristics

TMT comprises senior most executives of an organization. Although TMTs vary depending on organizations, they are generally a small group of people, including top executives and distinct senior managers. TMT members are accountable for making strategic decisions for instance, formulating and implementing organizational goals and policies (Hambrick & Mason, 2014). Kraus and Ferrell (2016) showed that top management teams are very crucial to an organization's performance. TMTs are responsible for establishing group purpose, values, and influence organizational culture. They are also vital in determining the strategic direction of the organization. Other roles played by TMTs include allocating resources, communicating strategic change, forming reliable external partners, and instituting performance measures (Hitt, Ireland and Hokisson, 2011).

According to Kraus and Ferrell (2016), demographic characteristics influence TMT's perspective and interpretations of critical issues within an organization. The characteristics of the TMT can be defined by two factors; TMT demographic traits and team heterogeneity (Hambrick & Mason, 2014). Demographic traits include age, gender, educational level, and board tenure. According to (Hambrick & Mason, 2014), there exists a close correlation between TMTs' demographic characters, their values and cognitive abilities. Heterogeneity in demographic characteristics of TMT members results in variations in experience, knowledge, capabilities, and perceptions (Byrne and Hochwarter, 2012).

2.3.1 Top Management Team Tenure

Top managers are employed and promoted at different periods. Therefore, managers have different standpoints regarding an organization's strategic direction and a variety of knowledge and skill. TMT tenure is the duration during which top managers have been part of the team. TMTs with longer tenure hold similar strategies and values compared to those with shorter tenure terms (Beckman and Burton, 2011). As top managers spend more time in organizations, they become more committed to the organization's objectives. They also have time to convince other employees to adapt to the organization's culture. Longer tenures tend to favor commitment to the

organizational culture by all employees. Top managers with longer tenures learn from their previous mistakes and enhance their decision-making skills.

According to Bolo and Ogutu (2011), tenure heterogeneity encourages greater diversity in terms of information and perspectives. As a result, there is a broad base for more counsel and alternative to problems. Several authors contend that teams with long tenures are more likely to resist strategic change and are unlikely to undertake risky practices. Daniel et al. (2007) believe that there is a close relationship between short-tenured teams and international diversity.

2.3.2 Top Management Team Educational Background

TMT's educational experience indicates their knowledge and skills and how these factors affect the managers' decision making abilities. Hambrick and Mason (2014) urge that formal education level influences firm innovation. Darmadi (2013), proposes that the level of education influences executives' cognitive abilities. According to Darmadi (2013), educational level influences executives' cognitive capability. Highly educated top managers can better understand their internal and external environments. They also can process complex information (Darmadi, 2013). Given their exceptional creative abilities, they can teach a robust organizational culture. Jones et al., (1990) argues that an individual's educational level positively influences their moral and cognitive development. There is a difference between a top manager who is educated and one who uses intuition in decision making (Menz, 2012). Management courses tend to equip an executive with the necessary skills to be innovative in management.

2.3.3 Top Management Team Size

TMT size indicates number of top-most managers in TMT. TMT size influences team heterogeneity among the team members (Beckman and Burton, 2012). Large teams have members with diverse backgrounds and tend to have higher chances of a conflict. However, there is greater openness among these teams, and this can lead to better conflict management (Byrne and Hochwarter, 2012). According to Carpenter (2011), believe that longer teams provide more human resource leading to excellent development and increase the ability to solve issues.

2.3.4 Top Management Team Age

Age influences an individual's attitudes and ability to make strategic decisions (Byrne and Hochwarter, 2012). Some cognitive abilities, such as reasoning and speed of decision making,

might diminish with age. The two authors argued that as executives' age, they become increasingly reluctant to take risks. There is a belief that younger executives engage in risky practices compared to the elderly executives who are viewed to be more experienced. Finkelstein et al. (2009) believe that age heterogeneity amongst TMT can lead to increased creativity. It also improves adaptability as young members interact with the older, more experienced members. Carpenter (2011) believed that age groups encourage a variety of individuals' attitudes, values, and perspectives.

TMT with members sharing the same age group bears similar related work and non-work experiences resulting in a similarity in attitudes and shared beliefs structures. Therefore, the age characteristic of TMT increases a series of perspectives within an organization. Age influences the capability of a top manager to assimilate information. According to Finkelstein et al. (2009), older members are associated with tendencies to accurately evaluate information and sourcing for more information before arriving at a decision. Relatively younger leaders who have received their training recently compared to older managers have superior technical knowhow (Bolo et al., 2011). However, this may not be entirely true as older managers are continually acquiring new skills through training and are relatively more experienced.

2.3.5 Top Management Team Gender

TMT gender specifies ratio between male to female in the management team. Finkelstein et al. (2009) urged that TMT gender diversity enhances leadership brought about by gender differences. Several previous studies support the idea that organizations with more women in TMTs enjoy economic benefits. Other scholars have demonstrated that more females in the TMT enhance firm performance. Powell et al. (2003) established that gender diversity increases performance in organizations. The authors argued that organizations with more women on top management team perform superiorly compared to those with less number of women. Dezsö and Ross, (2012) conducted studies on gender and TMT and concluded that more females in the TMT definitely impacts on the firm innovativeness and entrepreneurial outcomes. Tibben (2010) established that female and foreign executives are underrepresented in TMT and considered for less imperative posts in organizations as compared to the male and domestic executives.

2.3.6 Functional Background

Functional background comprises the top managers' major professional alignments indicating their social networks (Bermiss and Murmann, 2014). The two authors argued that TMTs functional background immensely influences their strategic decisions. Menz (2012), supports this view proposing that functional backgrounds have positive effects on organizational internationalization. Managers from different functional backgrounds enhance organizational creativity enriching a company's flexibility (Bermiss and Murmann, 2014). Therefore, Menz (2012) suggested that managers should embrace teamwork by integrating interests from different functional backgrounds instead of homogenizing team structures. Top managers from different functional backgrounds have different experiences resulting in variations in their views, knowledge, and attitudes (Hambrick & Mason, 2014).

2.4 TMT and Organizational Culture

Various scholars recognize an intricate relationship between an organization's management and culture. Organizational culture and leadership are highly related organizational aspects, as observed by Schein (2011). As noted by Carpenter et al. (2004), there is sufficient theory indicating that top managers affect their organizations. However, there is minimal empirical study of the relations between managers' differences on organizational outcomes. Furthermore, Chong et al. (2018) recognized that senior managers encourage cultural development in their organizations. Schein's theory of culture holds similar perceptions on the leader's role in creating, preserving, and changing an organization's culture content. TMT characteristics offer an approach to understanding a manager's personality.

A crucial point by Schein (2011) is that organizational culture does not evolve spontaneously but is an intentional move that is goal-oriented with a specific purpose. Schein (2011) further claims that CEOs consciously and unconsciously drive in their predispositions into their organizations through a range of mechanisms, such as award allocation criteria, what leaders pay attention to, and standards used. Founders of an organization establish the organization's goals by embedding their characteristics into their organizations and then hire people with similar personal characteristics as those of top leaders (Kaunda, 2010).

Leadership and culture are closely associated with some scholars arguing that culture builds leadership. Barney (2012) believes culture facilitates the growth of effective leaders. In support of this idea, Lorraine et al. (2011) argue that the organization theory shapes leadership theory. Schein (2011) believes that organizational culture usually evolves from the leadership, and consequently, organizational culture influence leadership's development. According to Lorraine et al. (2011), leadership is a component of organizational culture, and likewise, a leader shapes organizational values. Based on the above views, the two concepts are inseparable as they fit at best. Therefore, an organization where top management team and organizational culture work in unison enjoys enhanced performance and consequently becomes successful.

2.5 Empirical Review

Mwangi and Waithaka (2018) studied performance and organizational culture of public universities in Kenya. The study found a substantial effect by organizational culture on performance of public universities in Kenya. King'oo (2017) conducted a study on top management support and quality service delivery at the Nairobi city-county government. The findings of the research established that decision making and proficient organizational operations were more relaxed when top management backing was comprehended. Nyongesa(2012), after examining performance and organizational culture of educational institutes in Kenya, established that continued existence of organizations exclusively reposes on its efficacy to exploit taxpayers' resources.

Hambrick and Mason (2014) state that a senior executive's perceptions reflect in the performance, organization strategy, and structure. Consequently, leaders' characteristics determine how an organization is run and their various structures that are put in place to ensure successful implementations of its objectives (Carpenter et al., 2004). As such, TMT uniqueness and combinations of their different capabilities determined the performance outcome of the entity. It is this conclusion that has led to massive research on the behaviors of top managers, their composition, structure, and ability to resolve conflicts. Although this school of thought covers a wide range of topics, some of its most important aspects are highlighted below.

According to Hambrick and Mason, (2014), senior executive's cognitive capabilities result from various individual characteristics such as values, backgrounds, and experience in that particular sector. However, the different top managers' personalities do not affect the performance of the

organization on their own. Instead, these characteristics combine to form a standard cognitive schema that is the basis of formation for various strategic choices that end up influencing the performance of the organizations. One theory that corroborates this narrative is the behavioural theory of the firm (Menz, 2012). There have been numerous findings that have bolstered the TMT model. In most of these researches, the writers have documented those organizations which afford TMT more control benefit from the collective cognitive schema (Carpenter et al., 2004).

Most research confirms that diversity is advantageous to TMTs. Those studies include those conducted by (Menz, 2012). Despite these, there are those scholars who feel that more research needs to be undertaken as far as heterogeneity in TMTs is concerned (Cannella et al. 2009). However, some studies also support the opposite when it comes to findings associated with TMT heterogeneity. For instance, Argyris (2010) and Christensen and Shu (2006) associated the high rate of turnover among TMT to heterogeneity in TMTs.

The area of organizational culture has gained interest among many researchers. Numerous studies relating to organizations and culture have analyzed the outcomes as a result of cultural aspects. As Kotter (2012) observed, learning is a composite of beliefs and values offering a sense of meaning to firms. Campell (2010), views organizational culture as comprising of shared perceptions. Noruzy (2013), by studying the linkage between justice and performance in workplaces in Pakistan, observed that several aspects of human behaviour such as employee behaviour were immensely influenced by organizational culture. Studies by scholars such as Abdalla, (2013), Argyris, (2010), Cameron and Quinn (2011), Christensen and Shu (2006), Robbins (2012), Schein (2011), Sebastian (2010) have shown the importance of culture to organizations.

As observed by Schein (2011), culture forms a system of collective values common to all members of an organization which differentiates that particular organization from the rest. Christensen and Shu (2006) views organizational culture as customs that regulate perceptions of members towards their environments. As culture affects various aspects of an organization, management should be keen on the type of culture worth developing as it will dictate the future progress of the organization. A robust organizational culture is capable of enhancing an organization's competitiveness and can refocus the employees' efforts towards teamwork, therefore, increasing their competence to achieve set objectives (Schein, 2011). Okeyo (2010) in his study of banks in Kenya concluded that organizational culture has influence on their strategic change. Obosi, (2010)

researched how strategy implementation in corporations is impacted by culture. Bolo et al. (2011) studied diversity in TMTs and its impact on organizational performance. Okiro (2015), while examining TMT demographic diversity and their effect on financial reporting quality concluded that diversity in TMT may have vital effect on quality of financial reports in diverse measures in commercial state corporations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, focus population, data collection process and data analysis.

3.2 Research Design

To assess TMT characteristics and their influence on organizational culture, descriptive research design was applied. Monseen et al. (2008), describes descriptive research as a means of obtaining valuable information for formulating hypotheses and assessing the association between variables. Descriptive research designs provide guidelines that prompt answer to key matters in the research problem. Descriptive research design assisted in collecting information on TMT characteristics and explains university cultural aspects.

3.3 Population of the Study

The study's population was sixteen private and public universities with operations in and around Nairobi. Saunders et al. (2007) view research population as an assortment of entities or individuals that are the emphasis of a scientific research. The population of this study was small and manageable, therefore a census was conducted. Census study is a complete enumeration survey method where every item in the study is selected for the data collection. It increases the degree of correctness, and the results are less biased.

3.4 Data Collection

A questionnaire was used to collect primary data. A questionnaire assists respondents to critically think through the questions before providing an answer. Respondents in this study were the deputy vice-chancellors or their equivalents sixteen universities. The questionnaire had two parts. The first Part comprises general information on TMT's characteristics and the second part assisted in gathering data from the respondents on culture aspects by means of an assisted in evaluating six crucial measurements of organizational culture. To weigh the level of agreement or disagreement by the respondents on six dimensions, the study employed the 5 Likert's scale.

3.5 Data Analysis

Data analysis entails evaluating collected data through statistical and analytical means so that it can become straightforward to understand and assess (Silverman, 2018). In this study, inferential and descriptive statistics were useful in examining quantitative data. Descriptive statistics involved utilizing means, standard deviation, and frequencies. Inferential statistics encompassed the use of correlation analysis.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS, INTERPRETATION AND DISCUSSION OF RESULTS

4.1 Introduction

This section summarizes the findings that the researcher obtained after conducting the investigation. It contains the response rate, general information, the descriptive statistics, cross tabulation (Chi square) analysis and discussion of results.

4.2 Response Rate

Sixteen private and public universities with services in and around Nairobi were the study's targeted population. The respondents were the deputy vice-chancellors or their equivalents in the sixteen universities. The questionnaires administered to the respondents were sixteen. Out of sixteen administered questionnaires, only eleven were duly filled and returned. Table 4.1 shows the study's response rate.

Table 4.1: Response Rate

Response	Frequency	Percent
Returned	11	68.75
Unreturned	5	31.25
Total	16	100%

The findings from Table 4.1 show that the returned questionnaires were 68.75 percent. According to Babbie (2004), data analysis for response rates above 65% is perfect. Thus, the response rate of 68.75 percent was ideal for the examination.

4.3 TMT Characteristics

This section contained the TMT Characteristics that included the gender, age of respondents, level of education, experience, years worked in the current position, size of the university TMT and functional background.

4.3.1 Gender

The researcher aimed at identifying gender of respondents who were the deputy vice-chancellors or their equivalents in the sixteen universities. Table 4.2 illustrates the study findings on gender.

Table 4.2: Gender of the respondents

	Frequency	Percent
Male	9	82
Female	2	18
Total	11	100%

Table 4.2 demonstrates that most respondents were of the male gender who scored 82 percent and the female had only 18 percent. This is an indication of unequal distribution of the top management concerning gender in which the study found that out of the eleven universities studied, nine universities had male deputy vice chancellors and only two had female deputy vice chancellors. As observed by Kuada (2010), there exists a strong emphasis on male leadership compared to female leadership due to cultural influences in majority of organizations in Kenya and Africa at large. Gender discrepancy has been one of the challenges experienced in majority of countries across the world and women continue to fight for equity in management positions without a bias on gender.

4.3.2 Age of the Respondents

The study aimed at examining age of deputy vice-chancellors or their equivalents in the sixteen universities. Table 4.3 illustrates the findings.

Table 4.3: Age of the Respondents

	Frequency	Percent
40-55	8	73
56-70	3	27
Total	11	100%

The study purposed to evaluate the average age of the deputy vice-chancellors in these Universities. The age during the year of analysis of each member of the sample was thus collected and included as an independent variable. The results indicate that 73 % of the deputy vice-chancellors were between 40 and 55 Years, while 27% were between 56 and 70 years. This implied that the universities were looking for more qualified personnel for the positions of the deputy vice-

chancellors or their equivalents with a lot of experience in the field. Also, the findings inferred that the universities were employing top managers who are more energetic and resourceful in managing the affairs of the institutions since the majority aged between 40 and 55 years. The findings concurred with Finkelstein et al. (2009) who believed that age heterogeneity within TMT can lead to increased creativity and thus preferred by many organizations.

4.3.3 Level of education

The study aimed at evaluating educational qualifications of deputy vice-chancellors or their equivalents and Table 4.4 clearly illustrates the results.

Table 4.4: Level of Education

	Frequency	Percent
Post graduate (PHD)/Doctorate	6	55
Post Doctorate	5	45
Total	11	100%

The results in Table 4.4 indicate that most deputy vice-chancellors or their equivalents in the sixteen universities were PHD/doctorate level with 55 percent and those in Post doctorate level were 45 percent. This implied that the deputy vice-chancellors or their equivalents who work at various universities are well learned and therefore able to enunciate the issues under study quickly. TMT's knowledge and skills are influenced by their level of educational. Consequently, these factors affect the managers' decision making abilities. As indicated by Darmadi (2013), executives with higher educational levels have a greater cognitive capability thus preferred compared to those with lower educational levels.

4.3.4 Experience

The study purposed to ascertain the experience of deputy vice-chancellors or their equivalents in the university. Results in Table 4.5 present the outcome concerning the number of years the deputy vice-chancellors or their equivalents have worked in universities.

Table 4.5: Experience of the respondents

	Frequency	Percent
Below 10 Years	5	46
10-20 Years	3	27
20-30 Years	2	18
Above 30 years	1	9
Total	11	100%

Outcomes in Table 4.5 show that among respondents, 46 percent had served the University below ten years, 27 percent had served between ten and twenty years. Likewise, 18 percent had served in the University for between twenty and thirty years and 9 percent had served the university for above 30 years. The length of years of service depicted the respondents were well conversant with the organizational culture and knew the culture within the institution well. As top managers gain experience over time, they learn from their previous mistakes and enhance their decision-making skills. As they spend more time in organizations, they become more committed to the organization's objectives.

4.3.5 Years worked in the current position

The purpose of the study was to examine number of years the deputy vice-chancellors or their equivalents have worked in their positions. Table 4.6 displays the findings of the years worked in the current position.

Table 4.6: Years worked in the current position

	Frequency	Percent
Below 5 Years	6	55
5-10 Years	3	18
Above 10 years	2	27
Total	11	100%

The findings in Table 4.6 illustrate 55 percent had worked as the deputy vice-chancellors or their equivalents for less than five years, 18 percent had worked for between 5 and 10 and 27 percent had worked for more than ten years. The results implied that universities in Nairobi, both private and public preferred short-tenured teams compared to long-tenured teams. The findings concurred with Daniel et al. (2007) who believed that there is a close relationship between short-tenured teams and international diversity. In addition, teams with long tenures are more likely to resist

strategic change and are unlikely to undertake risky practices thus universities continuously change top management to overcome these challenges.

4.3.6 Size of the University TMT

The study purposed to finding-out the size of TMT within universities. Table 4.7 displays the findings on size of University TMT.

Table 4.7: Size of the University Top Management Team

	Frequency	Percent
Below 5 members	1	9
5-10 members	5	46
Above 10 members	5	45
Total	11	100%

Table 4.7 shows that 46 percent comprised of TMT members between 5 and 10. Also, the study shows that 45 percent had members more than 10 in TMT and only 9 percent had members below 5 in the TMT. This implied that decisions made in the universities do not come from one person and there is consultation before arriving at a consensus which enhances transparency and commitment. The size of the TMT influences team heterogeneity among the team members with larger teams having members with diverse backgrounds favorable for efficient decision making.

4.3.7 Functional Background

The study purposed to examine functional background of respondents. Table 4.8 illustrates the outcomes of the study.

Table 4.8: Functional Background

	Frequency	Percent
Business related	5	45
Non business related	6	55
Total	11	100%

Table 4.8 results illustrate that most respondents with 55 percent were non-business related and 45 percent were business-related. The results implied that the deputy vice-chancellors or their equivalents were selected based on competency and qualification regardless of the course that one did. The results also implied deputy vice-chancellors or their equivalents in universities in Nairobi, both public and private, were from different functional backgrounds and thus enhanced

organizational creativity. Deputy vice-chancellors or their equivalents from different functional backgrounds have different experiences resulting in a variety of views, knowledge, and attitudes.

4.4 Organizational Culture

4.4.1 Dominant Characteristics

The researcher aimed at studying the dominant characteristics of organizational culture of private and public universities in Nairobi. Table 4.9 clearly illustrates findings on dominant characteristics.

Table 4.9: Descriptive Statistics of Dominant Characteristics

Statement	Mean	Standard deviation
My university is a form of a family where stakeholders share much about them.	5.00	0.00
My university is a vibrant and encourages entrepreneurship.	4.91	0.30
My university is results-oriented and employees strive to have the job done.	5.00	0.00
My university follows formal structured procedures which govern the people.	5.00	0.00
Average	4.98	0.08

The results in Table 4.9 show the standard deviations and mean scores of statements concerning the organizational culture of universities in Nairobi, both private and public. The statement of whether the university is a form of a family where stakeholders share much about them had a standard deviation of 0 with a mean of 5 and implying all respondents agreed strongly with the statement. There was no variation as the standard deviation was 0. Also the statement of whether the university is a vibrant and encourages entrepreneurship had a standard deviation of 0.30 and a mean of 4.91 implying most respondents agreed strongly with the statement and the responses vary insignificantly since the standard deviation was 0.30. The statement of whether the university is results-oriented and employees strive to have the job done had a standard deviation of 0 and a mean of 5 indicating respondents unanimously agreed with the statement and there was no variation as the standard deviation was 0. Besides, the statement of whether the university follows formal structured procedures which govern the people had a standard deviation of 0 and a mean of 5 implying all respondents agreed strongly with the statement and the responses did not vary since

the standard deviation was 0. The dominant characteristics average mean score was 4.98 and the standard deviation was 0.08. Standard deviation presents the spread of ideas of the respondent. This implied that most respondents agreed with the statements of the dominant characteristics and their responses varied in a very small extent. The results were in correspondent with conclusions made by Lorraine et al. (2011) who believed that organizations that emphasize a robust organizational culture that encourages formal structures that govern all stakeholders enhance their performance.

4.4.2 Organizational leadership

The study's purpose was finding out organizational leadership in universities in Nairobi, both private and public. Table 4.10 illustrates the findings.

Table 4.10: Descriptive Statistics of Organizational leadership

Statement	Mean	Standard deviation
My university leadership represents, values, and facilitates mentorship and nurturing employees.	4.91	0.30
My university leadership facilitates entrepreneurship, innovation, and risk-taking values.	4.82	0.41
My university leadership values results-oriented efforts.	5.00	0.00
My university leadership is characterized by coordination, organization and efficiency.	5.00	0.00
Average	4.93	0.18

The results in Table 4.10 show the standard deviations and the means scores of the statements concerning organizational leadership of universities in Nairobi, both private and public. The statement of whether university leadership represents, values and facilitates mentorship and nurturing employees had a standard deviation of 0.30 and a mean of 4.91 implying most respondents agreed strongly with the statement and the variation was insignificant as the standard deviation was 0.30. Also the statement of whether the university leadership facilitates entrepreneurship, innovation, and risk-taking values had a standard deviation of 0.41 a mean score of 4.82 implying most respondents agreed strongly with the statement and the responses varied slightly since the standard deviation was 0.41. The statement of whether the university leadership values results-oriented efforts had a standard deviation of 0 and a mean score of 5 indicating all

respondents agreed with the statement and the responses did not vary since the standard deviation was 0. Besides, the statement of whether university leadership is characterized by coordination, organization and efficiency had a standard deviation of 0 and a mean score of 5 implying all respondents agreed strongly with the statement and the responses did not vary since the standard deviation was 0. The average mean score was 4.93 and the standard deviation was 0.18. Standard deviation shows the extent of variation of respondents' ideas. This implied that most respondents agreed strongly with the statements of the organizational leadership and their responses varied in a small extent. The findings corresponded to Argyris (2010) who reported that participatory leadership encourages employee participation in different activities and that staff independence creates independence leading to better performance.

4.4.3 Management of the Employees

The study purposed to establish the management of employees in universities in Nairobi, both private and public. Table 4.11 illustrates the study outcomes.

Table 4.11: Descriptive Statistics Management of the Employees

Statement	Mean	Standard deviation
My university management style is described by participation, teamwork, and consensus.	4.91	0.30
My university management style is described by uniqueness, innovation, and freedom.	4.82	0.41
My university management style is described by achievement and competitiveness.	4.73	0.47
My university management style is described by job security and stability of employment	4.91	0.30
Average	4.84	0.37

The results in Table 4.11 present standard deviations and mean scores of statements concerning the organizational leadership of universities in Nairobi, both private and public. The statement of whether university management style is described by participation, teamwork, and consensus had a standard deviation of 0.30 and a mean score of 4.91 implying most respondents agreed strongly with the statement and the responses did not vary much because the standard deviation was 0.30. Also the statement of whether the university management style is described by uniqueness, innovation, and freedom had a standard deviation of 0.41 and a mean score of 4.82 implying most respondents agreed strongly with the statement and the responses varied insignificantly since the

standard deviation was 0.41. The statement of whether university management style is described by achievement and competitiveness's had a standard deviation of 0.47 and a mean score of 4.73 indicating most respondents strongly agreed with the statement and their responses varied since the standard deviation was 0.47. Besides, the statement of whether the university management style is described by job security and stability of employment had a standard deviation of 0.30 and a mean score of 4.91 implying most respondents agreed strongly with the statement and the responses did not vary much since the standard deviation was 0.30. The statements' standard deviation was 0.37 and average mean score was 4.84. This implied that most respondents agreed with the statements on employees' management, nevertheless, their responses varied but in a small extent with a standard deviation of 0.37. The findings corresponded with Barney (2012) who recognized that the proper management of employees improves decision making, efficient functioning and, management of organizations and consequently improves corporate culture.

4.4.4 Organizational Glue

The study purposed to find out the organizational glue in universities in Nairobi, both private and public. Table 4.12 illustrates the study outcomes.

Table 4.12 Descriptive Statistics of Organizational Glue

Statement	Mean	Standard Deviation
The glue maintaining the university in unison is high commitment, loyalty and trust.	4.91	0.30
The glue maintaining the university in unison is obligation to be innovative.	4.91	0.30
The glue maintaining the university in unison is goal achievement.	5.00	0.00
The glue maintaining the university in unison is formal procedures and policies that ensure a efficiency of operations and systems.	5.00	0.00
Average	4.96	0.15

The results in Table 4.12 show standard deviations and mean scores of statements concerning organizational glue of universities in Nairobi, both private and public. The statement of whether the glue maintaining the university in unison is high commitment and loyalty had a standard deviation of 0.30 and a mean score of 4.91 implying most respondents agreed strongly with the statement and the responses did not vary much since the standard deviation was 0.30. Also the

statement of whether the glue maintaining the university in unison is obligation to be innovative had a standard deviation of 0.30 and a mean score of 4.91 implying most respondents agreed strongly with the statement and their responses varied slightly. The statement of whether the glue that maintains the university in unison is goal achievement had a standard deviation of 0 and a mean score of 5 indicating all respondents unanimously agreed with the statement. There was no variation as the standard deviation was 0. Besides, the statement of whether the glue that maintains the university in unison is formal procedures and policies that ensure an efficiency of operations and systems had a standard deviation of 0 and a mean score of 5 implying all respondents unanimously agreed with the statement and the responses did not vary since the standard deviation was 0. The statements standard deviation was 0.15 and average mean score was 4.96 implying most respondents agreed strongly with statements of Organizational Glue and their responses varied but in a very small extent as indicated with a standard deviation of 0.15. These findings concur with Hitt et al. (2011) that unity among organization’s stakeholders is essential for strategic management of these organizations and it also improves firm’s competitiveness.

4.4.5 Strategic Emphases

The study aimed at examining strategic emphases in universities in Nairobi, private and public and Table 4.13 illustrates the outcomes.

Table 4.13: Descriptive statistics of Strategic Emphases

Statement	Mean	Standard Deviation
My university emphasizes employee development through participation and honesty.	4.73	0.47
My university emphasizes development of new ideas and new challenges.	4.91	0.30
My university emphasizes competitive through setting high targets and recognizing winners.	4.82	0.41
My university emphasizes efficient and monitored systems.	4.91	0.30
Average	4.84	0.37

The results in Table 4.13 illustrate the standard deviations and mean scores of statements concerning strategic emphases of universities in Nairobi, both private and public. The statement of whether the university emphasizes employee development through participation and honesty had a standard deviation of 0.47 and a mean score of 4.73 implying most respondents agreed

strongly with the statement and the responses varied to a small extent. Also the statement of whether the university emphasizes advancement of new ideas and challenges had a standard deviation of 0.30 and a mean score of 4.91 implying the most respondents agreed strongly with the statement and the responses varied. Besides, the statement of whether the university emphasizes competitive through setting high targets and recognizing winners had a standard deviation of 0.41 and a mean score of 4.82 indicating most respondents agreed strongly with the statement but their responses varied. The statement of whether the university emphasizes efficient and monitored systems had a standard deviation of 0.30 and a mean score of 4.91. The average standard deviation of the statements was 0.37 and the mean score was 4.84 implying most respondents agreed strongly with majority of the statements of strategic emphases and their responses varied as showed with a standard deviation of 0.37. The results concur with those of Schein (2011) who established that robust organizational culture is capable of enhancing an organization's competitiveness and can refocus the employees' efforts towards teamwork, therefore, enhancing their competence to achieve set objectives

4.4.6 Criteria of Success

The study purposed to establish criteria of success in universities in Nairobi, both private and public and Table 4.14 illustrates the outcomes.

Table 4.14: Descriptive Statistics of Criteria of Success

Statement	Mean	Standard deviation
My university terms success as teamwork, human resource development, and concern for individuals.	4.91	0.30
My university terms success as innovation and being a product leader.	4.82	0.41
The university terms success as out-winning the competition.	4.73	0.47
The university terms success as efficient and effective service delivery.	4.99	0.05
Average	4.86	0.30

The findings in Table 4.14 show the standard deviations and mean scores of the statements concerning Criteria of Success of universities in Nairobi, both private and public. The statement of whether the university terms success as teamwork, human resource development, and concern for individuals had a standard deviation of 0.30 and a mean score of 4.91 implying most

respondents agreed strongly with the statement and the responses varied to a small extent. Also the statement of whether the university terms success as innovation and being a product leader had a standard deviation of 0.41 and a mean score of 4.82 implying most respondents agreed strongly with the statement and their responses varied. Besides, the statement of whether the university terms success as out-winning the competition had a standard deviation of 0.41 and a mean score of 4.73 signifying most respondents agreed strongly with the statement but their responses varied. The statement of whether the university terms success as out-winning the competition had a standard deviation of 0.47 and a mean score of 4.73. Besides the statement of whether The University terms success as efficient and effective service delivery had a standard deviation of 0.05 and a mean score of 4.99 implying most respondents strongly agreed with the statement and their responses had a small variation. The statements' standard deviation was 0.30 and the average mean score was 4.86 implying most respondents agreed strongly with majority of the statements of criteria of success and their responses varied with standard deviation of 0.30. The findings concur with Nguyen and Watanabe (2017) who established that contractor commitment to contract agreements significantly influences project performance and that an organization's overall performance is enhanced by contractor commitment coupled with worker orientation.

4.5 Cross Tabulations Analysis

4.5.1 Gender and Organizational Culture

The study purposed to find out if there exists an association between gender and organizational culture in private and public universities in Nairobi. Chi-square test aims at showing whether there is any significant association between the variables. Table 4.15 illustrates the study outcomes.

Table 4.15: Gender and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.477a	0.831
N of Valid Cases	11	

Results shown in Table 4.15 indicate that computed chi-square value of 1.477 and calculated p-value of 0.831 show an insignificant association between gender and organizational culture of private and public universities in Nairobi as computed p value of 0.831 is greater than 0.05 at 95% confidence level. These findings concur with those of Noruzy (2013) who established several

aspects of human behavior such as employee behavior was immensely influenced by organizational culture

4.5.2 Age and Organizational Culture

The study purposed to identify if there exists any association between age of the employees and organizational culture. Table 4.16 shows the results.

Table 4.16: Age and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.000a	0.027
N of Valid Cases	11	

According to the findings in Table 4.16, computed chi-square value of 11 and calculated p-value of 0.027 indicates a significant association between employees' age and organizational culture in private and public universities in Nairobi as the computed p value of 0.027 is lower than 0.05 at 95% confidence level. These findings concur with those of Carpenter (2011) who establishes that age groups encourage a variety of individuals' attitudes, values, and perspectives.

4.5.3 Level of Education and Organizational Culture

The study purposed to identify if there is an association between the level of education and Organizational Culture. Table 4.17 illustrates the study outcomes.

Table 4.17: Level of education and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.000a	0.018
N of Valid Cases	11	

Results in Table 4.17, with the computed chi-square value of 13 and computed p-value of 0.018 indicate a significant association between level of education and organizational culture in private and public universities in Nairobi as computed p-value of 0.027 is lower than 0.05 at 95% confidence level. These findings are in agreement with those of Darmadi (2013) who found that the level of education influences executives' cognitive abilities. Also, Darmadi (2013) established that educational level influences executives' cognitive capability.

4.5.4 Experience and Organizational Culture

The study pursued to find out whether there is an association between years worked in the university and organizational culture. Table 4.18 shows the study outcomes.

Table 4.18: Experience and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.000a	0.005
N of Valid Cases	11	

The findings in Table 4.18 show that the computed chi-square value of 22 and calculated p-value of 0.005 indicates an association exists between years worked in the university and organizational culture as the calculated p value of 0.005 is lower than 0.05 at 95% confidence level. These findings concur with Bolo and Ogutu (2011) who contended that tenure heterogeneity encourages greater diversity in terms of information and perspectives and as a result, there is a broad base for more counsel and alternative to problems.

4.5.5 Year worked under current role and Organizational Culture

The study pursued to find out if there exists an association between years worked under current role and organizational culture. Table 4.19 illustrates the study findings.

Table 4.19: Year worked under current role and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.000a	0.027
N of Valid Cases	11	

The findings in Table 4.19 show that the computed chi-square value of 11 and calculated p-value of 0.027 indicates an association that exists between the number of years worked under current role and organizational culture as the estimated p value of 0.027 is lower than 0.05 at 95% confidence level. These results concur with conclusions of Daniel et al. (2007) who reported there is a close relationship between short-tenured teams and international diversity.

4.5.6 Size of the University and Organizational Culture

The study pursued to find out whether there is an association between years worked under current role and organizational culture. Table 4.20 illustrates the study outcomes.

Table 4.20: Size of the University and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.000a	0.005
N of Valid Cases	11	

Results in table 4.20 with a computed chi-square value of 22 and calculated p-value of 0.005. Thus, an association exists between the size of the university and organizational culture as the estimated p value of 0.005 is lower than 0.05 at 95% confidence level. These findings concur with conclusions made by Byrne and Hochwarter (2012) who established that there is greater openness among teams who are big in size and this can lead to better conflict management. Also, according to Carpenter (2011), longer teams provide more human resource leading to excellent development and increase the ability to solve issues.

4.5.7 Functional Background and Organizational Culture

The study pursued to find out whether there is an association between functional background and organizational culture. Table 4.21 displays the study outcomes.

Table 4.21: Functional Background and Organizational Culture

Chi-Square Tests	Value	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.000a	0.012
N of Valid Cases	11	

Table 4.21 show that the calculated p-value was 0.012, therefore, there exists an association between functional background and organizational culture as the estimated p value of 0.012 is lower than 0.05 at 95% confidence level. The findings agree with the results of Menz (2012) who established that functional backgrounds have positive effects on organizational internationalization. Hambrick and Mason (2014) also established top managers from different functional backgrounds have different experiences resulting in variations in their views, knowledge, and attitudes which influence the culture.

4.6 Discussion of Results

The study's objective is to analyze the effect of TMT characteristics on organizational culture in chartered universities, both private and public, with operations in and around Nairobi. The study focused on six top management team characteristics which include tenure, educational background, team size, age, gender and functional background. The study found that majority

respondents were males who scored 84% compared to women who scored 18%. Also, results indicate that 73 % of the deputy vice-chancellors were between 40 and 55 Years, while 27% were between 56 and 70 years. The study established that most deputy vice-chancellors or their equivalents in the sixteen universities were PHD/doctorate level with 55 percent and those in Post doctorate level were 45 percent.

The findings on the year worked in the university were that 55 percent had worked as the deputy vice-chancellors or their equivalents for less than five years, 18 percent had worked for between 5 and 10 and 27 percent had worked for more than ten years. The results implied that universities in Nairobi, both private and public preferred short-tenured teams compared to long-tenured teams. The study further found out that most respondents were experienced with 46 percent of them having served the University below ten years, 27 percent had served the universities more than ten years. Likewise, 18 percent had served in the University for between twenty and thirty Years and 9 percent had served the university for above 30 years. Findings on size of the university TMT were that 46 percent of the respondents had a team comprised of members between 5 and 10, 45 percent had members more than 10 in their TMT and only 9 percent had members below 5 in the TMT. Further, the study established that most respondents with 55 percent were non-business related functional backgrounds and 45 percent were business-related functional background.

From the descriptive statistics on organizational culture, the study found the average mean score of statements of dominant characteristics was 4.98 and standard deviation was 0.08. Standard deviation presented the spread of ideas of the respondent implying most respondents agreed strongly with the statements of dominant characteristics and their responses varied to a minimal extent. Also, descriptive statistics on organizational leadership had a standard deviation of 0.18 and an average mean score of 4.93 implying majority DVC's or their equivalents agreed strongly with statements on organizational leadership and their responses varied but to a small extent. The findings were in agreement with the establishments of Njuguna and Munjuri (2016), that organization culture significantly influence employee engagement at KCB head office.

Likewise, average mean score of statements concerning organizational glue was 4.96 and the standard deviation was 0.15 indicating most respondents agreed strongly with most statements and their responses varied but to a small extent with a standard deviation of 0.15. Besides average mean score of statements of strategic emphases was 4.84 and the standard deviation was 0.37. This

implied that most DVC's or their equivalents agreed strongly with most statements of strategic emphases and their responses varied with a standard deviation of 0.37. These findings concur with establishments of Schein (2011), who revealed that a robust organizational culture is capable of enhancing an organization's competitiveness and can refocus the employees' efforts towards teamwork, therefore, increasing their competence to achieve set objectives.

Additionally, average mean score of statements of criteria of success was 4.86 with a standard deviation was 0.30 implying that most DVC's or their equivalents agreed strongly with majority of statements of criteria of success and their responses varied with a minimum value standard deviation. The findings concur with the establishments of Mwangi and Waithaka (2018) who concluded that organizational culture immensely control on organizational performance.

From the correlation results, the study established an insignificant association on gender and organizational culture of private and public universities in Nairobi as calculated p value of 0.831 was higher than 0.05 at 95% confidence level. These findings are in agreement with the establishments of Ross (2012), who concluded that more females in the TMT impact the firm innovativeness and entrepreneurial outcomes. Also, the study results established a significant relationship between employees' age and organizational culture of private and public universities in Nairobi as calculated p value of 0.027 was lower than 0.05 at 95% confidence level. These findings corresponded with Byrne and Hochwarter (2012), who argued that age influences an individual's attitudes and ability to make strategic decisions and some cognitive abilities, such as reasoning and speed of decision making, might diminish with age.

Likewise, a significant association between level of education and organizational culture of private and public universities in Nairobi was found since calculated p-value of 0.027 was lower than 0.05 at 95% confidence level. These findings are in agreement Darmadi (2013), who established that educational level influences executives' cognitive capability and highly educated top managers, could better understand their internal and external environments. Also, the study found there was an association between years worked in the university and organizational culture since calculated p value of 0.005 was lower than 0.05 at 95% confidence level concurring with Bolo and Ogotu (2011), who revealed that tenure heterogeneity encourages greater diversity in terms of information and perspectives. As a result, there is a broad base for more counsel and alternatives to problems.

Likewise, the study established a relationship between number of years worked under current role and organizational culture. The calculated p value of 0.027 was lower than 0.05 at 95% confidence level. These findings also found an association between university size and organizational culture as the estimated p value of 0.005 was lower than 0.05 at 95% confidence level. These findings concurred with establishment of Carpenter (2011), who reported that more extended teams provide more human resources leading to excellent development and increase the ability to solve issues. Lastly, there existed an association between functional background and organizational culture as the estimated p value of 0.012 was lower than 0.05 at 95% confidence level. These findings concurred with the results of Menz (2012), who showed that functional backgrounds have positive effects on organizational internationalization and managers from different functional backgrounds enhance organizational creativity enriching a company's flexibility.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents the summary, conclusions and recommendations of the study. The findings discussed in this chapter and the outcomes were from results obtained. Consequently, study limitations are discussed and lastly, the chapter gives suggestions for further studies.

5.2 Summary of the Findings

The primary aim of the study was to analyze the effect of TMT characteristics on organizational culture in chartered universities, both private and public, with operations in and around Nairobi using descriptive research design. The targeted population was sixteen private and public universities with services in and around Nairobi. The respondents were the deputy vice-chancellors or their equivalents in the sixteen universities.

The study results ascertained an unequal distribution of the top management concerning gender as out of the eleven universities studied, nine universities had male deputy vice chancellors and only two had female deputy vice chancellors. As observed by Kuada (2010), there exists a strong emphasis on male leadership compared to female leadership due to cultural influences in majority of organizations in Kenya and Africa at large. Also, the findings inferred that the universities were employing top managers who are more energetic and resourceful in managing the affairs of the institutions since majority respondents were aged between of 40 and 55 years. This implied that universities were looking for more qualified personnel for the positions of the deputy vice-chancellors or their equivalents with a lot of experience in the field. The findings concurred with Finkelstein et al. (2009) who believed that age heterogeneity within TMT can lead to increased creativity and thus preferred by many organizations.

Similarly, the study findings indicated that majority deputy vice-chancellors or their equivalents in the sixteen universities had PHD/doctorate and Post doctorate levels. This implied that the deputy vice-chancellors or their equivalents are well learned and therefore able to enunciate the issues under study quickly. TMT's knowledge and skills are influenced by their level of educational. Consequently, these factors affect the managers' decision making abilities. As

indicated by Darmadi (2013), executives with higher educational levels have a greater cognitive capability thus preferred compared to those with lower educational levels.

The study findings on experience and years worked in current position indicated that the length of years of service depicted the respondents were well conversant with the organizational culture and knew the culture within the institution well as majority if the respondents have worked five years and above in current position. Also the results implied that universities in Nairobi, both private and public preferred short-tenured teams compared to long-tenured teams. The findings concurred with Daniel et al. (2007) who believed that there is a close relationship between short-tenured teams and international diversity.

The study determined that most public and private universities in Nairobi had a TMT of more than five members with only 9% having less than five members in their TMT. This implied that decisions taken in the universities do not come from one person and there is consultation before arriving at a consensus which enhances transparency, commitment and efficient utilization available resources. The size of the TMT influences team heterogeneity among the team members with larger teams having members with diverse backgrounds favorable for efficient decision making. Also, the findings on functional background established that 55% of the respondents had a non-business related background. The results implied that deputy vice-chancellors or their equivalents in public and private universities in Nairobi were from different functional backgrounds having different experiences resulting in a variety of views, knowledge, and attitudes and thus enhanced organizational creativity.

The study results ascertained that majority respondents agreed with most of the survey questions of dominant characteristics. The dominant characteristics included whether the university is a form of family where stakeholders share much about them, the university is vibrant and encourages entrepreneurship, the university is results-oriented and employees strive to have the job done and whether the university follows formal structured procedures which govern the people. Besides, the most respondents agreed with the survey questions of organizational leadership that included whether the university leadership values and facilitates mentorship and nurturing employees, facilitates entrepreneurship, innovation and whether is characterized by coordination, organization and efficiency. These findings concurred with establishments of Chong et al. (2018), whose study revealed that organizational leadership significantly influence organizational culture.

Besides, most respondents agreed strongly with statements of employee management that management style is described by participation, collaboration, and unanimity uniqueness, innovation, freedom, achievement, competitiveness, job security and stability of employment; however, their responses varied to a small extent as indicated. Most respondents agreed strongly with majority of statements of organizational glue that the glue maintaining the university in unison is high commitment, loyalty, obligation to be innovative, goal achievement, and formal procedures and policies. The results correspond with Hitt et al. (2011) whose study concluded that unity among the organization's stakeholders is essential for strategic management of these organizations and it also improves firm's competitiveness.

The study findings illustrate that respondents agreed strongly with statements of strategic emphases, that the university emphasizes employee development through participation and honesty, development of new ideas, competitiveness, efficient and monitored systems and their responses varied insignificantly as indicated. The results were in agreement with the establishments of Schein (2011), who revealed that a robust organizational culture is capable of enhancing an organization's competitiveness and can refocus the employees' efforts towards teamwork, therefore, increasing their competence to achieve set objectives.

Additionally, most respondents agreed strongly with statements of criteria of success, that the university terms success as teamwork, human resource development, concern for individuals, innovation, out-winning competition and efficient and effective service delivery. Their responses varied to a minimal extent from one respondent to another. The results concur with Mwangi and Waithaka (2018) who established that aspects of organizational culture; task, power, role and person cultures significantly impact organizational performance.

Besides, from the correlation results, an insignificant association exists between gender and the culture of organizations in private and public universities in Nairobi as computed p value was higher than the critical p value. The results concur with findings of Powell and Graves (2003), who concluded that both men and women in management impact the firm innovativeness and entrepreneurial outcomes. Also, the computed p value of 0.027 between age of employees and organizational culture of private and public universities in Nairobi was less than 0.05 at a 95% confidence level indicating a significant association between the two variables. These results concur with Byrne and Hochwarter (2012), who concluded that age influences an individual's

attitudes and ability to make strategic decisions and some cognitive abilities, such as reasoning and speed of decision making, might lessen with age.

The study established a significant association between the level of education and organizational culture of private and public universities in Nairobi as the computed p value was less than the critical p value. These findings were in line with those of Darmadi (2013), who established that educational level influences executives' cognitive capability and highly educated top managers can better understand their internal and external environments. Also, the study found there was an association between years worked in the university and organizational culture since the calculated p value of 0.005 was less than 0.05 at 95% confidence level. The results corresponded with Bolo and Ogutu (2011) findings that tenure heterogeneity encourages greater diversity in terms of information and perspectives. As a result, there is a broad base for more counsel and alternatives to problems.

Likewise, the study established an association between number of years worked under the current role and organizational culture as the computed p value was lower than the critical p value. These findings also established an association between the size of the university and organizational culture as the estimated p value of 0.005 was less than 0.05 at 95% confidence level. These findings corresponded with Carpenter (2011), who reported that more extended teams provide more human resources leading to excellent development and increase the ability to solve issues. Lastly, there existed an association between functional background and organizational culture given the computed p value was higher than the critical p value. These findings concur with Menz (2012), who showed that functional backgrounds have positive effects on organizational internationalization and managers from different functional backgrounds enhance organizational creativity enriching a company's flexibility.

5.3 Conclusions of the Study

Study conclusions are established on findings of gender and organizational culture, age and organizational culture, level of education and organizational culture, experience and organizational culture, year worked under current role and organizational culture, size of the university and organizational culture, functional background and organizational culture.

The study concludes that there is unequal distribution of the top management concerning gender as out of the eleven universities studied, nine universities had male deputy vice chancellors and only two had female deputy vice chancellors. Also, the study concludes that the universities were employing qualified personnel for the positions of the deputy vice-chancellors or their equivalents with a lot of experience in the field since most respondents were between 40 and 55 years old. Similarly, the study concludes that deputy vice-chancellors or their equivalents are well learned as majority of them had PHD/doctorate and Post doctorate levels.

The conclusions of the study on the experience and years worked in the current position is that the universities in Nairobi, both private and public preferred short-tenured teams compared to long-tenured teams as their DVC's or their equivalents have more than five years work experience in their current position. The study concludes that most universities in Nairobi, both public and private, had a TMT of more than five members with only 9% having less than five members in their TMT. Also, findings on functional background show that deputy vice-chancellors or their equivalents of public and private universities in Nairobi were from different functional backgrounds. The conclusions are that deputy vice-chancellors or their equivalents have different experiences as 55% of the respondents had a non-business related background.

Based on the findings on gender and organizational culture, the computed p value was higher than the critical p value, thus the study concludes an insignificant association between two variables in universities in Nairobi, both private and public. The study concludes that gender is not substantially affecting organizational culture in universities in Nairobi, both private and public. Also, the study concludes that there exists significant association between age of the DVC's or their equivalents and the organizational culture in private and public universities in Nairobi as the computed p value was less than critical p value. Therefore, older members are associated with tendencies to accurately evaluate information and sourcing for more information before arriving at a decision.

Moreover, regarding the findings level of education and organizational culture, the study concludes a significant association between the two variables in private and public universities in Nairobi as the computed p-value was less than the critical p value. The findings conclude that educational level influences executives' cognitive capability and highly educated top managers can better understand their internal and external environments. In addition, management courses tend

to equip a top manager with the necessary skills to be innovative in management, which influences the cultural behavior.

Likewise, based on findings of experience and organizational culture, the calculated p value was less than the critical p value. Thus, the study concludes there is a significant association between the two variables. Based on conclusions, it is evident that tenure heterogeneity encourages greater diversity in terms of information and perspectives. The study further concludes that top managers spend more time in organizations and they become more committed to the organization's objectives, thus have time to convince other employees to adapt to organization's culture.

Furthermore, based on the findings of year worked under current role and organizational culture, the study concludes there was a significant association between number of years worked under the current role and organizational culture as the estimated p value was less than the critical p value. Therefore, teams with long tenures are more likely to resist strategic change and are unlikely to undertake risky practices. The study finds a close relationship between short-tenured teams and international diversity. Based on the results, number of years worked in same roles influences to a great extent, organizational culture since employees understand well what is supposed to be done.

In addition, study findings on size of the university and organizational culture are that the estimated p value was less than the critical p value. Therefore, there exists a significant association between TMT size and organizational culture. The study concludes that large teams have members with diverse backgrounds and tend to have higher chances of a conflict, but there is greater openness among these teams, and this can lead to better conflict management. Also, the study concludes that more extended teams provide more human resources leading to excellent development and increase the ability to solve issues.

Lastly, the study conclusions on findings of functional background and organizational culture are that the estimated p value was less than the critical p value between functional background and organizational culture. Therefore, there exists a significant association between the variables. In addition, study conclusions are that functional backgrounds have positive effects on organizational internationalization and managers from different functional backgrounds enhance organizational creativity enriching a company's flexibility. Additionally, based on findings, the study concludes that managers from different functional backgrounds have different experiences resulting in variations in their views, knowledge, and attitudes, which influence the culture of the organization.

5.4 Recommendations of the Study

Study recommendations are based on finding of gender and organizational culture, age and organizational culture, level of education and organizational culture, experience and organizational culture, year worked under current role and organizational culture, size of the university and organizational culture, functional background and organizational culture.

Study findings of gender and organizational culture recommends that gender ought not to be considered a critical factor influencing the organizational culture within the private and public universities in Nairobi, since gender was insignificantly associated with the organizational culture. Gender as a characteristic of the TMT does not affect the organizational culture and therefore, public and private universities should consider other TMT characteristics instead of gender to enhance organizational culture.

Moreover, with respect to the study findings of age and organizational culture, top management team ought to comprise those with much experience in the field since there was significant association between the two variables in public and private universities in Nairobi. As such, TMT with older members have tendencies to accurately evaluate information and sourcing for more information before arriving at a decision compared to the younger leaders who have received training recently. Therefore, universities should be considering the age of TMT since they positively influence the organizational culture as they spend more time in organizations and they become more committed to the organization's objectives.

Besides, study findings on level of education and organizational culture recommends that TMT in private and public universities in Nairobi should be well educated with a post-graduate degree and above so that they can enunciate the issues of the universities quickly. The results indicated a significant association between the level of education and organizational culture. Therefore, the top management team should be well educated since the executives' cognitive capability assists them to better understand their internal and external environments thus influence organizational culture.

Likewise, as per the findings of experience and organizational culture, the study recommends that longer years of service of TMT in universities should be emphasized so that top managers can be well conversant with organizational culture. As top management teams spend more time in

organizations, they will become more committed to the organization's objectives hence have more time to convince other employees to adapt to the organization's culture and encourage greater diversity in terms of information and perspectives. As a result, there will be a broad base for more counsel and alternatives to problems.

Also, based on the findings of years worked under current role and organizational culture, the study commends that private and public universities in Nairobi ought to have more top management team members with diverse backgrounds and this will tend to have higher chances of conflict management among members, which will lead to better organizational culture.

Furthermore, as per the findings of size of the university and organizational culture, the study recommends size of the management should be increased since the that size of the management was significantly associated with the organizational culture and thus, the more the TMT members, the greater the ability to build a robust organizational culture. Besides, the study's recommendations are that it is vital that top management team be selected based on competency and qualification regardless of the course that one did.

Finally, as established by the findings of functional background and organizational culture, the study recommendations are that TMT in private and public universities in Nairobi should be coming from different functional backgrounds since there was significant association between the two variables of the study. In addition, the study recommends that the advantages of having managers from different functional backgrounds is that they pose different experiences resulting in variations in their views, knowledge and attitudes, which influence the culture of the organization.

5.5 Recommendations for Further Research

The study proposes need for other researches to be conducted to scrutinize TMT characteristics and organizational culture in private and public universities in other counties such as in Mombasa, Nakuru, Kisumu and Machakos. In addition to public and private universities, the studies can be conducted in colleges and technical training institutes in Kenya. The findings of the suggested areas can be linked with the results of the current study and make a comparison.

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APPENDICES

Appendix I: Introduction Letter

University of Nairobi

October, 2019.

Dear participant,

I, Mercy Karimi Gachau, will be carrying a study on **“Top management team characteristics and organizational culture in private and public universities in Nairobi.”** Your information is of high value and will guarantee the success of this study. Thank you for your support.

Yours sincerely

Mercy Karimi Gachau

Appendix II: Questionnaire

Part 1: General Information.

Instructions:

Please read the instructions and answer appropriately.

Name of the University: _____

Designated title/position in the University: _____

1. **Gender:** Tick one: Male () Female ()

2. What is your age?

a. Below 40 years () c. 40-55 years ()

b. d. 56-70 years () d. Above 70 years ()

3. What is your highest level of education?

a. Masters Level () c. PHD/ Doctorate level ()

b. Post-Doctorate Level ()

4. How many years have you worked in this University?

a. Below 10 years () c. 10- 20 years ()

b. 20 - 30 years () d. Above 30 years ()

6. How many years have you worked in your current role?

a. Below 5 years ()

c. 5- 10 years ()

b. Above ten years

7. What is the size of your university's TMT?

a. Below 5 members ()

c. 5-10 members()

b. Above 10 members ()

8. What is your functional background?

a) Business related ()

b) Non-business related ()

Part 2: Organizational Culture

What is the degree agreement or disagreement position on the following organizational culture measurement points in your organization? 5= strongly agree; 4= agree; 3= not sure; 2=disagree and 1= strongly disagree

The Organizational Culture Assessment Instrument (OCAI)

1. Dominant Characteristics						
		5	4	3	2	1
A	My university is a form of a family where stakeholders share much about them.					
B	My university is a vibrant and encourages entrepreneurship.					
C	My university is results-oriented and employees strive to have the job done. Employees value competition and are achievement-oriented.					
D	My university follows formal structured procedures which govern the people.					
2. Organizational Leadership						
A	My university leadership represents, values, and facilitates mentorship and nurturing employees.					
B	My university leadership facilitates innovation and risk-taking values.					
C	My university leadership values results-oriented efforts.					
D	My university leadership is characterized by coordination, organization and efficiency.					

3. Management of Employees					
A	My university management style is described by participation, collaboration, and unanimity.				
B	My university management style is described by uniqueness, innovation, and freedom.				
C	My university management style is described by achievement and competitiveness.				
D	My university management style is described by job security and stability of employment				
4. Organization Glue					
A	The glue maintaining the university in unison is high commitment.				
B	The glue maintaining the university in unison is obligation to be innovative.				
C	The glue maintaining the university in unison is goal achievement.				
D	The glue maintaining the university in unison is formal procedures and policies that ensure a efficiency of operations and systems.				

5. Strategic Emphases					
A	My university emphasizes employee growth through participation and honesty.				
B	My university emphasizes development of new ideas and new challenges.				
C	My university emphasizes competitive through setting high targets and recognizing winners.				
D	My university emphasizes efficient and monitored systems.				
6. Criteria of Success					
A	My university terms success as teamwork, human resource development, and concern for individuals.				
B	My university terms success as innovation and being a product leader.				
C	The university terms success as out-winning the competition. Emphasis is to be a market leader.				
D	The university terms success as efficient and effective service delivery.				

Appendix III: Accredited Universities with Operations in and Around Nairobi

NO	UNIVERSITY	YEAR OF ESTABLISHMENT	CATEGORY
1.	University of Nairobi	1970	Public
2.	Kenyatta University	1985	Public
3.	Jomo Kenyatta University of Agriculture and Technology	1994	Public
4.	Technical University of Kenya	2007	Public
5.	Multimedia University of Kenya	2008	Public
6.	University of Eastern Africa, Baraton	1989	Private
7.	Catholic University of Eastern Africa	1989	Private
8.	Daystar University	1989	Private
9.	United States International University	1989	Private
10.	Africa Nazarene University	1993	Private
11.	St. Paul's University	1989	Private
12.	Pan Africa Christian University	1989	Private
13.	Strathmore University	2002	Private
14.	Africa International University	1989	Private
15.	Mount Kenva University	2008	Private
16.	KCA University	2007	Private

Source: CUE, 2017