FACTORS INFLUENCING QUALITY OF SERVICE DELIVERY IN PUBLIC UNIVERSITIES IN KENYA CASE OF CITY CAMPUSES IN NAIROBI COUNTY

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A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.

2016

DECLARATION

This Research project report is my original work and has never been presented for the award of degree in this University or any other institution.

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

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DEDICATION

I dedicate this project to my family, A special feeling of gratitude is dedicated to the bright memory of my grandmother Teresia Njoki and My aunt Margaret Wairimu. Who were always concerned about my academic life.

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ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

CHE	Commission of Higher Education
CUE	Commission of university education.
DUC	Distributed unit cost
HR	Human Resource
HRM	Human Resource management
ICT	Information and Communication Technology
IT	Information Technology
J.K.U.A.T	Jomo Kenyatta University of Agriculture and Technology
JAB	Joint Admission Board which is currently the Kenya Universities and Colleges Central Placement Service (KUCCPS)
K. U.	Kenyatta University
MDG	Millennium Development Goals.
NACOSTI	National Council of Science and Technology
SERVPERF	Service Performance
SPSS	Statistical package for social scientists
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational Scientific & Cultural Organization
UON	University of Nairobi
USA	United States of America
FREQ	Frequency
JKUAT	Jomo Kenyatta University
JARAMOGI OO	Jaramogi Oginga Odinga

ABSTRACT

Public Universities comprise of institutions that are part of the government apparatus. For service delivery to be effective in any institution, the beneficiaries must be able to access services when required. The purpose of this study was to establish the factors influencing quality service delivery in public universities in Kenya: a case of City campuses in Nairobi County. The study sought to establish how leadership, institutional funding, competiveness, technological changes and human resource management, influences the quality of service delivery in public universities in Nairobi City County. The target population was 7,740 individuals which was derived from Students and the University staff (Academic and non-academic) of 5 public university satellite campuses in Nairobi City County.The questionnaire rate of return was 95% for students and 97% for staff. The data collected was analyzed, interpreted and presented using tables and frequencies. It was found that the four objectives of the study influenced the quality service delivery of the public university satellite campuses. It was established that bureaucracy is a key area that needs to be addressed. 39(52.7%) of the staff members agreed that there was bureaucracy in their institutions . From the results majority agreed that decision making process was efficient as well as participatory management .The results showed that across the campuses 31(41.9%) were in agreement while 18(24.3%) strongly agreed that there was participatory management in the institutions. Another aspect of leadership was having well laid down communication structures. Majority of the staff members agreed that communication policies were well laid down ,having 7(41.2%) of JKUAT,6(40%) from Kimathi,12(46.2.%) from Moi ,3 (42.9%) from Masaai Mara and 3(42.9%) from Jaramogi .O .O. Further we had (35.3%) in JKUAT,3(20%) in Kimathi, 9(34.6%) of Moi ,3 (33.3%) and 2(28.6%) in Jaramogi .O .O. who strongly agreed that there were well laid down communication policies in their organizations. The study found that the curriculums by the university were up to date with 139(40.4%) being in agreement and 121(35.4%) strongly agreeing that there were suitable teaching methods. The results also slightly differed on the opinion of whether the use of up to date teaching methodologies was in place. This meant that there should be an improvement of the teaching methodologies to match the curriculum to ensure that the institutions remained competitive. However the students were not satisfied with the range of programs offered by their respective institutions with 106(30.8%) strongly disagreeing and 144(41.9%) in disagreement. The study further revealed the need for this institutions to increase essential academic facilities to enable students get quality education, having a total of 155(45.1%) and 40(11.6%) who agreed and strongly agreed respectively that their campuses had adequate academic facilities . The five institutions had embraced modern technology, having 35(47.3%) and 16(21.6%) being in agreement and strongly agreement respectively. The rate at which the staff had embraced technology was abit lower compared to the rate at which the institutions adopted it , 27(36.5%) being in agreement and 11(14.9%) strongly agreeing . The researcher established that for satellite campuses to offer high quality services there was need to reduce bureaucracy to ease and hasten services offered .The leadership of this institutions should work towards a thinner organization and enhance open door policy .More training that are core to staff should be conducted both in HRM and IT . The following were suggested for future research. Given that Nairobi is the capital city and given different experiences that satellite campuses face in other Semi urban areas, similar research should be done in other counties in order to generalize conclusion .Similar research should also be done in main campuses, ,private universities and tertiary colleges. This would bring fair competition hence benefiting both the students and the staff as well as sustain and enhance quality service delivery in education institutions.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Public Universities comprise of institutions that are part of the government apparatus. These entities include education related authorities that fund or administer public policy and public service delivery more so to students (Forrer, Kee, & Boyer 2014). Quality of service delivery in public universities in Kenya has been key due to completion. For service delivery to be effective in any institution, whether public or private, population must be able to access services when required. The concept that access should be on the basis of need is supported by international humanitarian (Howard, Sondorp & Ter2012).

In Africa, which has many low and middle income countries, dismal failures in the quality of public service delivery are demonstrated by high rates of absenteeism among workers. These failures have driven the agenda of better governance and accountability in public sector (Ringold & World Bank, 2012).In sub-Saharan Africa, public service delivery has been supported by developed transition and developing economies under the notion of the public sector reform (PSR). The government has been trying to support the initiative though sustainability issues become a challenge .Citizens in the Sub-Saharan Africa are not organised well enough to exercise influence of service delivery especially in public institutions. This is because the organisers are part of the elite and not ordinary citizens. (In Paulos, In Mihyo & Organization for Social Science Research in Eastern and Southern Africa. 2013).

In Australia, USA and Canada, service delivery in public institutions is influenced by the forms of governments in power. The nature of policy and service delivery arrangements will reflect the political and civic structure of the jurisdiction (Wanna, Butcher &Freyens 2010). In Australia, common wealth increased its funding for education and other core areas like health which also increased the incentive payments to institutions that achieve service delivery improvements. In this case, a reform for funding administration was put in place to separate funding at the common wealth level, policy formulation and service funding (Kim, Vammalle, Han'guk Chose Yon'guwon& Organisation for Economic Co-operation and Development 2011).

Leadership features as a major determinant in service delivery .There are different leadership styles which are defined by the way a leader typically behaves towards his followers/group members. These styles have been classified into: Autocratic/Bureaucratic Leadership – This approach refers to where all authority centres around the leader .Global concept of bureaucratic leadership is associated with following the established rules and procedures. The leadership style reflects a risk-reverse attitude and support for status quo (Khurana and Anand 2010). Secondly we have the democratic style of leadership considers the suggestions of members and leader. It is a human relations approach where all group members are seen as important contributors to a decision. Lastly there is the Laisser Faire Leadership style the leader exercises very little control or influence over the group members. Members are given a goal and left alone to decide how to achieve it, hence any institution should adopt a leadership style that   will suite all its stakeholders (Martindale, 2011).

Funding is any institution is the key driver to quality service delivery**;** Institutional funds are funds that are injected into institutions to help in meeting operational as well as development agendas. Institutional funding works well with priorities that the institutions have been set. This is because the funding institutions are required to see the list to ensure that the funds given are used in the correct way. It also helps in accountability of the institution receiving the funds (Organisation de cooperationist de dévelopement économiques, 2005).

The Australian Law on fiscal equalization stipulates that the federal and sub-federal levels should periodically evaluate and if necessary, renegotiate fiscal equalisation and intergovernmental fiscal relations. This would assist in funding core public universities fairly (Kim and Organisation for Economic Co-operation and Development. 2011). The quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even being provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does

not guarantee that intended beneficiaries do in fact receive the benefits from the resources allocated (Okwakol, 2009).

The growth of the private university sector in Kenya has been fuelled by several factors including limited opportunities available in public universities, regular closures of state-funded universities, and the desire to complement government-managed higher institutions of learning. Also, interestingly, two-thirds of the new universities are run by religious organizations, mainly Protestant churches that try to attract their followers in an effort to ensure that as young minds mature academically they stay within the faith (Kalb, 2010).

Kenya today has 22 public and 26 private universities ,with either full or interim charter, and 20% of a total of 150,000 students attend private institutions. Now public universities have joined the fray by opening new colleges in different parts of the country and introducing 'parallel' degree programs in response to spiraling demand for higher education (World university news 2012). The increase in the number of satellite campuses is a positive trend, but it is undeniable that many universities are so money-oriented that they do not give much attention to ensuring quality education.

In Britain, since 1989, parents had the right to send their children to any publicly funded school of their choice, as long as there were spaces available. Sweden and New Zealand introduced parental choice of school years later. This parental choice in education remained controversial since it leads to unhealthy competition between the schools to an extent of affecting service delivery (Le, 2007).

As the world enters the post-industrial era, the professional division of labour becomes increasingly detailed and demands of enterprises for external service providers are increasingly broad and specific. Information and communication technology has been introduced to ease the work in the industries hence the growth of the service economy (Jin, Z. 2011).

Establishment of an E-skills hub in Durban University of Technology has enhanced training staff in information systems and information technology, improved the administration ,governance, and eased decision making process, planning as well as enhanced remote learning. The hub has

played a big role in empowering professional development of political, civic and community leaders on the value of ICT systems.(Theo ,2012)

Human Resource Management deals with organizing and planning, it as well deals with staffing. Staffing in this case depends on various environmental issues like fluctuating economic conditions and global completion, choice and availability within the local job market and finally completion for scarce skills (Price, A. 2011). Human resource is a key driver in any organization, if employees are not satisfied it's unlikely that the organization as a whole will be productive and offer quality service, hence it is important to set attainable employee performance indicators that are aligned with the organization goals and objectives (Huselid, Becker and Beatty,2005).Performance indicators are valid and effective when applied in a consistent and comprehensive manner.(Bean and Gerathy 2003)

There has been growing attention to the effects of organizational work practices lately, especially on employee job performance , the level of job demands placed on employees poor job design, increase in work load ,time pressure and the degree of job autonomy or control afforded to employees are significantly related to low job performance. These practices have been argued to be detrimental to individual job outcomes that is quality service and productivity. (Griffin et al, 2007)

Today Kenyan Government is pursuing Vision 2030.Vision 2030 is the country's new development blueprint covering the period 2008 to 2030. It government is a critical player in achieving Kenya Vision 2030 are the universities. This is because education and training at university level, according to the Government ,is expected to Impart hands-on skills and capacity to perform multiple and specific national and international tasks, Create dependable and sustainable workforce in form of human resource capital for national growth and development ,create a strong national research base at various sectors of economic and national development and bridge the gap between theory and practice in various disciplines of education and training. Hence justifies current concern that they provide the kind of education and training expected of them. The stakeholders need an assurance that there is quality in provision of university education in Kenya (Republic of Kenya, 2006).Universities should promote the MDGs more

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directly by inculcating and translating them into every facet of institutional operations, by ensuring that each MDG finds expression in university policies (Kotecha, 2006).

Investing in higher education is critical to achieving the MDG targets .This is by first looking at the neo-liberal paradigm, which has influenced much policy thinking on how higher education has to be provided in the context of the 'knowledge economy' era, there has been greater advocacy towards privatization as critical to attaining the balance between access, quality and equity in the higher education system. The second shift has been the steady expansion of public universities, both in terms of student numbers, institutions and localities. Whereas the developmental university inherited from the colonial period was often urban based and served a limited number of students, an emerging trend, and which is being translated into policy in Kenya by localizing the territory of the university, to deurbanize the university as a symbol of modernity and establish it as an institution physically inserted in rural life and responding to the social development challenges of rural areas. The third conceptual trend has been in the switch from the perception of the university as a national institution, whose intellectual work cascades from the national to the local, to a university as a local institution that should facilitate local students and elites to have access to national resources. (Mohamedbhai, 2008).

University education needs to be responsive, adoptive and proactive to the extent of individuals and organizations to make full use of its resources. The relevance of education to economic survival has been recognized by successive governments over the last century and has been a major influence on their education and training (Shultz ,1986). This is supported by(Forret ,2007) who notes that, with the global approach to production and service provision, the factors which will determine the economic future 4 will be the quality, relevance, scale, and cost-effectiveness of its university education and training.

1.2 Statement of the Problem

Public universities have become an area of concern by many people due to emergence of many private universities in the county. The difference of interests by various concerned staff unions has brought up misunderstanding hence deteriorating the quality of services being offered. Politics in selection of various university heads, low bargaining power of the staff unions due to

external related forces has negatively influenced staff performance and quality of work(Nzuve, 2010),

Organizations of all types including learning institutions have, in recent times, found themselves grappling with the challenge of being efficient and effective in meeting their goals amid rising demands from various stakeholders(Kalb, 2010). University education seeks not only to generate, transmit, store and retrieve knowledge but also form persons of virtue and integrity. University education trains leaders who are critical, creative and innovative .Such leaders in training are offered the challenge of actualizing their potential and transformational society (Casas, Cabrillo & Puchades 2013).

A report by UNESCO emphasizes and states that, issues of Quality of Education , rather than mass production, needs to move to the forefront of the educational agenda of policy makers at higher education level. Considering the huge public and private investment in university education of between US$588 to US$627 million per fiscal year , there is an urgent need to evaluate how infrastructure, the cadre of qualified tutors and other resources in place ,and the quality of teaching and learning(UNESCO, 2003)

In most developing countries higher education exhibits severe deficiencies, with the expansion of the system an aggravating factor. A lack of quality issues in the expansion of university education in Kenya,   information about institutional quality makes it difficult for students to make choices about their education, making it hard to enlist consumer demand in the battle to raise standards. Developing countries are left with a formidable task expanding their higher education system and improving quality, all within continuing budgetary constraints (Kombo, 2012)

The Inter-University Council for East Africa Raised concerns in their report on a survey on employers on quality of graduates .The survey revealed disturbing facts that between 51% to 63% of the graduates in Kenya were found to be unfit for jobs and lacking job market skills. In the same year, on similar grounds, the Council of Legal Education of Kenya rejected the applications to practice law from graduates of several public and private universities in Kenya. (IUCEA, 2014)

Gradually, public universities have moved to establishing town campuses in major urban centers, such that it is now possible to find a town campus of a public university housed in single-room apartments. This expansion has been articulated in terms of higher education institutions responding to development requirements in the towns . But far from it, the campuses and the courses offered are influenced more by commercial considerations; the competition by the various universities to enroll more students, as a way of generating more revenues, than increasing the contribution of the institutions by engaging in social policy.(Oanda,2010)

The increasing number of students accessing universities would be going through low quality academic processes, with the effect that increased access to universities may not necessarily result in a realization of equality as fairness, equality of opportunity or fair distribution of wealth in the long term (Tettey, 2010).

The Commission for University Education (CUE) ordered the closure of 11 town campuses of two public universities . The commission has launched a colossal audit of all public universities with the hopes of filtering out sub-standard providers to boost the reputation and performance of Kenyans higher Education. This comes at a time when sector professionals have voiced concerns that rapidly rising student numbers have compromised the quality of academic provisions coming out of Kenyan universities (CUE,2016).This has made (Professor David Some) the Chief Executive at CUE and the education Cabinet secretary to request for an action plan to address the issues and have given a deadline to the same effect. The researcher therefore decided to carry out research in Public universities satellite campuses in Nairobi County Due To Time Limit. In this study the researcher wishes to establish the factors influencing quality service delivery: A Case of city Campuses in Nairobi city county

1.3 Purpose of Study

The purpose of the study was to analyze the factors influencing quality of service delivery in public universities in Kenya case of public universities in Nairobi City County.

1.4 Objectives of the study

The study was guided by the following objectives: -

i)   To determine how leadership influences the quality service delivery of public universities in Nairobi City County, Kenya. .

ii)   To assess the influence of competitiveness on quality service delivery of public universities in Nairobi City County, Kenya.

iii)   To examine how institutional funding influences quality service delivery of public universities in Nairobi City County, Kenya

iv)   To assess out how technological changes influences service delivery of public universitiesin Nairobi City County, Kenya

v)   To establish how human resource management influences service delivery of public universitiesin Nairobi City County, Kenya

1.5 Research Questions

The study was guided by the following research questions: -

i) How does leadership influence quality service delivery of public universities in Nairobi City County, Kenya?

ii) How does   competitiveness influence quality service delivery of public universities in Nairobi City County, Kenya?

iii) How does institutional funding influence quality service delivery of public universities in Nairobi City County, Kenya?

iv) How do technological changes influence the quality of service delivery of public universities in Nairobi City County, Kenya?

v) How do human resource management influence service delivery of public universities in Nairobi City County, Kenya

1.6 Significance of study

The results of the study helped the researcher to identify the dimensions and elements that influence quality service delivery in public universities city campuses of Nairobi County in the five factors discussed as well as the entire continent. This research was hoped to assist the

policy makers who formulate policies to improve service delivery in the economy . The study was also hoped to be beneficial to the Commission of University Education (CUE) in particular the department that monitors quality of higher education, as to look specifically into some of the key areas to work and improve on, to ensure that there is high quality of services rendered in this institutions which in turn reflects on the end product who are students.

Future researchers will have a basis of study in research. They will also have an opportunity of enhancing the research of the study topic from the recommended research areas. The research distinctive knowledge of key factors that inhibit them form delivering their services fully to their clients as a way of satisfying their needs. More importantly, to advise all stakeholders to play their part and this will enable the institutions to succeed as a whole.

1.7 Assumption of the study

The researcher assumed that the public university city campuses could provide assistance as far as the research was concerned. The researcher also assumed that respondents would be honest and give adequate information to the researcher without fear or any kind of reservation. The researcher further assumed that the economic, social and other factors with regard to public universities city campuses were constant

1.8 Delimitation of the study

The study was limited to public universities in Nairobi City County. The county was selected because it has the most city campuses of public universities in Kenya and the time frame provided for research could only fit the scope. The study target population was the students and the staff(academic and non-academic) in Nairobi city county.

1.9 Limitation of the study

Students varying lecture times was a great challenge .However the researcher had to seek one trained research assistant who was more flexible and was available at given times when the students were available before or after the lecturers.

Lack of adequate resources in terms of finances was another key limitation. The researcher took longer than expected to complete the research so allow time to raise funds required.

Finally ,some of the respondents didn't have enough time to respond to the questionnaires especially the lecturers, hence the researcher had to leave the questionnaires behind to give the respondents enough time to finish up at their convenient time.

1.10 Definitions of Terms as used in the study

Distance learning: Distance education is teaching and planned learning in which teaching normally occurs in a different place from learning, requiring communication through technologies as well as special institutional organization.

Human resource management: This is having a proper laid down recruitment process   in the public institutions right from recruitment to placement, that is fair and transparent. Having an effective performance development system and a having regular employee training as per the identified needs.

Institutional funding: In this study this refers to the fund   required   to run the day to day activities of the entity and the long range projects of the academic institutions. This funds are either from the government or other designated sources. For any institution to have a credible financial record regular audits   are essential to ensure accountability .The need to set aside some funds for academic research for both the students and lecturers is a key driver to growth of the of a firm , institution to deliver   quality services in a learning institution in relation to the other institutions in the same market segment as well as looking into the position of the institution globally and the position of the graduates in the job market.

Leadership: This is having an efficient decision making process which is timely and all inclusive in the public universities. Having regular sessions where employees are able to air their bureaucracy and autonomy is minimal.

Quality Service Delivery: This is comparison of the expectations with performance of services offered by public universities.

Technological changes: This is the need to embrace   technology in academic institutions in order to enhance growth and develop. All stakeholders and staff   in the public universities need

to be trained regularly with regard to technology and the need to incorporate modern technology and equipment.

1.11 Organization of the Study.

The study encompasses five chapters. Chapter one looked at the background information to the study, the statement of the problem, the research objectives and questions, purpose and significance of the study, assumptions, limitations and delimitations of the study and definition of significant terms.

Chapter two was a review of literature on factors influencing quality service delivery. Highlighting theoretical information covered in the study with the aim of identifying knowledge gaps.

Chapter three dwelt on the methods of carrying out the research study. It covers the research design, target population, sample and sampling techniques, methods of data collection, research instruments, validity and reliability of the instruments, operational definition of variables, methods of data analysis and the ethical considerations of the research.

Chapter four covered data presentation, analysis and interpretation. Chapter five focused on the summary of findings, discussion of the findings, recommendation and lastly suggestions for further studies.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered proper review of the literature of the research done on quality service delivery by various researchers. The researcher reviewed theories related to research and with this the researcher was able to locate the gaps that the other researchers left and was able to come up with solutions to this gaps. The chapter also looked at conceptual framework which assisted the researcher to relate both independent and dependent variables .

2.2 Concept of quality service delivery

Services must, of necessity concern people dealing with other people (Mwendar, 2007). Service as a concept has been defined by different authors differently. Rust et al (2006) defines service as any act or performance that one party can offer to another that is essentially intangible, and does not result in the ownership of anything. The production may or may not be tied to a physical product (Kotler, 2009).

Quality is an issue that cannot be avoided in education at present and what institutions do to ascertain quality turns out to be most important and effective of all efforts and initiatives. However, the entry of "private" providers of high education, coupled with crying voices of declining government funding to public institutions is a response to therein increasing demand for higher education that has caused decline in the quality services delivered in the public academic institutions (Basheka et al 2009).

The quality of higher education is mainly affected by the changing University customs characteristics, Increasing competition, Rising costs, and the impending crises. Hence the institutions of higher education need to continuously improve and strengthen themselves or else they cease to be centers of academic excellence (Mpaata, 2010) .

Service delivery in Public institutions and in particular Public universities was on great concern in 1960s.However this has been compromised due factors such as universities annual Research grant program only allocating up to Ksh.500,000 per school (Sulo, 2008).

There is inadequate and lack of lecturers to accomplish heavy teaching work load. The introduction of trimester classes by the government which doubled the doubled government intake, inadequate facilities' to expand the universities, creation of counties as per the new constitution among others. (Moi university research policy, 2008).There are as many different ways of conceptualizing quality as there are different types of in higher education. But at this particular point in its life cycle, Kenya's higher education system urgently needs to educate, train, and develop an information-age workforce in order to achieve economic transformation in the next several years (Nyangau, 2014).

2.3 Leadership and quality service delivery

Leadership has many definitions but no real consensus; essentially it is a relationship through which one person influences the behavior or actions of other people. Good leadership is about accountability and transparency which gives people under the leadership a reason to confide in them. One of the critical roles of management is to create a work (Micheal, 2008)**.** It also includes influencing these employees' decision to be committed and remain with the organization even when other job opportunities exist outside the organization.(Beardwell, 2007) The role of leadership and a supervisor is crucial in staff retention, and argues that employees leave managers not companies (Micheal, 2008).

Employees are more likely to remain with an organization if they believe that their leaders ,shows interest and concern for them ,if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. The quality of relationship an employee has with his or her immediate leaders elongates employee stay in an organization (Ferreira, 2007 cited in Michael (2008). Research conducted on the state of South African Training industry indicated that management style was the most prominent employee retention factor in South Africa. The leadership in the universities who include top management and Chairmen of Departments who are the immediate supervisor to the academic

staff should play crucial role in portraying to the staff that their University is the employer of choice. (Netswera, 2005)

The universities' top management and Chairs of Departments (lecturers' immediate supervisors) are expected to present the university as a brand employer. This is achievable by showing interest and concern for lecturers, communicating to them beforehand what is expected of them, ensuring that they are given the job that fits their qualifications and by the administration themselves delivering what lecturers expect of them. Academicians expect their employers to provide good leadership and sound management skills, fairness equitable pay, impartiality, consistency in applying rules and acceptance of union involvement and transparency in promotion and recognition (Krivokapic-Skoko ,2006)

In many African Universities leaders are not recruited and awarded for their leadership potential but for their academic qualifications, research, teaching and community service and rarely receive critical training in strategic planning, budgeting, human resource development and faculty management (Sifuna ,2012).Further observation was that many senior managers/ faculty heads take themselves as academics and not as leaders. They feel that they are not responsible for leadership and management of the activities in their faculties and departments. This in most cases has led to problems in how work/ activities of universities are coordinated. Poor coordination of activities could result in poor service delivery (Bryman, 2007).

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of individuals in the organization (Obiruwu et al 2011). Leadership issues includes trust, clear and honest communication, transparency, advocacy, individual consideration and respect (O'Neill, 2008). Academicians wanted autonomy, job discretion and participation in decision making. Poor management; lack of communication, openness, transparency; lack of professional autonomy and lack of fairness in promotion lead to perceived psychological contract breaches and hence low quality services(Krivokapic-Skoko, 2006).

Accountability failures in leadership is a key cause of weak service delivery. Accountability is needed between policy makers in this the leaders, service providers and service users, with the key relationship being direct accountability between providers and users. In developing countries this accountability relationship is often missing. Traditionally accountability mechanisms have been divided into 'vertical', where external systems are used by non-state actors to hold the state to account, or 'horizontal', where internal checks and balances are in operation. New types of accountability are now emerging which tend to be more informal and utilize new sites of engagement in online complaints forums. (Joshi, 2008).

The impact of transparency and accountability on service delivery has always been an underlying motif in the literature on service delivery. Accountability as a central theme of the debates on service delivery however, only took root after the World Development Report of 2004 which identified failures in service delivery squarely as failures in accountability (World Bank Group., 2004) .By showing how the 'long route' of accountability through public institutions the world bank report argued in favor of strengthening the short route direct accountability between users and providers. (Sirker, 2007). The WDR sparked off a spate of work that examined ways of strengthening the short route: from amplifying voice, increasing transparency and enhancing accountability (McNeil, 2006).

The CUE should be more proactive in promoting a culture of accountability in higher education leadership. This can be achieved by the creation of a broad policy framework that would require public universities to collect and publish pertinent data regarding performance relative to various indicators of accountability such as student learning outcomes assessments, student satisfaction, graduation rates, faculty productivity and research output, quality of faculty, mission focus, and the level of student success in the labor market following graduation (Lederman, 2013).

Human and financial resources are crucial determinants of service delivery , however availability of resources does not guarantee efficient delivery. Institutions and institutional arrangements appear to be very important determinants of service delivery. The quality of institutions for service delivery can, therefore, be evaluated on the degree to which they promote accountability in their leadership within the service delivery chain. Thus, linking institutions to service delivery requires a clear understanding of the factors that impact on service delivery and how those factors vary across institutions.

Leadership is also about ensuring there is an all-inclusive decision making process, fair delegation duties and well as accountability that is leaders are expected to be autonomous. Autonomy is the degree to which an employee exercises power relative to his or her job. As emphasized by self-determination theory ,Autonomy concerns an experience of choice and feeling like the origin of once actions (Ryans and Deci 2008).Autonomy is fostered by the leadership style that offers opportunities ,participation, providing meaning ,acknowledges followers for perspective and encourages self-initiation(Deci et al 2001)

Autonomous work may satisfy higher order needs for achievement and accomplishment which in turn can generate positive regard for the employing organization and higher levels of intent to stay. Autonomy is an important construct in faculty value systems however the current competitive environment may impinge upon faculty autonomy due to external demands and thus diminish their intent to stay. A politically com-promised university management cannot promote a delivery of quality education. It has also been found that tribalism and nepotism hinder equal employment opportunities in universities, as they promote negative ethnicity and intolerance from university administrators (Gitahi, 2010).

Kenyan public universities do not have systematic approaches to recognizing the contributions of staff within the university and national levels which contributes to turnover and discouraged innovation (GOK, 2006). Academic staffs are the core employees in universities and their contribution in these institutions should be overtly made known for them to feel valued. From the reviewed literature it is postulated that extrinsic factors (leadership, distributive justice, work environment, salary) and intrinsic factors (promotion, training and development, autonomy and recognition) determine academic staff retention (GOK, 2006).

The quality of services delivered is an important determinant of people's well-being for a given bundle of resources. Resources are critical to the delivery of services to clients. But resources are just only one, and sometimes a small component, of the performance factors that impact on the quality of service provision. Recent evidence shows that even when resources are allocated for provision of services, a large portion of the resources might not reach the intended clients. In some cases, services may not even be provided because frontline providers do not show up to work, resulting in poor delivery of services. The implication is that availability of resources does

not guarantee that intended beneficiaries do in fact receive the benefits from the resources allocated (Okwakol, 2009).

Offering quality services to customers its key, but we should not forget that staff retention is also an important aspect. According to (Buche, 2012). academic staff retention refers to the process of the ability of an institution to not only employ qualified academic staff, but also retain competent staff through the establishment of a quality work-life, motivated staff climate, best place of work, and being an employer of choice, depending upon dedicated formulation and execution of best practices in human resource and talent management. Staff retention involves influencing academic employees' decisions to be committed and remain with the institution, even when job opportunities do not exist within the organisation, by reducing structural change, and reducing change in administrative demands and the demands of quality reviews, while maintaining high academic standards. This is because universities, by their unique nature, serve as a storehouse for knowledge and very few institutions can afford to employ, train and permit their most valued and talented employees to leave when it is difficult to find better replacements (Netswera, 2005).

Retention of talented academic employees is at a critical juncture, as low retention represents a potentially large, yet controllable, organisational expense and demand and competition for highly qualified academics has intensified. In order for higher education institutions to effectively manage and retain their academic employees, they should pay specific attention to the importance of job satisfaction and its effect on the performance level of employees. According to Dockel, Basson, and Coetzee (cited in Mubarak, Wahab , & Khan, 2013) compensation, training and development, and promotion are the most important retention factors for skilled employees.

Employee intention to leave or stay not only depends on work factors, but also on non-work factors. These authors are of the view that the issues within the broader areas of work-life and retention have a significant, direct, or indirect impact on the intended turnover of academic employees. (Moorhead, 2009) .However, in the higher education context a blend of both transactional and transformational leadership is recommended, while transformational skills are highly recommended for their vision and sense of mission, transactional skills focusing on the exchange of work for various types of rewards are critical (Basham,2012). Historically,

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organizations were viewed as learning systems and success depended on the ability of leaders to become direction givers and on the organization's capacity for continuous learning (Garratt, 1987).

Transformational leaders are at the top of their functional specialty and have limited perspective to see that change is required and to consider the consequences of continuing with the same practices (Bass et al, 2003).Many organizations have been performing badly yet they claim to have great leadership. Effective leadership in universities is measured through quality service delivery to students and staff which then transforms to superior results. Followers should have confidence and satisfaction in their leadership. Many universities around the world operate multiple campuses and programs and these have proved to be difficult to coordinate and manage. The multiple duties and responsibilities for management could compromise quality service delivery in universities thereby exposing the leadership of the institution. (Astin , 2000).

Implementation of quality management systems in horticultural industry in Kenya is faced by many challenges such as employee resistance, lack of qualified personnel, lack of management commitment and high financial costs which will impact on the service delivery (Awino,2012). (Iseu ,2013) established that there existed a significantly strong 5 positive correlation between extent of participation, top management commitment, school culture, capacity building and experience and heads of departments' participation in TQM among secondary schools in Makueni County, Kenya. (Muturi,2013) found out that the main problems towards TQM implementation in Kenyan SMEs was lack of management/ leadership commitment, employee participation and employee training

To encourage retention in higher education institutions, (Netswera, 2005) suggests that the following elements are of importance for an effective human resource management: Communicating how each employee contributes to the corporate vision and mission, developing a climate of trust, improving the skills level of the managers who supervise professional staff, providing management training, including effective leadership skills, by emphasising development, clarifying the understanding of employees' needs and reinforcement of frequent communication.

Promotion especially for academic staff is dependent on teaching, research and publications however, due to financial   constraints; non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge for Kenya and other African academics (Kipkebut, 2010).

Promotional procedures in African Universities are long, stressful and cumbersome, while the requirements are unreasonable, for example possession of a doctorate as a prerequisite for promotion beyond the position of a lecturer (Tettey, 2006). In Kenya, other than the inconsistent promotion criteria, another challenge in Public Universities was how to de-link promotion from establishments and the availability given by the exchequer that this ends up denying deserving persons their rightful upward mobility (Waswa, 2008).

Attractive remuneration packages are one of the very important factors of retention because it fulfills the financial and material desires (Shoaib, 2009).The staff in Kenyan public universities have functioned under conditions of extreme individual sacrifice over the last twenty years,the rapid increase in student numbers has not been commensurate with staff numbers, the staff take on additional load each successive year(Report of the public universities inspection board, 2006).

Salary retirement and job security have been shown to be important personal issues that may affect the satisfaction of faculty members in colleges and universities. (International Journal of Humanities and Social Science Vol. 2 No. 13; July 2012)

Rosser observed that although much of the overall research on faculty members suggests that salary, in and of itself, is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why Public university employees leave their institution. In examining faculty workload and compensation of Australian academics, (Comm and Mathaisel 2003) cited in (Kipkebut, 2010) found that 51% of the faculty did not believe that they were compensated fairly, relative to those other comparable institutions. As a result, 50% of the respondents felt the need to work outside their institutions to earn extra income. According to (Tettey, 2006) dissatisfaction with salaries is one of the key factor undermining the commitment of academics to their institutions and careers, and consequently their decision or intent to leave.

Fringe benefits is another important aspect in remuneration. Fringe benefits refer to non-wage compensation provided to employees in addition to their normal wages/ salaries.They may include housing, paid leave, paid vacation, group insurance (health, dental, life), tuition reimbursement and funding for education. Fringe benefits are given to employees in order to increase their economic security, enhance their satisfaction, corporate loyalty and retention. (Tirmizi & Bashir, 2009) while studying the determinants of employee retention in telecom sector of Pakistan posit that attractive remuneration packages fulfill financial and material desires and thus enhance staff retention.

While, (Comm and Mathaisel, 2003) cited in (Kipkebut, 2010) on a study on faculty workload and compensation of Australian academics, revealed that 51 percent of the faculty did not believe that they were compensated fairly, relative to other comparable institutions. Staff retention in African universities is highly influenced by dissatisfaction with salaries undermining the commitment of academics to their institutions and careers and consequently their decision or intent to leave. (Tettey, 2006)

2.4 Competitiveness and quality service delivery

One of the challenges facing public higher institutions is an increasingly competitive, marketing-oriented and highly regulated environment. In this environment, these institutions have to function, survive and compete, not only with one another, but also with the private institutions. Hence public universities need to find new ways to compete if they wish to survive in this dynamic environment. As indicated previously, leadership appears to influence service quality, which is essential in gaining a competitive edge in this ever-evolving environment. Every educational institution needs to understand its internal strength and weakness, and external opportunities and threats (Kalb, 2010).

Most students in Kenya prefer private universities as they are guaranteed of uninterrupted studies and are likely to graduate without any interruptions. Public Kenyan universities are from time to time interrupted by either students strike or lecturers strike. Private universities provide a very simple application process and have smaller classes hence there's a better student to lecturer ratio and this means a better learning environment. Additionally private universities, have automated many systems, providing better service to their customers which include ease in accessing

examination results, fee statements and registration of courses can all be done online. Most importantly, they are now offering students an opportunity to study and pay their tuition fees before the exams. This reasonable payment structure has allowed most parents to afford the high tuition costs of private universities (Mwanafunzi, 2014)

In the latest survey by Web metrics which included 12,000 institutions, only two Kenyan universities were ranked among the top 50 in Africa. The University of Nairobi was at number 26, while Strathmore was at position 31. The other public universities were almost at the bottom of the list with Moi university being ranked at position 74, Kenyatta at 80 and Egerton at 97. If these results were to be relied on, graduates from Kenya's universities will be subjected to a judgment based on the ranking of the institution they attended, which raises questions of employability, especially in the international labour market. The situation becomes serious considering that local universities have been expanding at a breakneck speed with campuses and constituent colleges taking over middle-level colleges, sometimes in disregard to opposing views (Juma 2010).

Kenyan employers prefer graduates from private universities to public ones, a new study shows. The research conducted by Moi University's School of Education noted that graduates from private universities were more competent and exude high personal confidence as opposed to their counterparts in the public universities as they seem to be more in touch with what employers expect from them, and they are prepared accordingly(Mottanya,2015).

A decade ago private universities were perceived to be academically inferior to public universities. Today, they are seen as mainstream institutions offering instruction of comparable or even higher quality than public universities. The growing numbers of school-leavers will go to great lengths to obtain much-coveted public or private university degrees. Until 1987, higher education in Uganda was entirely a public venture. But because of the numbers of students who qualify for higher education, the public sector could not meet the demand; public private partnerships (PPPs) were introduced in the 1990s with a hope of improving the provision of services, quality and accessibility of higher education.(University Word News, 2010).

Organizations engage in Strategic changes, Technological changes, Structural changes, Changing the attitudes and behaviors of personnel, all aimed at achieving competitiveness and viability. As

a multidisciplinary practice, Organizational Change Management requires creative marketing to enable communication between change audience and a deep social understanding about leadership's styles and group dynamics. As a visible track on transformation projects, Organizational Change Management aligns groups' expectations, communicates, integrates teams and manages people training. It makes use of metrics, such as staff attraction, university rankings, number of students interested in taking up courses and the extent of satisfaction of employees to determine their relative standing compared to other institutions of higher learning in terms of service delivery and relevance to the educational requirements of the economy.(Paul, 2006)

Despite the existence of PPPs in the Higher Education sector, the quality and accessibility of higher education has continued to fall short of the stakeholders' expectations in many sub-Saharan countries including Uganda, In Uganda, the National Council for Higher Education was established by an Act of Parliament, and it has developed administrative and operation structures to regulate higher education, to guide the establishment of institutions of higher learning, as well as ensure that quality and relevant education is delivered. The higher education system is now under the University and Other Tertiary Institutions Act 2001, which is a new legal and institutional framework (Kasenene, 2010).

There is urgent need to invest in human resource for open and distance learning to expand and for its potential to be realized .Notably, there is a serious shortfall in capacities for curriculum design and course content(writers ,reviewers ,editors and curriculum developers)for production and development of high quality learning materials. To develop high level human resource in all areas in order to have adequate national capacities and capabilities such as subject experts, technical operators and maintenance personnel are required. (Butcher, 2012)

The political leadership in Kenya has been quoted in the recent past of its intentions to increase student intake to public universities through a double intake. This statement meant that each public university will take higher number of students above the admissions of previous years. This academic year (2011/2012), universities will be admitting 32, 611 students. This number is 8,000 more than the 24,000 students admitted the previous year (Musembi, 2011).

Australian universities face an uphill battle to command respect in a global higher education environment that is becoming increasingly competitive (Chubb, 2005).They are struggling to maintain parity with universities abroad and to cope with pressures from alternative providers of higher education and training that have emerged in recent years with sector deregulation and new communication technologies (Davis,2006).Amid claims that they have been perennially underfunded by government (Bradley., 2008). Australian public universities will need to make major adjustments to deal with a forecast decline in the numbers of fee-paying overseas students, the source of income that has kept many of them afloat in the last three decades (Lavelle, 2008).

All universities compete for scarce public and private funding, for top-calibre teaching and research staff, for the brightest and best students, for alliances with strong professional bodies and scientific organizations and, most especially, for the levels of reputation, prestige and status that attract all of these. Although cries for the Australian public universities to become more competitive are growing louder (Slattery, 2009). It is possible that strategy shifts to effect greater competitiveness will be too late for some (Craven, 2008).

Public universities in Kenya are operating in highly competitive environment locally and globally and this call for management styles that enhance staff retention in order to gain competitive advantage. There are major issues facing these institutions including massification of higher education without commensurate increase in staff. This has created disillusionment among the staff due to heavy workload. The situation is compounded by poor remuneration that is given to the academic staff compared to their colleagues in the public and private sector. Brain drain and brain in drain has resulted to these universities losing the already few staff and hence raising capacity concerns. Majority of academic staff sent abroad for further studies do not return (GOK, 2006).

institutions, leadership comprises the Vice Chancellors and their deputies down to the Chairmen of Departments who act as the line managers. The role of these leaders in employee retention is crucial since literature indicates that employee leave leaders and not organizations (Beardwell , 2007).

Public universities should balance teaching load and quality offered so as to remain competitive. Teaching load refers to the amount of hours assigned to a lecturer for teaching in a week. The current University of Nairobi strategic plan (2008-2013) and the previous one (2005-2010) recognize teaching and learning as the core business of the university. However, lecturers need manageable teaching loads to enable them engage in research, student supervision and consultancy which are key for the university's ability to enhance knowledge generation, preservation and utilization. A lot of workload is a stressor and reduces the productivity and ingenuity of lecturers besides demotivating them.

Faculty turnover intent in urban public universities posit that heavy workloads, including assignments to teach large classes, may generate hostility toward the organization and diminish levels of faculty commitment to the institution (Daly and Dee 2006) .Increased teaching load is caused by expansion of higher education, large classes and shortage of lecturers (Mutisya et al, 2010).Heavy workload increases stress level (Metcalf, 2005), while (Mohamedbhai ,2011) posit that large classes do not only result in inefficiency in handling high student/staff ratios but also lead to heavy teaching and administrative responsibilities that are affecting the quality of education, while crowding out research and other non-teaching academic activities.

Reduction in the number and quality of research carried out by the teaching staff at universities was due to overloading of staff with mainly teaching and marking duties. This might explain the finding of the report of the Taskforce on the alignment of Higher Education, Science and Technology sector with the constitution, 2012 (TAHEST), which found out that there is reduced research activity in public universities to an extent that research publications had fallen to just about 0.11 per full-time faculty member at University of Nairobi by the year 2007. (Olel, 2006)

Training are a major ingredient for continued growth and increased competitiveness of any institution and with increased competition there is need for public universities to organize and facilitate training and symposiums at all levels so as to remain at per with private institutions of higher learning. Training is considered form of human capital investment whether that investment is made by the individual or by the firm. Training is also defined as any procedure intended to foster and enhance learning among employees and particularly directed at acquiring job skills (DuBrin, 2009). Training means learning information and skills for the present job.

Development involves learning not only for the present job but also for the future jobs and possible promotion opportunities. Development is defined as a form of personal improvement that usually consists of enhancing knowledge and skills of a complex and unstructured nature (DuBrin, 2009).

Currently, academic staff retention in public universities in Kenya is still a problem. The rate at which employees quit their job in an organization is in many ways indicative of either misunderstandings or availability of better opportunities elsewhere . High turnover is frequently an indicator of low morale, poor supervision, unsatisfying work and poor working conditions .It may be noted that escalating labor turnover may send messages to the remaining employees that senior management does not care about the welfare and working conditions of employees. (Nzuve 1997 cited in Okinyi, 2015)

Professional development is the engine that keeps the universities true to their mandate as centers of ideas and innovation. (Tettey ,2006) Without efforts in this direction intellectual capital can stagnate and the relevance of universities to society may diminish. (Rosser, 2004) emphasized on the need of faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities and national and international research meetings. Thus, development activities for faculty members continue to be an important aspect associated with their professional work lives

Training should be comprehensive enough to allow employees understand the nature of work to be performed. Therefore the training given should be appropriate to the type of work to be performed (Nzuve, 2010). The management should therefore develop clear job specifications and job descriptions to understand the required type of training in the organization to improve its competitiveness. This is because, competition sometimes adversely affect service delivery. In Britain, since 1989, parents had the right to send their children to any publicly funded school of their choice, as long as there were spaces available and quality services. Sweden and New Zealand introduced parental choice of a school years later. This parental choice in education remained controversial since it lead to unhealthy competition between the school to an extent of affecting service delivery (Le ,2007).

2.5 Institutional Funding and quality service delivery

Funding is perhaps the most powerful and pervasive policy steering change instruments available to any government or organization. In fact, the resource dependency perspective of organizations explains that organizations and universities, must actively re-organize their activities and structures in order to ensure a continuous flow of various resources that are critical to their survival and to the change process (Oliver, 2001)

According to (Carlucci and Schiuma, 2010)public organizations still face the challenge of balancing the costs reduction and the continuous improvement of the service quality. Up to early 1990s, public Universities in Kenya were fully funded by government. Since then the government gave in to pressure from the International Monetary Fund (IMF) to reduce expenditure on education thus paving way to cost-sharing and corporatization of public Universities (Oanda, 2008). These universities are thus endeavoring to generate their own finances in order to remain operational in the emerging regional and global education market. This shift in the style of business management seems to have occurred when university managers may not have been ready, trained or equipped with business management skills necessary for managing (Oanda, 2008).

The number of students in Kenya's universities is soaring, up by 28% in 2014 compared to 2013. But, contrary to expectations, the government has cut funding by 6% for the upcoming fiscal year, adjusting its higher education spending to US$588 million compared to the US$627.2 million allotted in 2014/15.The funding cuts will make it difficult for universities to cater for the growing numbers of students taking courses, and they will necessitate strategies to secure funds from alternative sources.Public universities are faced with both decreased government subsidies and the removal of an important alternate source of funding, hence the need to allocate them more resources to boost research and innovation(ICEF ,2015)

According to the, Economic Survey 2014 ,enrolments in Kenyans' public universities rose seven times faster than funding, pushing universities more and more into income generating activities to meet the costs of extra students. State capitation of public universities has nearly tripled over the past three years, rising from US$247 million in 2010 to US$624 million in 2014. During this period, enrolments have grown four-fold (Ng'ang'a,2014).Funding higher education has emerged as one of the biggest concerns in Kenya, with the surge in student numbers.

Government subsidies are no longer enough and universities are going into commercial activities .Kenyan families sacrifice so much for higher education and on analysis contribute more than the government in funding this public good(Some, 2014)

Universities as corporate entities also presented the fear of a mismatch between students and educational facilities that could lead to the lowering of the quality of education in Uganda. Since the 1970s, higher education enrolments in Uganda have been growing at an annual average rate of 10-20 per cent with limited improvement on facilities(Kasozi, 2005).Declining state funding for higher education is a ubiquitous problem.(Santiago, 2008) reports that between 1995 and 2004, public expenditure per higher education student in Chile, Hungary, Austria and the United Kingdom declined by 34, 28, 27 and 19 percent respectively.

In the USA, (Rizzo, 2004) shows that federal and state agencies have consistently decreased higher education funding over the last quarter century. By 2004, the decline of state funding of higher education translated into real institutional appropriation losses of US$ 2800 per student significantly more than the US$ 1 ,700 increase in real average public four-year instate tuition rates since 1977 (Rizzo, 2004). Further, it is argued that state funding for higher education in the peak reached in 1979 (Finken, 2004).

The trends in university expansion has been an increasing mismatch between the academic programmes that the institutions are offering and the knowledge needs of the economy according to the Vision 2030 blueprint. The mismatch is deepened by the drive for the institutions to peg the introduction of academic programmes not on the country's development needs, but on institutional strategies to generate additional funds. Subsequently, there has been increased duplication in the academic programmes instead of diversification. Academic programmes in architecture and surveying, agriculture, water, environment and energy do not attract students in the institutions, yet these programmes are critical to the country's development (Riechi 2008).

Regardless of all social and economic characteristics of any given country, all the costs of higher education must ultimately be paid by a combination of four basic sources of finance: taxpayers, students, and donor agencies (Johnstone,1986). The higher education funding calculus is such that any cost shifted from one source must be shifted to another source ,given that higher education costs are by their nature unavoidable, irreducible, and continually escalating

(Woodhall, 2008). The high costs are related to the natural economic character of the tertiary education function that is characterized as both labour and capital intensive and has proven throughout the world to be especially resistant to labour-saving technologies (Johnstone, 2004).

According to the (Ministry of Higher Education, 2012)University education is expensive and requires huge investments by all partners. The average spending per student at the university level was 31 times, 6 times, and twice as expensive in relation to primary, secondary and TVET education, respectively. It indicates that university education through public universities is particularly expensive to Government and is not sustainable with current resources. Public universities will, therefore, have to reduce their dependence on the Government by diversifying their sources of income as well as ensuring more efficient and cost effective use of institutional resources. They will also be required to establish comprehensive financial management systems that ensure efficiency in the application of resources. The Government will also increase the incentives to encourage the growth of private universities in the Country.

There is need for public universities to adopt a Differentiated Unit Cost (DUC). This is defined as the annual cost of providing a particular degree program per student, taking into account the staff costs, facility costs and other institutional overhead costs. Each public university will set its own DUC based on its own unique circumstances subject to a programme-based maximum DUC. The maximum DUC will be determined by the Government in consultation with the public universities.(Mwiria, 2007).

 The introduction of DUC in public universities will eliminate the distinction between the Government-sponsored and self-sponsored students in public universities. As a result, public universities will need to develop appropriate staff compensation mechanisms and encourage continued optimum use of university facilities through the provision of services to students in the evenings and on weekends, with a view to increasing access (Mwiria, 2007). The challenges in financing public universities include: inadequate budgetary support; inadequate funds for capital development; lack of programme differentiated unit cost in provision of funds from Government; inadequate internal income generation by the universities; and system inefficiencies.

In South Africa, as a percentage of Gross Domestic Product (GDP), state funding of higher education declined from 0.82 percent in 1996 to 0.67 percent in 2006 (Cloete 2008). In Kenya, various indicators illustrate declining state funding of higher education. From 1996 to 2000, state

funding for Kenya's public higher education as a percentage of GDP averaged 0.94 percent and reduced to 0.74 percent in the period from 2001–2005 (Wangenge., 2008).

One of the ways in which extra funding has been raised locally to meet the cutbacks in public funds, has been through securing increased student enrolment at relatively lower costs and changes from grants to student loans. These developments have led to competition for students as well as revenue. However, many of the ways to generate more funds have been clearly market-like behaviours, some of which are for profit and others not for profit. But the manner in which many universities have been implementing these programmes has raised serious doubts on their impact and sustainability (Mwiria, 2007).

Most of the concerns relate to the quality of programmes provided, lack of legal protection for students who register at satellite campuses, and lack of basic resources. Concerns have also been raised about the academic staff in the public universities who spend the bulk of their time teaching at private institutions and thus, prejudice their main function in the public institutions which employ them. Another concern has been some cases of open fraud in which students are registered and issued with certificates after a very scanty academic exposure (Kendo, 2007)

The higher education institutions are either private or public. Private institutions generate money from fees and external aid, while public institutions get government grants as well as generating funds from fees and donors. As the demand for higher education increases, it presents educational entrepreneurs and managers with a challenge of making investment decisions by which they can attain desired financial goals without setting fees structures that are so exorbitant as to scare away potential customers. (Kayongo ,2010).

Several countries are in the process of incorporating more performance based assessment into teaching funding decision. One of these countries is Australia. This would reward universities that meet agreed targets in key areas including improving quality of learning and teaching and outcomes for students from low socio-economic backgrounds (OECD-Norway Workshop on Performance-based Funding of Public Research in Tertiary Education Institutions, & Organisation for Economic Co-operation and Development, 2010).

2.6 Technological Changes and quality service delivery

The prevalence and increasing pervasiveness of information and communication technologies is resulting in far-reaching change in how nearly every healthcare organization and healthcare functions. While most sectors have embraced ICT with open arms, taking advantage of its benefits to enhance customer service, connect with customers, reduce costs and increase market share, the health care industry has been painstakingly slow in incorporating ICT to aid in the delivery of healthcare services and the collection, management and use of health information (Kabene, 2010).

Early automation of library was less impactful on identity and service delivery, it has now proved to work due to the knowledge that people have been impacted on. This is because manual searching of books used to take a lot of time than searching though the digital way. (Hicks, 2014)

Technology has enhanced distance education in African Virtual University they rely heavily on the Internet for the delivery of academic courses; digital library; the portal and many other products. Unfortunately, slow Internet connection and low bandwidth in Kenya mitigate the effectiveness of the long distance courses. Increasingly the issue of high costs for large bandwidth is also a problem.(Juma, 2001)

Computing resources, both hardware and software are expensive for any university to afford in reasonable quantities and quality. Technology is very dynamic and some universities cannot cope with these changes in terms of cost and relevancy. Most university academics and students have very low skills in ICT to the extent that AVU's digital library, E-learning platform and many other products are not fully utilized by faculty members(Mason, 2001)

Telecom firms usually have a huge base of complex legacy systems. These systems are disparate with their own data. Integration (system and data) of such systems has been a problem. All this has a heavy toll on Customer loyalty, Product lifecycle management and Process improvements. Moreover, technologies are swiftly Converging; this in turn means that greater penetration of broadband is necessary, to deliver the converged product bundles as quality of Service needs to be of higher standards. Cloud Computing is one of the new technologies that brings many

challenges as to how the telecommunication companies can use it to their competitive advantage (Oodan, 2011).

According to (Manyasi, 2010) ,while studying how using information technology could increase access to higher education through distance learning in Kenya found that institutions of higher learning lacked the necessary technology. The institutions had only a few computers, which were used by lecturers to access internet services. Lecturers and administrators lacked instructional competencies and information design for distance learning associated with delivery of high quality services. Advances in Information Technology could provide solution for the demand in university education in Kenya. However, there was insufficient institutional preparedness. Apart from inadequate space and shortage of current books and journals, public universities did not have satisfactory internet provision for the learners. This was a great impediment to provision of quality teaching and learning. As was noted earlier, computers and internet services are integral ingredients to modern day higher education without which quality of education suffers

2.7 Human Resource Management and quality service delivery

Staff attraction is about utilising the best of employee for the job and finding ways of keeping these employees within the organization. It involves a range of ideas and human resource practices that should all be seen as interlinked and focusing both on attracting employees to join the organization through focusing on recruitment strategies and keeping those who are already employed, especially those who possess scarce skills that are difficult to get from the labour market and are more crucial to the organization. It is also motivating to the staff, covers both the psychological aspects of the employee that is their perception, goals and behaviours and operational aspects attached to the job or tasks for which they were appointed. It requires a management approach that takes all factors both inside and outside the organization into account. The work environments and the attitudes of the modern day employees have changed. Although most employees today are self-directed and willing to work hard, they want to do so on their own terms and expect development in the work environment (Webb 2008).

The Human Resource function of an organization needs to develop a compelling value proposition that focuses on how it can increase the value of the organization's assets. For decades, the human resources functions has been organized and staffed to carry out

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administrative activities and people. To change business strategies and organizational designs, human resource function is required. The strength of the HR function matters in the sustainability of the working environment(Lawler, & Boudreau, 2009).

The majority of today's Human Resource practices, benchmarks and measures still reflect the traditional paradigm of excellence defined as delivering high-quality HR services in response to clients' needs. Even as the field advocates more strategic practices , it is often defined as delivering the HR services that are important to execute clients. This traditional service delivery paradigm is fundamentally limited as it assumes that clients know what they need. (Lawler & Boudreau 2009).

Employees who participate in decision making process at their work place with regard to change that affects them are more involved with their work after the change as compared to employees who do not participate in decision making regarding such change. This may be attributed to the fact that   these employees feel part of the decision and therefore part of the organization. Rabindra (2007)

Performance appraisal done by the HRM department has been viewed as a painful annual event, when the manager evaluates the employees' performance; it rarely has close links with the overall mission and program of the organization that were designed to maximize human effort (Boyd, 2004). Appraisal results have a very important role in the HRM activities of the organization, a well-established appraisal system helps to make justified decisions and avoid litigation by terminated employees (Mani, 2002).Yet, in the ideal case, a performance appraisal system should establish a connection between the organizational and personal goals as well as shape and change organizational culture towards a result-driven climate (Grote, 2000) .The modern appraisal process is an essential part of organizational life, for it helps to justify, besides compensation differentiation, such as promotions, demotions, selection validations and terminations .A well-established performance appraisal system should render enough information for determining a fair compensation. Although performance-based compensation has been traditionally quite common, and sometimes complemented by experience-based compensation, more contemporary compensation systems are based upon an employee's skills and competence. Interestingly, a comparative study of the HRM functions showed that private-

sector companies tend to use skills-based or competency-based systems, while public organizations prefer more traditional compensation systems (Budhwar, 2004).

New strategies in HR diminish employee rights hence affecting service delivery, it is becoming more likely that employees hired into temporary and part-time positions will receive lower pay and benefits and will be unprotected by civil service regulations or even collective bargaining agreements.(Condrey,2010)

To be a strategic contributor, HR executives needs to know HR, an expert understanding of business strategies, organizational design and change management and they need to know how integrated HR practices and strategies can support organisational designs and strategies. This role requires extending their focus beyond delivery of the HR services and practices that are associated with being a business partner to a focus on making decisions about talent, organizational design, and business strategy (Lawler & Boudreau, 2015). Netswera, (2005) says that research conducted on the state of South African Training industry indicated that management style was the most prominent retention factor in South Africa.

2.8 Theoretical Framework

SERVPERF (Service performance) theory supports this study. It enabled the researcher and readers to understand the basics of quality service delivery in public universities. The SERVPERF theory, argues that customer preferences are more relevant to a long-term service quality than impending differences in expectations and performance(Cronin and Taylor 1992) .

Perceived service quality is said to be a reflection of the firm's performance. On using the firm's service, customers are said to form an attitude towards service quality performance. This satisfaction level with regard to the products / services indicates how the firm performs. The SERVPERF model claims that to find the performance of a firm in service quality, all that is required is to collect data by directly asking the customer through a simple survey and a questionnaire.

(McDougall and Levesque, 1994) have claimed that knowing the relative importance of each dimension of service quality can help service providers to prioritize their efforts and resources and deploy them more effectively to improve each dimension of service quality. Furthermore, this knowledge allows institutional leaders to concentrate on those dimensions that offer the greatest opportunity to enhance customer satisfaction and their loyalty. SERVPERF measures actual performance based on customer satisfaction.

Universities should ensure that they are able to establish what the students and employees who are the backbone of institution value and should work towards continuous improvement to ensure they meet and surpass their stakeholder's expectations. SEVPERF theory clearly elaborates and clearly outlines how public universities should device ways to ensure the goals of the institution are met and hence the Mission and broader vision of the institution by offering quality services

2.9 Conceptual framework

The use of a variety of measures of service quality in the private sector as critical indicators of both organizational performance and general customer satisfaction is widely accepted and has given rise to considerable empirical research. Organisations operating in the public sector have also come to the realization that customer service and quality are critical strategic issues. It has also been noted that public sector service dimensions are somewhat different from private sector as they are not threatened by competitors and hence lack in continuous improvement through competitive strategy. Conceptual framework is defined as an interconnected set of ideas (theories) about how a particular phenomenon functions or is related to its parts .

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Leadership
-Existence of proper communication policy channels
-No. of procedures and processes that decisions take.
-Existence and frequency of meeting and open

MODERATING VARIABLE
• Political

Institution funding.
-Number of audits in the institutions that enhance accountability
-Percentage of money received from HELB to support the students in fee payment
-Availability of funds allocated to students for research

Dependent variable

Quality Service delivery in public universities
-The ratio between students and lecturers
-Level of education and experience of the lecturers and administrative staff.
-Number of graduates per academic year vie sa vie the total number of students expected to graduate in such a particular academic year.
-Number of students who are satisfied with the administrative services offered by the university
-Average percentage in number of classes attended by the lecturers per semester

Competitiveness
-Frequency of external examiners coming to access main semester examination
-Number of trainings attended per year by staff
-Existence of variety of programs in the institution
-Graduates being competitive in job market.

Technological Changes
-The No. of trainings staff are offered by the University with regard to technology
- Availability of proper machines and gadgets in the offices.

Human Resource Management
-Existence of a proper laid down strategy and structure on recruitment, selection and placement.
-No. of trainings offered to staff by the University.
-Existence of an efficient performance development sand appraisal system.

Figure 1: Conceptual Framework

2.10 Knowledge gaps

Various studies have been conducted on quality service delivery in public universities in Kenya. The researcher reviewed some of this studies and found none of this studies have been done in Nairobi city county and have discussed the five factors combined .The researcher therefore wants to fill this this gap that previous researchers have not filled. Table 2.1 shows knowledge gap as far as the study is concerned .This is in relation to the previous studies that have been conducted by various researchers

Table 2.1 Knowledge gaps

Variable	Author	Findings	Knowledge gap
Leadership	Khurana & Anand 2010 Le, 2007 Netswera,2005 Gitahi,2010	Leadership style that is not all inclusive and lack of autonomy has negative effects on employees.	Did no look at how best proper communication system as well as open door policy can enhance leadership in an organization.
Competitiveness	Kalb ,2010 Craven, 2008 Mutisya,2010	Competition from private universities has had a great impact.	No suggestions on how introduction of external examiners to evaluate exams and global ranking of universities serves as a complacent competitive tool.
Institutional funding	Kasozi ,2005 Mwiria, 2007 Rizzo, 2004	The allocated funds to public universities are only a small fraction the universities requirements.	Study did no look at how best public universities should ensure they embrace accountability and also engage in self-financing projects to be sustainable
Technological changes	Mason,2001 Hicks,2014 Juma,2001	Most public universities are not unto date in technology as it is an expensive investment as it is dynamic	Did not propose the importance of training both academic and administrative staff on the dynamic technological advancements, as to be in line with global requirement.
Human resource	Condrey,2010 Lawler&Boudeau,2009	Staff empowerment and growth is key in every institution.	Little insight on the need to sensitize workers on the required skills so that they can apply them accordingly. Have a clear recruitment process as well as an efficient performance development system

2.11 Summary of Literature Review

From the literature reviewed it emerged, that this proportional relationship between different factors and quality service delivery could be affected by other factors outside the control of the public universities. Inclusive leadership is the backbone of a successful institution. Leaders should always strive to meet and surpass their stakeholder's expectations. To ensure that they are on top of the bar interms of competitiveness public universities should strive to always be at per

with the market as well as the global standards and this can only happen if they have enough funds to finance various projects in information technology and other developmental projects. Human resource is the single most important asset of any firm hence its of great concern to always be aware of the employees needs at any particular time. Factors such as attitude of people towards work and the organization culture have far reaching consequences if their people who do not have the initiative and need a lot of supervision. Other factors include the prevailing political environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the methodology that was used in the collection of data pertinent in answering the research questions. The areas that were covered are research design, target population, sampling procedures, validity and reliability of research instruments, data collection procedure, data analysis and presentation.

3.2 The research design

The researcher used descriptive cross-sectional survey design to establish how the five factors influence quality service delivery. This is because the researcher needed to assess thoughts, opinions, and feelings of the respondents. According to (Heppner et al 2008), surveys design is normally used when collecting data about people's attitudes, habits or opinions and other possible behavior. A descriptive survey design allows for quantitative description of the antecedents of service quality in a higher education context. This research design allowed for generalization of the sample survey findings. The appropriateness of cross sectional design is anchored on its versatility, admissibility of questionnaires and its leverage in collection of data from a large number of respondents in a relatively short period.

3.3 Target population

The population of interest comprised of students in public universities in Nairobi city county in particular satellite campuses. Nairobi County has 12 public university satellite campuses. The researcher chose 5 satellite campuses due to time constraints and finances. The choice of the five campuses was also based the on the duration that the campuses have been operational; 3 campuses were operational for more than five years and 2 were new in the market. The target population comprised of 7740 undergraduate students and 94 full time staff(academic and nonacademic) from the 5 satellite campuses (CUE ,2015 and University Registrars) The study adopted a stratified random sampling procedure. From the target population, the students were stratified into three universities and a proportionate sampling procedure employed to ensure that the numbers of samples drawn were relative to the size of each stratum. Stratification was further applied in choosing the year of study of the respondents. Because this study was

grounded on the perception only paradigm it will be considered vital to target students who had more than two year's exposure to the services, because they had a better composite perception.

Table 3.1: Target Population

UNIVERSITY	DEPARTMENT	STAFF	STUDENTS	TOTAL
Moi University	8	34	2909	2,943
J.K.U.A.T.	3	21	3412	3,433
Masaai Mara	3	12	467	479
Kimathi University	6	18	750	768
Jaramogi Oginga Odinga	2	9	108	117
Total	**22**	**94**	**7,646**	**7.740**

3.4 Sample Size and Sampling Procedure

This section dealt with sampling frame, sampling procedures and sample size of the study. The sampling frame describes the list of population units from which the sample will be selected. In this case, the sampling frame was 7498 individuals who had been derived from two groups of staff(academic and non-academic) and the students . Stratified random sampling was used to select the respondents. The sample population was divided into homogenous groups from which simple random sampling was used.

The sample population determined by the (Krejcie and Morgan ,1970) table (see appendix iii).In this case the general sample population will be 362 students and 76 staff(academic and non-academic), the individuals were selected at 0.05 level of significance.   From the general sample, the researcher will be able to get specific sample for each strata (groups) by getting the ratio. Full calculations (See appendix iv)

Table 3.2 Sample population

	STAFF	STUDENTS
UNIVERSITY	Freq	Freq
Moi University	34/94*76=27	2909/7646*362=137
J.K.U.A.T.	21/94*76=17	3412/7646*362=161
Masaai Mara	12/94*76=10	467/7646*362=23
Kimathi University	18/94*76=15	578/7646*362=36
Jaramogi Odinga Odinga	9/94*76=7	82/7646*362=5
Total	**76**	**362**

3.5 Data Collection Instruments

The researcher used both primary and secondary methods to collect data. The main instrument in data collection was a questionnaire (open and closed ended questions).Closed ended questions ensured that the respondents were restricted to certain categories in their responses while the open ended questions captured the areas in the research where there was need to explore other possible responses that differ from respondent to respondent. In a later case ,secondary data was obtained from existing documents from the university books and magazines.

3.5.1 Pilot Testing of the Research Instrument

The   pilot testing of the instrument was done with respondents from the target population. The subjects of the pre-test were encouraged to give suggestions concerning the instructions, clarity of the questions, and sensitivity of the questions as well as the flow of the questionnaire.

After the filled questionnaires in the pilot study were received together with the suggestions and comments by the respondents, the questionnaire was reviewed to find out comprehension and suitability of the wordings used the sequencing of questions and the time taken to complete the questionnaire. The study of the completed pilot questionnaire gave an indication of the reliability of the instrument through the responses received.

3.5.2 Validity of the Research Instrument.

According to (Kombo and Tromp, 2009) ,validity is a measure of how well a test measures what it is supposed to measure. The researcher used face validity to review and develop an informal opinion   as to whether or not the test measured what it was supposed to measure .The researcher used 3 groups and 10 respondents from the pilot study .Content validity on the other hand   was used to check whether the items in the questionnaire answered the research objectives. The questionnaire was re-examined to ensure that the questions are not ambiguous, confusing, or potentially offensive to the respondents leading to biased responses.

3.5.3   Reliability of Research Instrument

 In this study, split half method was used to test reliability to ensure that the results obtained through its use was consistent from one respondent to the other. Split-half reliability was assessed by splitting the questionnaire into two halves ,odd and even questions for all questions. Pearson's r formula will be used to find the correlation between the two halves. The correlation

was re-evaluated using the spearman-brown prophesy formula to increase the estimate reliability.

Spearman-brown formula

R=2r/1+r,

Where,

r=estimated correction between two halves (Pearson r, 2001).

R=Corrected spearman brown reliability

The r values should range from -1 to 1 .If a coefficient greater than 0.7 is obtained is means there is high correlation meaning high consistency and reliability and therefore the instrument will be retained after the pretest. If the R value is less than 0.7 this will imply that the variable low correlation and this implies that there the reliability is low hence instrument needs to be reviewed (Singh ,2007).

Table 3.3 Reliability index

R=2r/1+r	Correlation r	R
R=2(0.81)/1.81	0.81	0.89

In this case Table 3.3 shows a reliability index of 89.5%.This indicates a high level of consistency of the results obtained .This is a clear indicator that the results obtained are highly correlated with r being 81% The measurement procedure will be considered to demonstrate split-half reliability if the two sets of scores are highly correlated, there is a strong relationship between the scores .

3.6 Procedure of data collection

The researcher got permission from the Extra Mural Department to go on with the research. Then a research permit was obtained from the National Council of Science and Technology (NACOSTI) followed by a letter of introduction by the researcher. While all the documentation was ready, the researcher with the help of trained research assistants administered the questionnaires to the participants of the study who had been randomly selected.

3.7 Data analysis techniques

Data analysis followed after the data has been collected. Coding is usually done through in which categories of data are transformed into symbols that may be tabulated and counted (Kothari, 2004).The data was entered, checked, cleaned, recorded, labeled using redcap and then analyzed using SPSS (statistical package for social scientists. Quantitative and qualitative methods of data analysis were used in which descriptive statistics such as means, standard deviations, proportions and confidence intervals described the end line scores and values. One-sample and two-sample tests of proportions were used to elucidate changes from end at each campus that is within and between campuses, respectively. Factor analysis was used to elucidate the relevant information from the data collected using the scales. Documented field notes, together with other qualitative data, were analyzed through qualitative methods in this case content analysis.

3.8 Ethics

Ethics deal with ones conduct and services as a guide to his or her behavior. The study met the ethical standards of research in Kenya. The researcher ensured confidentiality and anonymity of the respondents throughout the data collection period by ensuring that they did not capture personal details in the questionnaire, this improved confidence as in turn the respondents were more open which improved the dissemination of information. In this case, the researcher was through vetting and through training of the research assistant to be involved in data collection.

3.9 Operationalization of Variables

Table 3.3 shows the operational definition of independent and dependent variables, and means of measuring the indicators.

Table 3.4 : Operationalization of Variables

Variables	Type of Variable	Indicators	Measurement scale used	Tools	Data Analysis
	Dependent Variable				
	Quality service delivery of public universities	-Completion of tasks on time. -The ratio between students and lecturers. -Level of education and experience of the lecturers and the senior staff. -Number of graduates per academic year. -Number of students who are satisfied with the services offered by the university. -Average percentage in number of classes attended by the lecturers .	Ordinal	Questionnaire	Descriptive Statistics (mean, mode, median and percentage)
	Independent Variables.				
To establish the influence of leadership in public universities on quality service delivery.	Leadership	Existence of proper communication policy channels within the university.	Ordinal	Questionnaire	Descriptive Statistics (Mean, mode median

Variables	Types of variables	Indicators	Measurement Scale used	Tools	Data Analysis
		-Existence of proper laid out processes and process in the decision making process. -Existence of frequent meeting and open sessions where staff members take part in decision making.			and percentage)
To examine the influence of Institutional funding on quality service delivery in public universities in Nairobi county	Institutional Funding	Number of audits in the institutions that ensure accountability. Percentage of money received from HELB to support the students in fee payment. Existence of funds allocated to students for research.	Ordinal	Questionnaire	Descriptive Statistics (Mean, mode median and percentage)
To assess the influence of competitiveness on quality service delivery in public universities in Nairobi county	Competitiveness .	-Frequency of external examiners coming to access main semester examinations. -Number of trainings attended per year by staff. -Rank of the institutions locally and globally -Graduates absorption in the job market	Ordinal	Questionnaire	Descriptive Statistics (Mean, mode median and percentage)

Variables	Type of a Variables	Indicators	Measurement Scale used	Tools	Data Analysis
To assess the influence of technological changes on quality service delivery in public universities in Nairobi county.	Technological Changes.	-The No. of trainings staff are offered by the University with regard to technology. -Availability of proper hardware and software in offering services	Ordinal	Questionnaire	Descriptive Statistics (Mean, mode median and percentage)
To establish the influence of human resource management on quality service delivery in public universities in Nairobi county.	Human resource management .	-Existence of a proper laid down strategy and structure on recruitment, selection and placement. -No. of trainings offered to staff by the University.	Ordinal	Questionnaire	Descriptive Statistics (Mean, mode, median and percentage)

		-Existence of an efficient performance development and appraisal system			

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the data analysis, presentation and interpretation of the finding of the study. It presents findings on influences of leadership, influences of institutional funding, influences of competiveness, influences of technological changes and human resource management on quality service delivery in public universities city campuses in Nairobi City County.

4.2 Questionnaires Return Rate

The study sample for students in the 5 public universities satellite campuses was 364 but only 344 respondents managed to participate in the study. University staff members sample population was 76 and only 74 respondents managed to participate in the study. The table 4.2 explains the results

Table 4.1: Questionnaire Return Rate for Students

University	Actual Sample Population	No of questionnaire Received	%
Moi University	137	127	92%
J.K.U.A.T.	161	154	95%
Masaai Mara	23	22	95%
Kimathi University	36	35	97%
Jaramogi O.O	5	6	120%
Total	**362**	**344**	**95%**

The general questionnaire return rate for all the students was respondents 344(95%) using the total figure. Having 127(92%) were from Moi university while those from Jkuat, Masaai Mara ,Kimathi university and Jaramogi Oginga Odinga were 161(95%),22(95%),35(97%) and 5(120%) respectively. This was an impression that the students were willing to know what influences quality service delivery in their campuses.

Table 4.2: Questionnaire Return Rate for Staff

University	Actual Sample Population.	No of questionnaire Received.	%
Moi University	27	26	96%
J.K.U.A.T.	17	17	100%
Masaai Mara	10	9	90%
Kimathi University	15	15	100%
Jaramogi O.O	7	7	100%
Total	**76**	**74**	**97%**

The public university staff questionnaire return rate was 97%.Having 26(96%) respondents were from Moi university while those from Jkuat, Masaai Mara ,Kimathi university and Jaramogi Oginga Odinga were 17(100%), 9(90%), 15(100%) and 7(100%) respectively. This was an impression that the staff both the academic and the non-academic were willing to know what is affecting quality service delivery in their campuses and could be willing to improve the areas that are lacking in order to achieve excellent results.

4.3 Demographic Characteristics of the Respondents

The demographic data of the respondents was assessed and the results obtained are as shown in

Table 4.3: Distribution of Respondents by Age(Staff)

	Factor	JKUAT	Kimathi	Moi	Masaai Mara	Jaramogi .O .O	Total
Age	20-24 years	0	1	1	0	1	3
	25-34 years	0	0	1	0	0	1
	35-44years	10	8	11	1	5	35
	45-60years	5	6	13	8	1	33
	61 and Above	0	0	0	0	0	0
	Total	15	15	26	9	7	72

Table 4.3 shows that majority of the staff members are more than 35 years . A total of 3 staff members and 1staff member were in the age bracket 20-24 and 25-34 respectively .With the majority of the members being those in the age bracket of 35 - 44years having 10(67%) in JKUAT,8(53%) in Kimathi,11(42%) of Masaai Mara , Moi,1(11%) and 11(71%) in Jaramogi .O .O. The study shows that the second ranking age bracket was between 45-60 years which had 5(33%) of JKUAT, 6(40%) of Kimathi,13(50%) of Moi,8(89%) of Masaai Mara and 1(14%) of Jaramogi .O.O and none was the age bracket of 60 and above. The report shows that majority of the academic and non-academic staff   are young and mid age and they are the most energetic hence transformation in the satellite campuses is expected.

Table 4.4: Gender distribution of the staff

Gender for staff		Male		Female	
		Freq	%	Freq	%
University name	JKUAT	8	47.1	9	52.9
	KIMATHI	8	53.3	7	46.7
	MOI	12	46.2	14	53.8
	Masaai Mara	5	55.6	4	44.4
	Jaramogi O. O.	3	42.9	4	57.1
		37	**50.0**	**37**	**50.0**

From table 4.4 its evident that gender distribution is fair being exactly equal with the Men distribution being 8(47.1%) in JKUAT 8(53.3%) in Kimathi,12(46.2%) in Moi,5(55.6%) in Masaai Mara and 3(42.9%) .Female distribution being 9(52.9%) in JKUAT 7(46.7%) in Kimathi,14(53.8%) in Moi,4(44.4%) in Masaai Mara and 4(57.1%) in Jaramogi Odinga Odinga. This is a good implication that shows that the city campuses are gender sensitive and as this enhances cohesiveness as they there is equal distribution and equality in inclusion

4.4 Leadership and quality service delivery

The study sought to establish how leadership influences quality various aspects are looked into as shown in tables 4.5 to 4.6

Table 4.5: Bureaucracy as a factor of leadership

The study assessed the effect of leadership on quality service delivery in the universities. The results are shown in the table 4.5 .The universities indicated their opinion on the table below.

					University name			
			JKUAT	Kimathi	Moi	Masaai Mara	Jaramogi .O.O	Total
Is there bureaucracy in the org	Strongly disagree	Frequency	0	1	2	0	1	4
		%	0.0	6.7	7.7	0.0	14.3	5.4%
	Disagree	Frequency	2	1	2	4	0	9
		%	11.8	6.7	7.7	44.4	0.0	12.2%
	Agree	Frequency	12	7	12	4	4	39
		%	70.6	46.7	46.2	44.4	57.1	52.7%
	Strongly Agree	Frequency	3	6	10	1	2	22
		%	17.6	40.0	38.5	11.1	28.6	29.7%

Table 4.5 shows that majority of the staff members agreed that there is bureaucracy in their organizations with 12(70.6%) from JKUAT,7(46.7%) from Kimathi,12(46.2.%) from Moi ,4 (44.4%) from Masaai Mara and 4(57.1%) from Jaramogi .O .O. Further 3(17.6%) of JKUAT, 6(40%) of Kimathi,10(38.5%) of Moi,1(11.1%) of Masaai Mara and 2(28.6%) of Jaramogi .O.O strongly agreeing that there is bureaucracy in their institutions .With Masaai Mara university having almost equal split of the staff who were for the opinion that there was bureaucracy in the organization against those who were for a contrary opinion.

The overall results across the universities showed that most of the staff members agreed and strongly agreed that there was bureaucracy in their institutions and there is great need for the leaders in this institutions to have strategies to have a thinner organization to enhance service delivery to all stakeholders. According to (Chakravarthy, 2011) there is need for the universities to work on their structures to reduce bureaucracy in order to increase efficiency and ensure no delays are caused to the complex structure of the institution.

Table 4.6   Participatory management and decision making

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Efficient decision making process	S.disagree	0	0	3	20	4	15.4	0	0	3	42.9	**10**	**13.5**
	Disagree	4	23.5	1	6.7	3	11.5	2	22.2	2	28.6	**12**	**16.2**
	Agree	8	47.1	5	33.3	11	42.3	4	44.4	2	28.6	**30**	**40.5**
	S. Agree	5	29.4	6	40	8	30.8	3	33.3	0	0	**22**	**29.7**
Participatory management is the institution	S.disagree	0	0	2	13.3	3	11.5	2	22.2	3	42.9	**10**	**13.5**
	Disagree	2	11.8	5	33.3	5	19.2	0	0	3	42.9	**15**	**20.3**
	Agree	10	58.8	5	33.3	12	46.2	4	44.4	0	0	**31**	**41.9**
	S. Agree	5	29.4	3	20	6	23.1	3	33.3	1	14.3	**18**	**24.3**

Table 4.6 shows that across the universities staff members agree that the decision making process is efficient having 30(40.5%) being in agreement while 22(29.7%) strongly agreeing, though 10(13.5%) strongly disagreed and 12(16.2%) disagreed .Hence the decision making process, highly correlated with participatory management in an institution as participatory management entails   having an all-inclusive decision making process while engaging staff and continuously updating them on all that is happening across the institution. The table further show that 31(41.9%) being in agreement while 18(24.3%) strongly agreeing, though 10(13.5%) strongly disagreed and 15(20.3%) disagreed that there is participatory management in the institutions.

(Kezar and Eckel 2004) pointed out that the substance of governance and decision-making has changed during the last decades with more emphasis put on high stake issues and more incremental decisions made in a less collegial mode – the reasons for this stem from trends that have devalued the notion of participation and also from the external pressures for more accountability and demands for quicker decision-making that sometimes is achieved through bureaucracy. Comparing results in table 4.5 and table 4.6 it is clear that though there is beaucracy in satellite campuses it does not affect the decision making process.

Table 4.7 Effective Communication channels

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Well laid down policies on communication	S.disagree	1.0	5.9	3	20.0	3.0	11.5	1	11.1	2.0	28.6	10	**13.5**
	Disagree	3.0	17.6	3	20.0	2.0	7.7	4	44.4	0.0	0.0	12	**16.2**
	Agree	7.0	41.2	6	40.0	12.0	46.2	1	11.1	3.0	42.9	29	**39.2**
	S. Agree	6.0	35.3	3	20.0	9.0	34.6	3	33.3	2.0	28.6	23	**31.1**

Communication is key for the success of any organization. Table 4.7 shows that communication highly influences quality service delivery as it ensures that timely services are offered and there is a smooth flow of activities. After assessing the opinions of staff on whether the institution's communication policies are, well laid down ,it was clear that most of the city campuses are still embracing but have not fully implemented communication policies in their institutions having 29(39.2%) and 23(31.1%) who agreed and strongly agreed respectively ,across the universities .The results are slightly above average performance hence the need to put more effort to ensure that communication is efficient and effective.

If there is lack of mutual communication between administrative and university staff there will be lack of efficiency. Furthermore, reduction of involvement of the faculty in institutional decision making results into many challenges where governance systems cannot respond appropriately, ending up in strikes (Murphy , 2000).

4.4 Competitiveness and quality service delivery.

The study assessed the effect of competition on the quality services offered. The results are shown in table 4.8.The staff members indicated their opinion on appropriateness of teaching methodology and the curriculum design to, compare whether this had an influence on the graduates from this institutions

Table 4.8 Teaching methodologies and programs offered and quality service delivery

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Curriculums designed	S.disagree	10	6.5	2	5.7	12	9.4	4	18.2	0	0	**28**	**8.1**
by the university	Disagree	26	16.9	7	20	18	14.2	4	18.2	1	16.7	**56**	**16.3**
are up-to date	Agree	71	46.1	12	34.3	43	33.9	8	36.4	5	83.3	**139**	**40.4**
	S. Agree	47	30.5	14	40	54	42.5	6	27.3	0	0	**121**	**35.2**
Teaching methodology	S.disagree	16	10.4	0	0	23	18.1	4	18.2	0	0	**43**	**12.5**
is appropriate	Disagree	44	28.6	9	25.7	41	32.3	11	50	0	0	**105**	**30.5**
	Agree	65	42.2	20	57.1	48	37.8	6	27.3	5	83.3	**144**	**41.9**
	S. Agree	29	18.8	6	17.1	15	11.8	1	4.5	1	16.7	**52**	**15.1**

In the table 4.8 shows the results on the opinion that curriculum development is upto date having,139 (40.4%) being in agreement while 121(35.2%) strongly agreeing, though 28(8.1%) strongly disagreed and 56(16.3%) disagreed. Majority of the students were for the opinion that that teaching methodology used was appropriate with, 144(41.9%) being in agreement 52(15.1%) strongly agreeing, though 52(15.1%) strongly disagreed and 105(30.5%) disagreed that there teaching methodology was update.

From the results there is need and comparing the results there is a gap between those who believe that the curriculum is well designed and those who are for the opinion that right teaching methodologies are used hence there is need for institutions to embrace modern and variety of teaching methods like use of power point presentation and engage students in more practical than theory

Table 4.9 Variety of programs offered and quality service delivery

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		**TOTAL**	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
	S.disagree	54	35.1	14	40	29	22.8	9	40.9	0	0	**106**	**30.8**
University offers	Disagree	71	46.1	14	40	45	35.4	8	36.4	6	100	**144**	**41.9**
a wide range	Agree	29	18.8	7	20	48	37.8	4	18.2	0	0	**88**	**25.6**
of programs	S. Agree	0	0	0	0	5	3.9	1	4.5	0	0	**6**	**1.7**

Table4.9 shows that out of the five city campuses have 54(35.1%) in JKUAT,14(40%) in Kimathi,29(22.8%) of Moi ,9(40.9%) in Masaai Mara and 0(0%) in Jaramogi .O .O. who strongly disagreed the university offered a wide range of programs, with the majority having 71(46.1%) in JKUAT, 14(40%) in Kimathi, ,45(35.4%) of Moi of 8(36.4%) of Masaai Mara and 6(100%) in Jaramogi .O .O. who The table further shows that 29(18.8%) of JKUAT, 7(20%) of Kimathi,45(35.4%) of Moi,8(36.4%) of Masaai Mara and 0(0%) of Jaramogi .O.O   agreed . Lastly having 0(0%) of JKUAT,0(0%) from Kimathi,5(3.9%) from Moi ,1 (4.5%) from Masaai Mara and 0(0%) from Jaramogi .O .O Strongly agreed .

Across the universities 106(30.8) Strongly disagreed that their institutions offer a wide range of programs, while majority 144(41.9%) disagreed ,88(25.6%) agreed and 6(1.7%) Strongly agreed .This clearly implies that there university should introduce more programs and courses so as remain competitive as well as enable the students to choose the courses that best suits them.

Table 4.10 Ability of graduates to be competitive in the job market

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Learning prepares students for the job market	Yes	56	36.4	20	57.1	43	33.9	6	27.3	2	33.3	**127**	**36.9**
	No	98	63.6	15	42.9	84	66.1	16	72.7	4	66.7	**217**	**63.1**
Favorable Proportion of students to lecturers	S. disagree	33	21.4	6	17.1	22	17.3	1	4.5	5	83.3	**65**	**18.9**
	Disagree	45	29.2	9	25.7	56	44.1	10	45.5	1	16.7	**121**	**35.2**
	Agree	7	4.5	3	8.6	8	6.3	0	0.0	0	0.0	**18**	**5.2**
	S. Agree	69	44.8	17	48.6	41	32.3	11	50.0	0	0.0	**138**	**40.1**

Table 4.10:Shows that Majority of the students were not of the opinion that their learning experience prepared them for the job market with 127(36.9%) being in agreement while 217(63.1%) were in disagreement. Looking at the student: lecturer ratio only 138(40.1%) strongly agreed that there was a favorable student to lecturer hence when we compare the this results with the results above , it's evident that there is need for the satellite campuses to employ more lecturers to ensure that ,they give students specialized attention and to a great extent have enough time for consultation. They should also have attachment programs and training to ensure that the graduates are ready for the job market.

Table 4.11 Lecturers have a great range of experience

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Lecturers have a wide of experience	S.disagree	10	5.2	1	2.9	2	1.6	2	33.3	0	0.0	12	**4.1**
	Disagree	23	14.9	6	17.1	30	23.6	7	116.7	2	0.6	65	**18.9**
	Agree	19	12.3	5	14.3	35	27.6	9	150.0	2	0.6	63	**18.3**
	S.Agree	102	66.2	23	65.7	60	47.2	4	66.7	2	0.6	202	**58.7**

Table 4.11 clearly shows that majority of the staff were for opinion that lecturers had a wide range of experience with 63(58.7%) being in agreement and 202(56.7%) strongly agreeing, though a small percentage differed with the opinion having 12(3.5%) who strongly disagreed and 65(18.9%) who disagreed. This was commendable and a positive ,indicator that the public universities were implementing ISO certification ,whose one of the major pillars is offering quality in higher institutions of learning.

Table 4.12 Staff training and quality service delivery

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Training that are core to staff are conducted	Rarely	1	5.9	4.0	26.7	8	30.8	1.0	11.1	4	57.1
	Quite often	6	35.3	1.0	6.7	3	11.5	2.0	22.2	0	0.0
	Often	8	47.1	10.0	66.7	15	57.7	6.0	66.7	3	42.9
	Very often	2	11.8	0.0	0.0	0	0.0	0.0	0.0	0	0.0

Table 4.12 shows that training conducted have a positive impact and are core to the staff having 2(11.8%) in JKUAT,0(0%) in Kimathi,0(0%) of Moi ,0(0%) in Masaai Mara and 0(0%) in Jaramogi .O .O. responding that they conducted very often .The table further shows that 8(47.1%) of JKUAT,10(66.7%) of Kimathi,15(57.7%) of Moi 6(66.7%) of Masaai Mara and 3(42.9%) having responded that the training that are core are conducted often .While those that were for the opinion that the training are conducted quite often were 6(35.3%)ofJKUAT,1(6.7%) from Kimathi,3(11.5%) from Moi ,2 (22.2%) from Masaai Mara and 0(0%) from Jaramogi .O

.O. Further we have 1(5.9%) in JKUAT,4(26.7%) in Kimathi,1(11.1%) of Moi ,1(11.1%) of Masaai Mara and 4(57.1%) in Jaramogi .O .O. who strongly agreed that there well laid down communication policies in their organizations.

Table 4.13: Programs on Personal Development Ability

		JKUAT	Kimathi	Moi	Masaai Mara	Jaramogi O.O	**Total**
Personal development ability	Yes	1	6	7	0	4	18
	No	16	9	19	9	3	56

Table 4.13 shows that having a total 18( ) were for the opinion that the personal development programs exist and majority of the staff were against the opinion. There is dire need for the institutions to develop programs that identify and nurture personal development, to ensure employees have an ability to explore their talents and work in their places of expertise

4.7 Institutional funding and quality service delivery

For any institution to operate efficiently there is need for adequate funding in all the areas to ensure that they give the best quality to their stakeholders. Different aspects of funding were looked into.

Table 4.14 Research funds

		JKUAT	Kimathi	Moi	Masaai Mara	Jaramogi O.O	Total
Availability of research funds	Yes	7	8	9	4	1	29
	No	10	7	17	5	6	45

Looking at table 4.14 According to staff members they are of the opinion that there are no enough funds for research having 45 (60.9%) and the one in affirmation being 29(39.1%) hence the city campuses despite their goal of growth and development in terms of student numbers they should strive to balance their finances so as to allocate funds for research as well the main campuses should support the city campuses as their overall growth depends on the city campuses.

Table 4.15 Funds set aside for research

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Are there funds set aside for Research	S.disagree	14	26.6	13	37.1	48	37.8	4	18.2	2	0.6	**108**	**31.4**
	Disagree	78	50.6	7	20	30	23.6	12	54.5	4	1.2	**131**	**38.1**
	Agree	15	9.7	2	5.7	24	18.9	4	18.2	0	0	**45**	**13.1**
	S. Agree	20	13	13	37.1	25	19.7	2	9.1	0	0	**60**	**17.4**

Table 4.15 shows the students opinion on availability of research funds in their campuses 14(26.6%)JKUAT, 13(37.1%) in Kimathi,48(37.8%) of Moi ,4(18.2%) in Masaai Mara and 2(0.6%) in Jaramogi .O .O strongly disagree. The study shows that the highest percentage across the campus of 131(38.1) disagreed that there were funds set aside by the campus for research purposes with 78(50.6 %) in JKUAT,7(20%) in Kimathi,30(23.9%) of Moi ,12(54.5%) in Masaai Mara and 4(1.2%) in Jaramogi .O .O. While 15(9.7%) in JKUAT, 2(5.7%) in Kimathi,24(18.9%) of Moi ,4(18.2%) in Masaai Mara and 0(0%) in Jaramogi .O .O 14(26.6%) agreed . Finally in across the campuses 60(17.4%) of the students Strongly agreed with 20(13 %) in JKUAT,13(37.1%) in Kimathi,25(19.7%) of Moi ,2(9.1%) in Masaai Mara and 0(0%) in Jaramogi .O .O.

The results showed that majority of the students disagreed that there were funds set aside for research hence comparing this with the results of table 4.10 it shows having 45(60.9%) who were for the opinion that there were no funds available for research .It is clear that there is need for the satellite campuses to invest in research as it is the backbone of any academic institution as this could mean that the institution does that allow the student and staff to fully exploit their potential.

Table 4.16   Highest level of Education

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		TOTAL	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Highest Level of Education	Diploma	0	0.0	1	7.1	3	11.5	0	0.0	2	28.6	6	**8.1**
	Degree	2	11.8	4	28.6	3	11.5	0	0.0	4	57.1	13	**17.6**
	Masters	13	76.5	6	42.9	17	65.4	7	77.8	0	0.0	43	**58.1**
	PHD	2	11.8	3	21.4	4	15.4	2	22.2	1	14.3	12	**16.2**

Table 4.16 shows qualifications of the academic and non-academic staff with 6(8.1%) having a Diploma ,13(17.6%) having degree ,Most of them having a masters 43(58.1) ,12(16.2%) being PHD graduates ,while especially, one would expect most them to have doctorates ,this is a key area to note that when Comparing table 4.15 and table 4.16 we clearly see a correlation of the results ,as when research funds are limited the staff will not have an opportunity to further their studies and this will in turn will have an impact on the publications made and hinder growth of the institution.

Table 4.17: Academic facilities

		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		**Total**	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Academic facilities are adequate	S.disagree	28	18.2	2	5.7	24	18.9	2	9.1	0	0.0	56	**16.3**
	Disagree	49	31.8	7	20.0	28	22.0	7	31.8	2	0.6	93	**27.0**
	Agree	56	36.4	20	57.1	66	52.0	9	40.9	4	1.2	155	**45.1**
	S.Agree	21	13.6	6	17.1	9	7.1	4	18.2	0	0.0	40	**11.6**

Table 4.17 indicates that across the campuses that majority of the students agree that there are adequate academic facilities with 56(16.3%) who strongly disagreed , 93(27%) having disagreed , with the majority 155(45.1%)%) who agreed and 40(11.6%) who strongly agreed the institution academic facilities were adequate. The study clearly shows that the city campuses are well equipped with the facilities that the students require to have a conducive studying environment.

Table 14.8 : Percentage of graduates who graduate vie sa vie the expected graduates

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
	0-20%	1	5.9	0	0.0	0	0.0	0	0.0	0	0.0	1	**1.4**
Percentage of actual graduates vie sa vie the expected graduates	21-40%	0	0.0	1	6.7	0	0.0	0	0.0	0	0.0	1	**1.4**
	41-60%	6	35.3	6	40.0	11	42.3	3	33.3	3	42.9	29	**39.2**
	61-80%	10	58.8	7	46.7	12	46.2	6	66.7	2	28.6	37	**50.0**
	81-100%	0	0.0	1	6.7	3	11.5	0	0.0	2	28.6	6	**8.1**

In table 14.8 shows results on the percentage of graduates vie sa vie the expected graduates was average having the ones of the opinion that (1-20%) of the students graduate being 1(1.4%),(21-40%) being 1.4% ,(41-60%) being 39.2% .(61-80%) being 50% and (81-100%) being 8.1% .From the results there was need for the campuses to fund students to increase the rate at which they graduate as some of them stall due to lack of incentives .The satellite campuses should also endeavor to encourage graduates to carry on their quality research immediately they are through with course to enable them graduate in time

4.8 Human resource management and quality service delivery

This study also assessed the effect of HRM on quality service delivery. The results are sown in table 4.19 .The staff indicated the remuneration package. Which enabled the researcher to assess whether the better the remuneration package the more better the services rendered

Table 4.19 Remuneration package is favorable

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Remuneration package is favorable	S.disagree	2	11.8	0	0.0	0	0.0	1	11.1	0	0.0	**3**	**4.1**
	Disagree	2	11.8	0	0.0	1	3.8	1	11.1	0	0.0	**4**	**5.4**
	Agree	4	23.5	7	46.7	11	42.3	2	22.2	5	71.4	**29**	**39.2**
	S. Agree	8	47.1	8	53.3	14	53.8	5	55.6	2	28.6	**37**	**50.0**

Table.4.19 shows that 2(11.8%) in JKUAT, 0(0%) in Kimathi 0(0%) of Moi, 1(11.1%) in Masaai Mara and 0(0%) in Jaramogi .O .O. Strongly disagree that there the remuneration package was favorable. While 2(11.8 %) in JKUAT,0(0%) in Kimathi 1(3.8%) of Moi ,1(11.1%) in Masaai Mara and 0(0%) in Jaramogi .O .A significant number of the staff found their remuneration package suitable with 4(23.5%) from JKUAT, 7(46.7%) in Kimathi,11(42.3%) of Moi ,2(22.2%) in Masaai Mara and 5(71.4%) in Jaramogi .O .O.

Hence majority strongly agreed that or were on the opinion that their remuneration package was favorable having 8(47.1%) from JKUAT, 8(53.3%) in Kimathi, 14(53.8%) of Moi ,5(55.6%) in Masaai Mara and 2(28.6%) in Jaramogi .O .O. The results of the study shows that the satellite campuses remuneration package is favorable hence it's a good indicator that the campuses, as employees are the most important and valuable asset of any institution hence when they feel appreciated their output and outcome is of high quality.

Table 4.20: Transparency in staff hiring

The process, procedure and rules that govern hiring in an institution is key and is affected the quality of service delivery of the staff .In this case the staff responses show that they are contented with the hiring process as it is a competitive process based on experience and academic qualifications as shown

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
	S.disagree	0	0.0	1	6.7	2	7.7	0	0.0	0	0.0	**3**	**4.1**
Process of hiring is transparent	Disagree	1	5.9	4	26.7	5	19.2	0	0.0	2	28.6	**12**	**16.2**
	Agree	13	76.5	9	60.0	15	57.7	7	77.8	5	71.4	**49**	**66.2**
	S. Agree	3	17.6	1	6.7	4	15.4	2	22.2	0	0.0	**10**	**13.5**

Table 4.20 shows that the staff members have appreciate the hiring process in place is transparent and they find it effective and efficient looking at the overall responses across the universities 3(4.1%) strongly disagree that the hiring process is transparent, while 12(16.2) disagree , having the majority agree having 49(66.2%) and 10(13.5) strongly disagree .This is positions awarded and this always encourages them to work harder to be promote

Table 4.21 Technological changes

`		JKUAT		Kimathi		Moi		Masaai Mara		Jaramogi .O.O		Total	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Modern technology is in place	S.disagree	2	11.8	5	33.3	0	0.0	0	0.0	2	28.6	**9**	**12.2**
	Disagree	4	23.5	2	13.3	3	11.5	4	44.4	1	14.3	**14**	**18.9**
	Agree	6	35.3	6	40.0	19	73.1	1	11.1	3	42.9	**35**	**47.3**
	S. Agree	5	29.4	2	13.3	4	15.4	4	44.4	1	14.3	**16**	**21.6**
University staff are at per with technological changes	S.disagree	5	29.4	4	26.7	2	7.7	2	22.2	2	28.6	**15**	**20.3**
	Disagree	2	11.8	3	20.0	11	42.3	3	33.3	2	28.6	**21**	**28.4**
	Agree	9	52.9	4	26.7	10	38.5	2	22.2	2	28.6	**27**	**36.5**
	S. Agree	1	5.9	4	26.7	3	11.5	2	22.2	1	14.3	**11**	**14.9**
IT Training offered are useful to staff	S.disagree	1	5.9	0	0.0	1	3.8	0	0.0	0	0.0	**2**	**2.7**
	Disagree	4	23.5	6	40.0	12	46.2	5	55.6	0	0.0	**27**	**36.5**
	Agree	8	47.1	8	53.3	9	34.6	2	22.2	3	42.9	**30**	**40.5**
	S. Agree	4	23.5	1	6.7	4	15.4	2	22.2	4	57.1	**15**	**20.3**

Table 4.21 indicates that across the universities staff members agree that modern technology is in place having 35(47.3%) being in agreement while 16(21.6%) strongly agreeing that modern technology is in use in the institution, though 9(12.2%) strongly disagreed and 14(18.9%) disagreed .This is a clear indicator that city campuses have embraced modern technology. On the other hand we see that the rate at which the staff have embraced technology is a bit slower that compared to the institutions IT development having 27(36.5)%) being in agreement while 21(28.4%) strongly agreeing, though having a significant number of staff who are not at per with the technological developments with 15(20.3%) who strongly disagreed and 21(28.4%) who disagreed. On the flip side a significant number of the staff had a feeling that the IT training offered were useful to them .Looking at the table 15(20.3%) Strongly agreed, 30 (40.5%) agreed 27(36.5)disagreed and 2(2.7) strongly disagreed. It clearly shows that the training department need to work and improve on their teaching skills in order to offer trainings that are more meaningful and useful to employees.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.1 Introduction

This chapter presents the summary of the findings of the study, discussions, conclusions and recommendations arrived at. The study assessed the various factors influencing quality service delivery in public universities case of city campuses in Nairobi City County. These factors are leadership, institutional funding, competiveness, technological changes and human resource management.

5.2 Summary of Findings

This section summarized the finding of the study. This would help readers understand the results in better ,in a simpler and summarized way. The study different aspects of leadership were looked into the first being bureaucracy, the results found that majority of the staff in the five city campuses attested that there was bureaucracy in their institutions with a total of 39 (52.7) in agreement and 22(29.7) strongly in agreement, while having the highest number being from JKUAT campus 12(70.6) it should be a key area for the leadership of the campus to work on .It has been a norm in many public universities over the years ,hence as institutions all over the world and private universities in Kenya have almost finished bureaucracy ,there is need for the leadership of this institutions right from the top to abolish many processes that could be made simpler and easier to ease the daily activities and achieve quality and timely service delivery to all stakeholders and especially the main stakeholders who are the students and the staff.

Looking at decision making and participatory management most of the university staff were in agreement that they the decision making process is well laid down and they are usually involved in the decision making process which is one of the components of participatory decision making having 30(40.5%) being in agreement while 22(29.7%) strongly agreeing that the decision making process is efficient while 31(41.9%) being in agreement while 18(24.3.7%) strongly agreeing that there is participatory decision making in their institution. However Masaai Mara CBD campus had the lowest values of among the other university of those who were of the

opinion that there is there was bureaucracy in the institution and this clearly shows that if there is less bureaucracy then there the decision making process is more efficient and participatory management is a key area that leaders focus on.

Communication process was another key area of focus majority of the staff were in agreement there were well laid down communication policies having 7(41.2%) of JKUAT,6(40%) from Kimathi,12(46.2.%) from Moi ,3 (42.9%) from Masaai Mara and 3(42.9%) from Jaramogi .O .O being in agreement . Further   having   (35.3%) in JKUAT,3 (20%) in Kimathi,9(34.6%) of Moi ,3 (33.3%) and 2(28.6%) in Jaramogi .O .O. who strongly agreed that there well laid down communication policies in their organizations.

The study found that the curriculums by the university were up to date with 139(40.4%) being in agreement   and 121(35.4%) strongly agreeing the students similarly appreciated that suitable teaching methods were in use from table 4.8 and Table 4.9. though not at the same rate ,this means there should be a slight improvement of the teaching methodologies to match the curriculums that are being taught to ensure that the institution remains competitive. Table 4.8 however indicated that students were not satisfied with the range of programs offered by their respective institutions with 106(30.8%) strongly disagreeing and 144(41.9%)   being in disagreement ,this implies that the structures and the programs are in place but there is need for the same to be expanded to accommodate different student preferences and academic areas of interest and especially in Jaramogi Oginga Odinga where none of the students appreciated having wide range of programs though it's a young institution.

The study sought to determine how institutional funding influencing quality service delivery. It was evident that the finances that an institution operate with has a great impact on the students and staff. The results showed that if less funds are allocated to research it will hinder growth of the stakeholders academically .The students and the staff had almost the same opinion regarding availability of research funds in the institution referring to table 4.12and 4.13 ,This inturn had a direct impact on the staff highest qualification as most of them had the highest academic qualification as masters43(58.1) as opposed to the general assumption that most university staff are PHD graduates.

The study further revealed the need for this institutions to increase all the academic facilities to enable students get the best quality of education as a total of 155(45.1%) and 40(11.6%) agreed and strongly agreed respectively ,this adds up to 195(56.7%) which is just slightly above 50%

The study found out that Staff in the institutions appreciated and were satisfied with their remuneration package this may be attributed by the fact that most staff are on permanent basis and they feel that their jobs are secured. This would allow them to be in a position to access credit facilities and other fringe benefits with 29(39.2%) being in agreement and 37(50%) being strongly in agreement that the remuneration package is favorable. This was a positive indicator as workers who have a good remuneration package are usually motivate and the end result is seen through their quality service delivery ,this is seen by the frequency of class attendance by lecturers being 61-80% as per table 4.14.Further from the results the staff were equally satisfied with the with the transparency in the hiring process as per table 4.15.

From the study the five institutions have embraced modern technology from table 4.18 we see that the campuses have embraced technology though having 35(47.3%) and 16(21.6%) being in agreement and strongly agreement respectively ,though the rate at which the staff have embraced technology is a bit slower that compared to the institutions rate at adopted it in the same institutions with 27(36.5%) being in agreement and 11(14.9%) having being in strongly agreement this rates are lower than the above, hence the need of the more training in core IT areas. However staff in this institution appreciate that technological training offered are useful to them, this as well should be a continuous process to ensure that the rate a which staff embrace technology is at per with the rate of technological growth in the institutions

5.3 Discussions of Results

This section discussed the results found in the study .This would help readers and future researchers in a simpler way.

5.3.1 Leadership and quality service delivery

The study revealed that leadership has a great influence of quality service delivery of city campuses in Nairobi city county. Leadership has many definitions but no real consensus; essentially it is a relationship through which one person influences the behaviour or actions of other people. One of the critical roles of management is to create a work environment that will

endear the organization to employees. It also includes influencing these employees' decision to be committed and remain with the organization even when other job opportunities exist outside the organization (Michael, 2008).

Beardwell (2007) observes that the role of leadership and a supervisor is crucial in staff retention, and argues that employees leave managers not companies. Employees are more likely to remain with an organization if they belief that their managers shows interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. The quality of relationship an employee has with his or her immediate managers elongates employee stay in an organization (Ferreira, 2007 cited in Michael, 2008). Centre for Promoting Ideas, USA www.ijhssnet.com 208 Research conducted on the state of South African Training industry indicated that management style was the most prominent retention factor in South Africa (Netswera, 2005). The leadership in the universities who include top management and Chairmen of Departments who are the immediate supervisor to the academic staff can play crucial role in portraying to the staff that their University is the employer of choice.

5.3.2 Competitiveness and quality service delivery

Professional development is the engine that keeps the universities true to their mandate as centers of ideas and innovation. (Tettey ,2006) Without efforts in this direction intellectual capital can stagnate and the relevance of universities to society may diminish. (Rosser, 2004) emphasized on the need of faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities and national and international research meetings. Thus, development activities for faculty members continue to be an important aspect associated with their professional work lives

Training should be comprehensive enough to allow employees understand the nature of work to be performed. Therefore the training given should be appropriate to the type of work to be performed (Nzuve, 2010). The management should therefore develop clear job specifications and job descriptions to understand the required type of training in the organization to improve its competitiveness. This is because, competition sometimes adversely affect service delivery. In Britain, since 1989, parents had the right to send their children to any publicly funded school of

their choice, as long as there were spaces available and quality services. Sweden and New Zealand introduced parental choice of a school years later. This parental choice in education remained controversial since it lead to unhealthy competition between the school to an extent of affecting service delivery (Le ,2007).

5.3.3 Institutional funding and quality service delivery

Its evident there is need for more funding for the city campuses either from the main campuses or from the government as funds from HELB are not sufficient as well other sources of income .Lack of enough funds influences quality service delivery and important area of allocation like research are not catered for and hence the institutions rate of academic growth becomes slow.

The trends in university expansion has been an increasing mismatch between the academic programmes that the institutions are offering and the knowledge needs of the economy according to the Vision 2030 blueprint. Regardless of all social and economic characteristics of any given country, all the costs of higher education must ultimately be paid by a combination of four basic sources of finance: taxpayers, students, and donor agencies (Johnstone,1986). The higher education funding calculus is such that any cost shifted from one source must be shifted to another source ,given that higher education costs are by their nature unavoidable, irreducible, and continually escalating (Woodhall, 2008). The high costs are related to the natural economic character of the tertiary education function that is characterized as both labour and capital intensive and has proven throughout the world to be especially resistant to labour-saving technologies (Johnstone, 2004).

According to the (Ministry of Higher Education, 2012)University education is expensive and requires huge investments by all partners. The average spending per student at the university level was 31 times, 6 times, and twice as expensive in relation to primary, secondary and TVET education, respectively.

5.3.4 Human resource management and quality service delivery

Attractive remuneration packages are one of the very important factors of retention because it fulfils the financial and material desires (Shoaib et al, 2009). Less than half of the faculty members in a national study indicated that they were satisfied with their salary and fringe

benefits (Rosser, 2004). Salary retirement and job security have been shown to be important personal issues that may affect the satisfaction of faculty members in colleges and universities. Rosser observed that although much of the overall research on faculty members suggests that salary, in and of itself, is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why faculty members leave their institution. In examining faculty workload and compensation of Australian academics, Comm and Mathaisel (2003) cited in Kipkebut (2010) found that 51% of the faculty did not believe that they were compensated fairly, relative to those other comparable institutions. As a result, 50% of the respondents felt the need to work outside their institutions to earn extra income. According to Tettey (2006) dissatisfaction with salaries is one of the key factor undermining the commitment of academics to their institutions and careers, and consequently their decision or intent to leave

5.3.5 Technological changes   and quality service delivery

The   research found that the five institutions have embraced technology but there was there was need for more training to enable staff appreciate the role and importance of technological growth both as individuals and as group.

While studying how using information technology could increase access to higher education through distance learning in Kenya found that institutions of higher learning lacked the necessary technology. The institutions had only a few computers, which were used by lecturers to access internet services. Lecturers and administrators lacked instructional competencies and information design for distance learning associated with delivery of high quality services (Manyasi, 2010) , Advances in Information Technology could provide solution for the demand in university education in Kenya. However, there was insufficient institutional preparedness. Apart from inadequate space and shortage of current books and journals, public universities did not have satisfactory internet provision for the learners.

5.4 Conclusions

From the study the researcher established that for satellite campuses to offer high quality services there is need to reduce bureaucracy to ease and hasten services offered .The leadership of this institutions should work towards a thinner organization and enhance open door policy .More training that are core to staff should be conducted both in HRM and IT .

There is need for the institutions to come up with initiatives are profit to bridge the gap in the funding and resources required to run the institution.

5.5 Recommendations

In line with the findings and the results of the study, the study recommends that public universities universities should liase with the Government to establish appropriate, reliable, effective diversified and sustainable mechanisms for fully financing university operations. In keeping ,with their core mandate ,universities should enhance the focus on increased quantity and quality of research output. Any countries ,especially Kenya's development critically depends on a high quality research output. .Kenya should strengthen collaboration and partnership among research entities .

Commission for University Education (CUE) should institute strict quality monitoring and evaluation mechanisms to universities and revises its accreditation requirements. An accreditation system could be linked to an international accreditation system. An internationally accepted criterion is needed not only for setting standards but measuring quality. Besides, universities need to have well established benchmarks and indicators of quality which can serve as positive indicators of self-criticism by both universities and stakeholders.
.

There should be frequent curriculum review like after every five years to ensure that there is continuous monitoring and evaluation by the commission of university education (CUE),of the quality of services offered. There is need for institutions to establish benchmarks to enable them measure position at any one time and establish and set targets . The critical and crucial challenge is to ensure that for every programme, a rich and sound curriculum that meets the needs of the students, the university and the wider community, is developed and implemented. It is imperative that the content and process of the curriculum be current and up-to-date

More academic and non-academic staff should be recruited to match the increase in student enrolment and improve lecturers incentive system. As observed in the results most of academic staff are masters graduates hence there is need for academic staff to have a Doctor of Philosophy (PHD) degree or its equivalent who are recruited, developed, and retained. Also by ensuring staff have incentives and systems that make them competitive in teaching industry.

5.6 Suggestion for Further study

The scope of the study was limited due to time constraints. Nevertheless the study was successful in finding the factors influencing quality service delivery in city campuses. The following were suggested for future research.

Given that Nairobi is the capital city , given different experiences that satellite campuses face in other Semi urban areas, similar research should be done in other counties in order to generalize conclusion.

Similar research should also be done universities taken as a sample ,private universities and tertiary college's included. This would bring fair competition hence benefiting both the students and the staff as well as sustain and enhance quality service delivery in satellite campuses in different counties

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QUESTIONNAIRE FOR STUDENTS IN PUBLIC UNIVERSITIES

SECTION A: DEMOGRAPHIC DATA

Name of University and Campus:	**Date of Interview (dd/mm/yyyy):**
Sex of respondent: Male_____ Female_____	**Course of study** _____
MODE OF STUDY. **Full time( ) Part Time( )**	**Q_CODE #:** _____
Year of study………………………….	

Dear Respondent

Your responses will be kept CONFIDENTIAL.

1. Before you complete this form, please be sure that you have read and signed the consent form

2. Please be as honest as you can be. I will not ask for your name, and anything you write on this form will be kept completely confidential. Participation in this study will in no way affect your studies at the university.

3. If you are uncomfortable at any time for any reason during the completion of this questionnaire, please do not hesitate to ask for assistance.

4. It is estimated that this questionnaire will take between 25-45mins to complete.

PLEASE DO NOT FILL IN ANY INFORMATION IN THIS BOX; FOR REVIEWER'S USE ONLY	
Data reviewed by:	**Data entry:**
Date of Review: …….(dd)/……(mm)/…….(yyyy)	[STAMP WHEN COMPLETED]
Comments:	

SECTION B

These Section is related to certain aspects of the service that you experience in your University. Please mark the appropriate response to indicate your own personal feeling by circling based on the following scale

1= strongly disagree 2=disagree 3= agree 4= strongly agree

COMPETETIVENESS

	1	2	3	4	5
1. When I have a problem, administrative staff show a sincere interest in solving it.					
2. Inquiries are dealt with efficiently					
3. The university offers a wide range of programs with various specializations					
4. Instructor allocate sufficient time for consultation					
5. Teaching Methodology is appropriate.					
6. Instructor are highly educated in their respective fields					
7. The timing of the class is suitable					
8. Instructor is never too busy to respond to my request for assistance and they do so in a time.					
9. Instructor show positive attitude towards students					
10. The staff are easy to contact					
11. When I have a problem, Instructor shows a sincere interest in solving it.					
12. Curriculums designed by the university are up to date.					
13. Small class size helps the class make more interactive and help students to understand better					
14. The proportion between theory and practice are appropriate					
15. The assessment and the grading by the instructor are fair.					

16. Administration offices keep accurate and retrievable records					
17.The university offers programs with flexible structure					

18. As a percentage how would you rate the lecturers' class attendance?

0-20%

20-40%

40-60%

60-80%

80-100%

INSTITUTIONAL   FUNDING.

These Sections are related to certain aspects of the service that you experience in your University. Please mark the appropriate response to indicate your own personal feeling by circling based on the following scale

1= strongly disagree 2=disagree 3= agree 4= strongly agree

	1	2	3	4	5
Academic facilities and equipment are adequate and necessary.					
Runs excellent quality programs.					
Recreation facilities and equipment are adequate and necessary.					
Class sizes are kept to minimum to allow personal attention.					
Existence of funds allocated to students for research					
Existence of development projects in the institution.					

QUALITY SERVICE DELIVERY IN PUBLIC UNIVERSITIES.

1. Is course work finished in good time to allow for revision.

Agree	Strongly agree	Disagree	Strongly disagree

2. How often on average do the lecturers attend classes in a semester.

   a. Rarely ☐   **b. Quite often** ☐   **c. Often** ☐ **d. Very often** ☐

3. Are you satisfied with the services offered at the university?

   Yes   **No**

4.   The proportion between students   and lecturers   are favorable for learning.

Agree	Strongly agree	Disagree	Strongly disagree

5. Lecturers have a range of experience and expertise

Agree	Strongly agree	Disagree	Strongly disagree

6.   Do you feel that the learning offered by the university is adequate to enable graduates to fit on the job without any retraining?

   a.   Yes [   ]   No [   ]

QUESTIONNAIRE FOR ACADEMIC AND NON-ACADEMIC STAFF

1. Kindly indicate your gender

Male ☐   Female ☐

2.Tick your age Category

   a) 20-24 ☐

   b) 25-34 ☐

   c) 35-44 ☐

   d) 45-60 ☐

   e) Over 60 years ☐

3. Kindly indicate the position held in the university _____

4. What is your highest academic qualification?

   a) Diploma ☐

   b) Bachelor's degree ☐

   c) Masters ☐

   d) PHD ☐

   e) Any other specify ☐

LEADERSHIP (Tick appropriately)

   1. There is existence of proper communication policy in the University.

Agree	Strongly agree	Disagree	Strongly disagree

   2. There is bureaucracy in dealing with issues in the University.

Agree	Strongly agree	Disagree	Strongly disagree

3. There is all inclusive decision making meetings in the University.

Agree	Strongly agree	Disagree	Strongly disagree

4. There is Participatory management in the institution.

Agree	Strongly agree	Disagree	Strongly disagree

5.There are frequent motivational sessions where staff have a proper succession plan strategy by consistently developing leadership skills and strengthen employees .

Agree	Strongly agree	Disagree	Strongly disagree

INSTITUTIONAL FUNDING

1.Number of audits in the institutions that ensure accountability.

Once [ ]   Twice [ ]   Thrice [ ]

2. Are there funds allocated to students for research?

Yes [ ]   No [ ]

COMPETETIVENESS

1. Is there a plan for any Expansion and development projects.

Yes [ ]   **No** [ ]

2. How often are training for core staff conducted.
   a. **Rarely**
   b. **Quite often**

c. **Often**

d. **Very often**

3. **Are benchmarking and appraisals practices, part of your end year staff evaluations.**

Agree	Strongly agree	Disagree	Strongly disagree

4. **Are there weekend intensive and evening classes in all the courses?**

      Yes ( )   **No(   )**

5. **Does a fully-fledged marketing department exist in your institution.**

      Yes   **No**

6. **To what extent have you implemented the ISO 9001:2008 .Give your answer as a percentage.** [   ]

7. **University is run like a corporate organization?**

Agree	Strongly agree	Disagree	Strongly disagree

8. **Procedure of hiring out university resources and staff transparent**

Agree	Strongly agree	Disagree	Strongly disagree

9. **Are the graduates from the institution marketable in the job market.**

Agree	Strongly agree	Disagree	Strongly disagree

11. **What is position (Ranking) of your university globally……………………………**

HUMAN RESOURCE MANAGEMENT

1.Is there an recruitment process within your University clear and transparent?

Agree	Strongly agree	Disagree	Strongly disagree

2. In your own assessment and experience, does the university adhere to set guidelines and policies during recruitment?

Yes [   ]   No [   ]

4. Does your remuneration package commensurate the work done in the University?

Agree	Strongly agree	Disagree	Strongly disagree

6. Is there a program for identifying personal development opportunities?

Yes [ ]   No[   ]

7. Are there regular trainings based on employee's needs identification.

Agree	Strongly agree	Disagree	Strongly disagree

CHANGE IN TECHNOLOGY

1.The university incorporates modern technology in its day to day undertakings?

Agree	Strongly agree	Disagree	Strongly disagree

2.The University train staff to catch up with the changing technology?

Agree	Strongly agree	Disagree	Strongly disagree

3. What is your view on the adequacy of the computers to meet the teaching and learning goals of the department?

a. Very Adequate [   ] b .Adequate [   ] c. Inadequate [   ] d. Very Inadequate [   ]

4.The trainings offered useful to staff?

Agree	Strongly agree	Disagree	Strongly disagree

5. Are there ways the University can improve its training techniques?

Yes [   ]   No [   ]

6.If yes in number (4) above, give details………………………………………………………

QUALITY SERVICE DELIVERY IN PUBLIC UNIVERSITIES

1. Number of graduates per academic compared to the total number of students expected to graduate in such a particular academic year.

i) 0-20% [   ]   ii) 20-40% [   ]   iii)40-60 [ ]   iv)60-80% [ ]   v)80-100% [ ]

2. How often on average do the lecturers attend classes in a semester?

b. Rarely [   ]   b. Quite often [   ]   c. Often [   ]   d. Very often [   ]

3. Are you satisfied with the administrative services offered at the university?

Yes [   ]   No [   ]

4.The proportion between students   and lecturers   are favorable for learning.

Agree	Strongly agree	Disagree	Strongly disagree

5.Lecturers have a range of experience and expertise

Agree	Strongly agree	Disagree	Strongly disagree

6. Do you feel that the training   offered by the university is adequate to enable graduates to fit on the job without any retraining?

Yes [   ]   No [   ]

APPENDIX III: Table of Accredited Universities in Kenya

Public Chartered Universities		
1.	University of Nairobi (UoN)	Established - 1970 Chartered - 2013
2.	Moi University (MU)	Established - 1984 Chartered - 2013
3.	Kenyatta University (KU)	Established - 1985 Chartered - 2013
4.	Egerton University (EU)	Established - 1987 Chartered - 2013
5.	Jomo Kenyatta University of Agriculture and Technology (JKUAT)	Established - 1994 Chartered - 2013
6.	Maseno University (Maseno)	Established - 2001 Chartered - 2013
7.	MasindeMuliro University of Science and Technology (MMUST)	Established - 2007 Chartered - 2013
8.	DedanKimathi University of Technology	2012
9.	Chuka University	2013
10.	Technical University of Kenya	2013
11.	Technical University of Mombasa	2013
12.	Pwani University	2013
13.	Kisii University	2013
14.	University of Eldoret	2013
15.	Maasai Mara University	2013
16.	JaramogiOgingaOdinga University of Science and Technology	2013
17.	Laikipia University	2013
18.	South Eastern Kenya University	2013
19.	Meru University of Science and Technology	2013
20.	Multimedia University of Kenya	2013
21.	University of Kabianga	2013
22.	Karatina University	2013

Public University Constituent Colleges		
Murang'a University College (JKUAT)	2011	
Machakos University College (KU)	2011	
The Co-operative University College of Kenya (JKUAT)	2011	
Embu University College (UoN)	2011	
Kirinyaga University College (JKUAT)	2011	
Rongo University College (MU)	2011	
KibabiiUniverstity College (MMUST)	2011	
Garissa University College (MU)	2011	
TaitaTaveta University College (JKUAT)	2011	

APPENDIX IV: TABLE FOR DETERMINING SAMPLE SIZE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size   *Source: Krejcie & Morgan, 1970*

APPENDIX V: RESEARCH PERMIT