FACTORS THAT INFLUENCE LINE OFFICERS' PERCEIVED MANAGERIAL PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

BY

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DECLARATION

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

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TABLE OF CONTENTS

APPENDICES

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS

ANOVA: Analysis of variance

B.A.: Bachelor of Arts

B.B.A: Bachelor of Business Administration

B.B.M.: Bachelor of Business Management

B.Com: Bachelor of Commerce

B. Ed.: Bachelor of Education

DF : Degrees of freedom

E.U.: Egerton University

F.: F ratio

J.K.U.A.T.: Jomo Kenyatta University of Agriculture and Technology

K.U.: Kenyatta University

L.B.D.Q.: Leader Behaviour Descriptive Questionnaire

M.B.O.: Management by Objectives

M.O.E.S. &T: Ministry of Education, Science& Technology

M.M.U.S.T.: Masinde Muliro University of Science and Technology

N.S.D.Q. : Needs Survey Descriptive Questionnaire

P.L.C : Participatory Leadership Capacity

P.O.S.D.Co.R.B.: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting

t-test : the t-test for two independent means

U.O.N. : University of Nairobi

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To my mother,

The late Teresina Imbuhila,

For her concern and emotional

support throughout her life.

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generous words of wisdom.

ABSTRACT

The purpose of this study was to investigate and establish the factors that influenced the line officers' perceived managerial performance in public universities in Kenya.

The objectives of the study were to investigate:

i) the perceptions that line officer, staff officers and students had on the line officer's perceived managerial performance in public universities in Kenya;

ii) if the age, gender, academic qualifications, administrative experience, marital status, and religion of the line officers, staff officers and students were significantly different from the line officers' perceived managerial performance in public universities in Kenya;

iii) if the university organizational size and university organizational climate were associated with the perceived line officers' managerial performance in public universities.

Data relating to the line officers' perceived managerial performance in public universities in Kenya

in enhancing organizational effectiveness was gathered through responses to three questionnaires that were identified as POSDCoRB-Higher Education: I (Appendix B), POSDCoRB-Higher Education: II (Appendix C), and POSDCoRB-Higher Education: III (Appendix D). The investigator developed the instruments after a thorough analysis of literature related to managerial performance.

Each instrument was made up of two parts. Part I was designed to collect demographic data of age, gender and academic qualifications religious faith of the respondents, and, the size of the university. The part also possessed question items on attributes of organizational environment, which were orientation, inter-personal, supervision, problem management, management of mistakes, conflict management, communication, decision making, trust, management of rewards, risk taking and innovation and change. Finally, the part also had a question item on the perceived leadership behaviour of the line officer.

Part II of the instrument had question items on the measurement of the line officers', staff officers'

and students' perceptions of the line officers' managerial performance. This was an intricate process. It started with the identification of the key areas in the POSDCoRB functions of the public university in Kenya over which the line officers display their mastery of management skills.

Systematic list sampling procedures were applied to select the lists of line officers, staff officers and fourth year students in the B. Ed., B.Com, B.B.A., B.B.M, B.A of all the public universities in Kenya who were respondents in the main study.

The key findings of the study were:

i) that a significant difference existed between respondents' gender and the extent to which the organizing process of managerial performance was realized in Kenyan public universities. The return rate of the filled and completed instruments was 84% of the sampled population.

ii) that a significant difference existed between the respondents' academic qualifications and the extent to which the staffing process of managerial performance was realized in public universities;

iii) that a significant difference existed between the respondents' administrative experience and the extent to which the directing process of managerial performance was realized in Kenyan public universities;

iv) that a significant difference existed between the respondents' religion and the extent to which the co-ordinating process of managerial performance was realized in Kenyan public universities;

v) that a significant difference existed between the respondents' marital status and the extent to which the reporting process of managerial performance was realized in Kenyan public universities; and,

vi) that a significant difference existed between the university and the extent to which the budgeting process of managerial performance was realized in Kenyan public.

The study established that the factors that influenced the line officers' perceived managerial performance in Kenyan public universities were the age, gender, academic and professional qualifications, administrative experience, religious faith and marital status of the respondent line officers, staff officers

and students; and, the size of the university. In view of the research findings of this study, and in order to disseminate critical knowledge on perceptions of managerial performance in Kenyan public universities, the following recommendations were proposed:

1. That there was need for development on participatory leadership skills which in turn will lead to development of Participatory Leadership Capacity (P.L.C) in universities in public university management.
2. That there be established an educational management centre in public universities, preferably at the University of Nairobi, due to its central location, to be called University Higher Educational Management Centre.

In view of the findings of the study, the following suggestions were made:

1. That a further study be carried out to establish the effect that the respondents' perceptions, regarding the line officers' managerial performance, has on the realization of organizational effectiveness.

2. That a further study be carried out to investigate the factors that influence the perceived managerial performance in other institutions of higher education, similar to Kenyan public universities.
3. That a further study be carried out to investigate the perceptions of other members of the university community, like students in other course programmes, teaching members of staff and the other non-teaching members of staff.

CHAPTER ONE
INTRODUCTION

Background to the Problem

Universities have been identified as very important institutions in society. The universities have over time been identified as the seat of learning and of knowledge, responsible for the building of intellectual capital and its dissemination. These institutions employ a substantial number of highly qualified and specialized personnel.

The universities also provide opportunities for an increasingly younger part of society's generation to continue their education at university level, spend time, and apply mental energies in the university organization (Scannell, 1980; Angelini, Hersey, and Caracushansky,1980; Enderud, 1987; Bess and Goldman, 2001).It has succinctly been indicated that:

> . . .the central purpose are surely the advancement of culture, the pursuit of knowledge for its own sake, the maintenance and enlargement of the stock of citizens with broad or deep education, the improvement through advanced

education of the quality of life. . .(Carter, 1972 :80).

Universities produce outputs that serve as in-puts to important segments of society. In a sense, perhaps the students who attend the public universities are the ones who buy the universities' products. However, the students do not pay tuition fees high enough to permit public universities to engage their faculty members and maintain their plant ((Johnson, 1974; Monarco, 1976; Hills and Mahoney, 1978; Handel, 1983; Enderud, 1987; Karani, 1991; Sanyal, 1993; 1994).

The real user of the universities' product is the public (Wamsley, 1970; Kingstone, 1980; Sifuna, 1998). This is affirmed in the fact that the decision that the universities continue to carry on their business is given by the legislative body, parliament, which has the constitutional authority to appropriate funds. This consent of power will in turn have been given to parliament by the body politic.It has been pointed out that:

Power is required to inaugurate an association in the first place, to guarantee its continuance and

> to enforce its norms . . . without power there is no organization and no order (Bierstedt, 1950:735).

Immediately following the enabling legislation upon which the idea of the university is formed an organization is created, a university. The governance of such a community requires a structure and processes that will facilitate its operations. The university council is usually appointed to act as the founder's agent; as the bridge between society and campus; and, as the court of the last resort for the various internal constituencies of the university (Stutz, Morrow and Blanchard, 1966; Blanchard, 1967; Leslie, 1975).

In the process of pursuing its mission, the university endeavours to bring to realization the fulfillment of the objects that were set in the enabling legislation. It is in view of the need for realization of the organizational functions and objectives that the university employs line officers to carry out the mandate thereto assigned. This is the background against which the public university

organization may be considered to be effective in the context of the managerial performance of the line officers with regard to the variety of goals, a variety of stakeholders inside and outside it and under various time frames (Leslie, 1975; Feuer, 1980;Lewis, 1991; McNeese-Smith,1991).

Handel (1983) used the socio-technical systems theory and developed a set of instruments to study universities from an organizational perspective. Among the key variables of the model used included perceptions of actual and ideal primary tasks and roles, sentience (trust and loyalty), participant satisfaction, as well as tangible and intangible technology. The scholar established that individuals with greater investment in the university (time, qualification, rank) perceive their role as contributing positively towards the realization of organizational effectiveness. Howard (1980) investigated perceived organizational effectiveness using the "Index Effectiveness of the Leader Behaviour Description Questionnaire". The scholar established that perceived leader behaviours of structure,

communication skills and consideration explained the statistically significant proportion of the variance in perceived organizational effectiveness. Howard (1980) established in the study that there were leader behaviours within the education organization setting that could be developed by educational line officers, which in turn could be utilized to enhance the realization of perceived organizational effectiveness and student achievement.

However, the study by Monarco (1976) noted that in order to determine the perceived organizational effectiveness of an educational organization, the organizational characteristics of leadership, motivation, communication, interaction-influence, decision making and goal setting could be useful to provide a guide. Angelo (1980) pointed out that goal-setting, amount and quality of participation of members of the educational organization, and effective communication have a bearing on how effectively an educational organization realizes its objectives and attain organizational effectiveness. Feuer (1980) sought to establish a framework for planning and

evaluation of policy in universities. The scholar developed a model that could be useful for the efficient management of the universities in the face of their objectives, preferred individual outcomes, organizational costs and other organizational challenge.

The competent line officer ensures that members of the organization were provided a healthy working environment, maintained stability within the organization's operations and was usually in good control of the strategy-making systems. The line officer therefore gained greater support for the organization's program and maintained a personal visibility. Among the variables that had been investigated included age, academic preparation, post graduate professionalism and job development, gender, administrative training and certification, experience and total years of principalship, and membership in an educational society on the part of the line officer(King (1981; Villafane-Gregory,1981; Powell, 1980).

Further, studies by Hersey and Scot, 1974; Baldwin, 1987, and Aguinis, Nesler, Quigley, Lee, and Tedeschi ,1996, identified that the attitude of deans towards the nature and exercise of power, perceived in their studies, as a measure of satisfaction and effectiveness in the university organization. Other related studies had investigated components of school climate and student achievement. Among the school climate variables of the study were institutional leadership, tenure of the line officer, and the gender of the line officer. Additionally, the contributory effects of the three administrative power behaviors of coercion, authority and influence on organizational effectiveness had also been investigated (Devadoss, 1980; Bedford, 1987).

Villafane-Gregory (1981) examined whether significant relationships existed between the principals' responses on the dimensions job satisfaction and the dimension and the subdimension of self-concept and each of the selected personal and situational variables of the principals. The variables were: age, academic preparation, postgraduate

professional and job development, gender, administrative training and certification, experience and total years of principalship, and membership in an educational society. The study established a significant relationship of these variables on the part of the line officer and his/her self-concept; job satisfaction; and also to the line officer's ability to improve student achievement.

Bedford (1987) investigated components of school climate and student achievement. Among the school climate variables of the study were institutional leadership, tenure of the line officer, and the gender of the line officer. The study established statistically significant correlation (Pearson r) between student achievement with institutional leadership and also the gender of the line officer.

Powell (1980), Montesano (1991) and Stern and Barley (1996) investigated and established that managerial effectiveness was a complex product resulting from both situational and theoretical perspectives of management. Among the line officers' traits investigated were gender differences, years of

experience in educational administration and level education attained. The study recommended that there was need for studies to substantiate theoretical relationships between cognitive styles of educational line officers to their perceived managerial styles.

The organizational members need to be given the feeling of strength and competence, in teamwork on the basis of performance-based management and accountability (Republic of Kenya, 2005, b), in order to work hard towards the attainment of organizational goals (Leslie, 1975; Bulinda 1999). Line officers in universities need to be persons who fulfill expectations and have a demonstrated capacity to achieve organizational goals. It is this quality that will give the university line officers authority in discharging their responsibilities (Pecku, 1994).

This authority involves voluntary obedience, from those that they provide leadership to, based on some idea, which the obedient holds of the powerful or of his/her position. Bartlet (1980) noted that the line officers who practice the management by objectives (MBO) perspective in their leadership style were

perceived to be significantly more effective in both institutional and individual behaviour. The line officers who had espoused the MBO perspective were perceived to exhibit consistent patterns of leadership role with foresight.

In order to realize their core responsibilities, line officers find themselves engaged in the managerial processes of planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCoRB). Studies that had been carried out by scholars had established that planning in the university organization begins in the department and then the process must be critically examined in the committee system. It had been established that the line officers had the responsibility of defining and structuring roles, assigning responsibilities and providing the authority, tools and information necessary to accomplish tasks (Hersey and Scot, 1974; Dunworth and Cook, 1976; Hyness, Jr. and Garner, 1977; Sanyal, 1994).

The high cost of running universities has become of great concern to governments, donor community and

society. This has increasingly drawn concern about the line officers' management capacity at public universities, the efficiency of resource-utilization, cost-effectiveness and accountability (Klucyzynski and Gymtrasiewicz, 1972; Sanyal and Martin, 1993; Pecku, 1993; Kenya, Republic of, 2005 b ;). This brought into focus the management process of budgeting. The line officers in public universities were expected to show concern for organizational goals (Kenya, Republic of, 2005 a). Resultantly, the line officers needed to display mastery of skills in the area of policy-making and resource utilization (Deutscher, 1993).

Andrus (1991) investigated the extent and styles of dean and faculty participation in decision making in areas of budgeting, policy formation and faculty workload. The study noted that the line officers' managerial behavior in those key decision areas affected organizational climate. Lorion (1972) noted that faculty members desired more involvement in areas of governance of personnel matters, financial affairs and capital investments. Indeed, it was the Government of Kenya's desire to see to it that public universities

were managed on democratic principles (Kenya, Republic of, 2005 a)

Further, it had been noted that:

> During the past decade or so, Kenya's ...university system has experienced very high rates of growth ... This growth of universities... is largely a product of the insatiable demand for higher and higher levels of education...[And yet] There has been little or no research documenting issues in university [management] ... (Sifuna, 1998:176).

Statement of the Problem

The government desired to have a properly skilled human resource (Kenya, Republic of 2008). In order to realize this goal, concern had been raised on the need for effective management and utilization of resources for improved national productivity, in which the public universities' role had been underscored. However, one of the major challenges that had been acknowledged to exist was the lack of modern management practice and skills prevalent in the management of public

universities leading to high levels of inefficiencies (Kenya, Republic of, 2005 b).

Management of public universities, as organizations, involves the authority to make decisions about fundamental policies and practices in several critical areas. These include articulation of mission, degree requirements, the quality standards expected in student performance, the quality of research and public service activities, the appointment of staff, internal organization structure, and the allocation of available resources to operating and support programmes(Kenya, Republic of, 2005 a). The issue of the need for effective utilization of scarce resources, efficiency and realization of organizational effectiveness in public universities in Kenya had, therefore, assumed a re-newed and critical urgency that required to be investigated.

Public universities in Kenya were faced with a future that was set to be dominated by the challenge of how to maintain quality, and, as well as increase enrolments in the context of scarce financial resources. The line officers were the ones vested with

the power that was meant to enable the public universities to carry out their functions and objects, leading to the realization of organizational effectiveness(Kenya, Republic of 2008). Indeed, curiously, it had been noted that the phenomenal growth of universities was a product of the insatiable demand for more of higher education but there had been little or no research documenting issues in university management(Sifuna, 1998).

The Purpose of the Study

The purpose of this study was to investigate and establish the perceptions of the line officers, staff officers and students on the line officers' managerial performance. Alongside the investigator endeavoured to establish the factors that influenced the perceived line officers' managerial performance in public universities in Kenya.

The Objectives of the Study

The objectives of the study were to investigate:

i) the perceptions that line officers, staff officers and students had on the line officer's

managerial performance in public universities in Kenya;

ii) if the age, gender, academic qualifications, administrative experience,marital status, and religion of the line officers, staff officers and students were associated with the line officers' perceived managerial performance in public universities in Kenya;

iii) if the university organizational size and university organizational climate were associated with the perceived line officers' managerial performance in public universities.

Null Hypotheses

The hypotheses that the study investigated were:

i) **Ho:1:**That no significant difference existed between therespondents' age and the extent to which the planning process of managerial performance was realized in public universities.

ii) **Ho: 2:** That no significant difference existed between the respondents' gender and the extent to which the organizing process of managerial performance was realized in public universities.

iii) **Ho: 3:**That no significant difference existed between the respondents' academic qualifications and the extent to which the staffing process of managerial performance was realized in public universities.

iv) **Ho: 4:** That no significant difference existed between the respondents' administrative experience and the extent to which the directing process of managerial performances realized in public universities.

v) **Ho: 5:** That no significant difference existed between the respondent's religion and the extent to which the coordinating process of managerial performance was realized in public universities.

vi) **Ho: 6:** That no significant difference existed between the respondent's marital status and the

extent to which the reporting process of managerial performance was realized in public universities.

vii) **Ho: 7:** That no significant difference existed between the organizational climate of the university and the extent to which managerial performance was realized in public universities.

viii) **Ho: 8:** That no significant difference existed between the size of the university and the extent to which the budgeting process of managerial performance was realized in public universities.

Significance of the Study

The knowledge generated in this study has contributed to the development of theory regarding the understanding of management in Kenyan public universities. The knowledge is likely to be used as reference by scholars of higher education management. The knowledge is likely to spur further research in the area of management of higher education. The knowledge generated in this study is likely to be utilized to

sensitize university line officers on improved modern managerial and leadership practices in higher education.

Limitations of the Study

The study investigated the factors that influenced line officers' managerial performance by based on the perceptions of the line officers, the staff officers and fourth year students pursuing studies in the B.A., B. Com. and B.Ed. degree programmes. The respondents might have felt that the information required of them was related to their daily work routine and therefore confidential. The results were, then, generalized to the extent of the perceptions of the respondents.

That the instruments of the study used only some characteristics of the profile of the respondents and some attributes of managerial performance. The study did not survey some other attributes of the respondents. The findings of the study will therefore need to be generalized with utmost caution.

Delimitations of the Study

The study investigated with a view to establishing the factors that influenced the perceived

line officers' managerial performance in public universities in Kenya. The study used members of public universities, who included line officers, staff officers and fourth year B.A., B. Com., and B.Ed. degree programme students, as the respondents to the instruments of the study. The Kenyan public universities were the University of Nairobi, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, Egerton University, Moi University, Maseno University and Masinde Muliro University of Science and Technology.

Basic Assumptions

One of the basic assumptions of the study was that the members of public universities, who were respondents to the instruments of the study, understood the concepts of managerial performance that the study investigated. The second basic assumption of the study was that the respondents provided truthful and honest responses.

Definition of Significant Terms

The following significant terms were used in the study:

Authority: refers to right, legalistic, ethical or oral concept of rightness or justice.

Managerial Performance: refers to the extent to which the line officer carries out the managerial processes of planning,organizing, staffing, directing, co-ordinating, reporting and budgeting.

Multi-Stage Cluster Sampling: refers to sampling carried out in situations where the target population consists of sampling units at various stages.

Line Officer: refers to member of the teaching staff who gets selected and appointed to co-ordinate the core functions of teaching and research of a given division in a public university.

Organizational effectiveness: refers to the extent to which the university exploits its environment in the acquisition of scarce and valued resources, the satisfaction of its stakeholders and the fulfillment of its functions and objects.

Participatory Leadership Capacity: refers to a style of leadership in which the line officer actively involves members of staff, students and other members of the university community in the decision-making process.

Public university: refers to a university as an institution of higher learning that gets its total or partial funding from the Exchequer and has been granted authority to teach, carry out research and award degree certificates.

Postulate: refers to a suggestive framework for Theoretical thinking.

Power: refers to the ability that one possesses that he/she uses to influence the behaviour of another person.

Staff Officer: refers to a university administrator Whose responsibilities are mainly to facilitate the perations of the line officers.

Status: refers to the rights, privileges, immunities, duties and obligations associated with an office holder in a university.

Stratified Sampling:refers to a sampling procedure that divides the population into layers to ensure that significant sub-groups of the population are represented in the sample.

Systematic List Sampling:refers to a procedure where a list of the target population is prepared and the

required number of the sample is used to divide the population to give an interval between two consecutive cases.

Organization of the Study

The rest of the work was organized as follows: chapter two provided sections of literature review that was organized under the following headings: introduction; studies on management; organizational effectiveness and perceived managerial styles in educational administration; the leadership style and managerial functions of the line officers; fundamental relationships in educational administration; the power and authority postulates; the essence of line and staff authority; conceptual framework; summary of literature review; and, the theoretical framework of the study.

Chapter three consisted of the research methodology that was organized under the following headings: research design; target population; sample and sampling procedure; research instruments; reliability of instruments; validity of instruments; data collection procedures; and, data analysis techniques. Chapter four consisted of data analysis

that was composed of introduction, demographic profile of the respondents, part one of the findings, hypotheses and part two of the findings of the study. Chapter five contains the sections on the summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter covers literature review that was organized under the following sub-headings: studies on management; Organizational effectiveness and perceived managerial style in educational administration; leadership style and managerial functions of the line manager; fundamental relationships in educational administration; the power postulate; the essence of line and staff authority; summary of the literature review and the theoretical framework.

Studies on Management

Prior to the 20th Century, it was believed that the ability to lead and direct was identified with a personality or a trait. The leadership-trait concept dated back to the divine right of kings and the selection of military and political leaders from among those who by birth and bloodline were "ordained by God" to rule. It was believed that leaders were born and not made (Lord, DeVader and Alliger, 1986).

Writing on organization and management, in some form or another, can be traced back thousands of years. However, the systematic development of management thinking is viewed, generally, as dating from the end of the 19th century with the emergence of large industrial organizations, and the ensuing problems associated with their structure and management. Management is the process of designing and maintaining an environment in which individuals, working together in groups; accomplish efficiently selected aims and objectives (Dale and Akula 1970).The key functions of management of planning, organizing, staffing and controlling are designed to provide order and consistency in organizations (Smith and Foti, 1998).

The need for managers, with certainty, came up with the upsurge of large organizations, beginning with the First World War. The need made organizations to begin to search actively for methods that would allow for the selection of individuals who would be able to handle the responsibilities of management (Awamleh and Gardiner, 1999). If people could be classified on the basis of their intelligence and certain personality

traits, why not also on the basis of some personality attributes which were related to the ability to manage?

Dale and Akula (1970) pointed out that there was lack of documented, unified and coherent theory on management or organization. The search therefore persists. Useful and insightful models continue to evolve as a result of systematic scholarly attempts at exploring and mapping out some of the complexities associated with theory of management and organization. Job description research has attempted to identify the behavioral requirements for effective performance of many particular types of managerial jobs (Yukl, 2002). Behavioral requirements have often been defined in terms of important managerial responsibilities and duties that must be carried out in an organization.The behavioral responsibilities and duties have largely included planning and organizing, supervising, decision making, coordinating, and consulting (Duncan, LaFrance and Ginter, 2003).

The individuals who carry out managerial work have to content with demands, constraints and choices to make. These are the attributes that provide ground for

theoretical consideration of managerial work (Mintzberg, Raisingain and Theoret, 1976). Demands are what anyone who holds the job must do or risk sanctions or loss of the position. They provide a minimum core of required duties, activities and responsibilities (Kotter, 1985). They include standards, objectives, deadlines, bureaucratic procedures, delegation (budgets, reports, attending certain meetings, authorizing expenditure, signing documents, and conducting performance appraisals).

The constraints that influence managerial work are characteristics of the organization and the external environment limiting what the manager can do (Quinn and Cameron, 1983). These constraints include bureaucratic rules, policies, and regulations that must be observed, such as legal constraints (labour laws, environmental regulations, security regulations, safety regulations); availability of resources (facilities equipment, budgetary funding, supplies, personnel, support services); physical location of facilities; and the market considerations which affect the type of services that may be provided.

The choices that managers make involve the activities that a manager may do but are not mandatory. They reflect the opportunities available to someone in a particular type of managerial position to determine what to do and how to do it. Organizational managers find plenty of opportunities to set agenda, to make contacts, and how to influence people to implement the agenda (Stewart, 1982). However, the managers will usually have to come to terms with situational determinants which moderate the pattern of relationships (superiors, subordinates and peers); the work patterns (self-generating, outsiders requiring attention); and, the amount of exposure (amount of responsibility for making decisions with potentially serious consequences) (Harquail, 1996).

Most studies investigate only one or two aspects of the situation at a time, and different aspects of the situation are examined from one study to the next. This narrow approach makes it difficult to determine if effects attributed to one situational variable are actually due to another, unmeasured variable. Moreover,

it is not possible in these studies to evaluate how different aspects of the situation jointly affect leader behavior (Yukl, 2002: 34).

Lewin, Lippitt and White (1939) conducted an experiment in an attempt to find out the relationship between types of leadership and group behaviour. In the experiment, autocratic leadership seemed generally to produce a great deal of tension and frustration. The participants seemed to like their activities, but were not genuinely contented with the situation. On the other hand, comments that are more favourable were made about democratic leadership than about authoritarian and leissez-faire techniques of leadership.

Lewin, et al. noted that the results supported the importance of leadership techniques and the idea that many people can become better leaders through training techniques. The scholars pointed out that the results indicated that democratic leadership techniques probably produce better results than autocratic techniques. Further, that the participation involved

in democratic techniques may motivate through ego-involvement in a group purpose.

Further reflection on the concept of leadership continues to exhibit controversy of definition. Leadership involves a process whereby intentional influence is exerted by one person over other people to guide structure and facilitate activities and relationships in a group or organization (Conger and Kanungo, 1994). Leadership has been viewed as a specialized role or shared influence process which takes place at different levels. Firstly, all groups have a roles specialization that includes a leadership role with some responsibilities and functions that cannot be shared too widely without jeopardizing the effectiveness of the group. The person expected to perform the specialized leadership role is designated as the "leader". It then follows that whatever the attributes that will be used to determine the selection of designate leaders, the typical behavior of designate leaders will have effects of the behavior of other members of the group and the organization (Duarte, Goodson and Klich, 1994).

Leadership has also been viewed as an influence process that occurs naturally within a social system and is difficult among the members (Konst, Vonk, and van der Vlist, 1999; Kim and Yukl, 1995; Becker, 1998). Different people who influence what the group does; how it is done may carry out various leadership functions and the way people in the group do it; and, how it is done and the way people in the group relate to each other. Important decisions in the group are then made through an interactive process.

There have been great contributions made into the phenomena of leadership leading to a great deal of attention being drawn on its complex influence processes among group members; conditions that determine when and how the processes occur and the consequences on the group and the organization (Wright and Bonnet, 2000; Regan, 2000).This has consequently led to conclusions that suggest that types of influence could bring about enthusiastic commitment by followers; indifferent compliance; or, reluctant obedience. The involvement that is brought about by leadership occurs only when people are influenced to do what is ethical

and beneficial for themselves and the organization (Korsgaard, Schweiger and Sapienze, 1995). What of the influence attempts that are irrelevant or detrimental to followers, Such as a leader's personal gain at the followers' expense?

The complexity of the human interaction in the work environment has extended the horizon to the conviction that there is need for attention to be paid to influence based on reason and emotion. That, focus be dedicated to only the emotional, value-based aspects of leadership influence can account for the exceptional achievements of groups and organizations (Blanchard, and Hersey, 1970; Lockwood, 1979; Roberson, Moye and Locke, 1999; Spreitzer, Kizilos and Nason, 1997). Leaders should pay unremitting attention the inspiration of followers to willingly sacrifice their selfish interests for higher institutional ideals.

Katz (1955) outlined a useful approach to the selection and development of administrators. Katz (1955) emphasized the importance of skill in this endeavour. Katz (1955) pointed out that there were three aspects to the understanding of skill. That the

aspects included were technical skill, human skill and conceptual skill. In technical skill, the leader develops his analytical ability and facility in the use of techniques in understanding of a proficiency in a specific kind of activity. In human skill, the leader develops the ability to work effectively as a group member and build a co-operative effort within the team. In conceptual skill, the leader develops the ability to see the enterprise as a whole and the inter-dependence of functions. This leads to the success of any decisions for co-ordination purposes.

Further research has consequently led to findings that indicate that effective leadership requires certain skills and behaviors. This has led to the identification of technical skills, administrative skills, interpersonal skills, cognitive skills and political skills (Maier and Weidner, 1975; Wiseman and Gomez-Mejia, 1998). Technical Skills refer to the ability to communicate about technical matters with team members from diverse functional backgrounds. Administrative skills refer to the ability to plan and organize the activities, select qualified members of

the team, and handle budgeting and financial responsibilities. Interpersonal skills refer to the ability to understand the needs and values of team members to influence them resolve conflicts and build cohesiveness (Spreitzer, 1996; Zeller and Perrewe, 2001; Mossholder, Bennet, Kemery and Wesowski, 1998). The possession of cognitive skills makes the leader to be able to understand the team needs and values of team's complex internal and external relationships. On the other hand, the mastery of political skills will facilitate the development of coalitions, gain resources, approval of assistance from influential publics (Bartol and Martin, 1990).

Researchers have continued to evaluate leadership effectiveness in terms of the consequences of the leaders' actions for followers and other organization stakeholders. These have led to many different outcomes being established (Vandenberg, Self, and Seo, 1994; Allen and Rush, 1998; Moss and Martinko, 1998; Sargent and Terry, 1998; Chemers, Watson and May, 2000; Finegan, 2000; Lepark and Snell, 2001). Effective leadership leads to the improvement in performance and

growth of the leaders' groups or organization; its preparedness to deal with challenges or crisis; follower satisfaction with the leader; follower commitment to the group objectives; the psychological well-being and development of followers; the leaders' retention of high status in the group; the leaders' advancement to higher positions of authority in the organization.

In pursuit of the puzzle of leadership, research efforts have endeavoured to establish measures to gauge leadership effectiveness, which have included performance or goal attainment; rating of effectiveness obtained from the leaders superiors, peers and subordinates; and, the attitude of followers toward the leader (Smith, 1982; Ibarra and Andrews, 1993; Ruf, Muralidhar and Paul, 1998). On various occasions effectiveness is measured in terms of the leaders' contribution to the quality of group processes, as perceived by followers or by outside observers (Natemeyer, 1975; Kim and Yukl, 1995). The questions that have been posed have required respondents to provide responses to cues such as: Does she/he enhance

group cohesiveness, member co-operation, member motivation, problem solving? Does the leader contribute to the efficiency of role specialization, the organization of activities, the accumulation of resources and the readiness of the group to deal with change and crisis? Does the leader improve the quality of work life, built the self-confidence of followers, increase their skill and contribute to their psychological growth and development? (Podsakoff, Mackenzie and Bommer, 1996).

Evidence that has been gathered and is helpful for use in classifying leadership theory and research has indicatively shown that leadership effectiveness has been reported to be moderated by factors such characteristics of the leader (traits, skills, behaviour, integrity, influence tactics, attributions about followers) (Lee, Locke and Phan, 1997; Brunstein, Dangelmayer and Schultheis, 1996). Equally, the characteristics of the followers (traits, Confidence, Skills, attributions about the leader, trust in the leader, task commitment, satisfaction with leader and job) have been cited. And, finally, characteristics of

the situation (type of organization, Size of the work unit, position power and authority, task structure and complexity, environmental uncertainty and external dependencies) have also been reported (Schminke, Ambrose and Crepanzano, 2000).

In the broad spectrum of studies on management, leadership has over time emerged as a sub-set of management (McNeese-Smith, 1991; Bartlet, Jr., 1980). While carrying out their duties, line officers are concerned with bringing together resources, developing strategies, organizing, and controlling activities in order to achieve desired university objectives. At the same time line officers as leaders, have to select the goals and objectives of an organization, decide what is to be done and motivate people to do it. Leadership can then be seen as the performance of the influencing function of management (El-Hage, 1980).

Organizational Effectiveness and Perceived Managerial Styles in Educational Administration

Handel (1983) used the socio-technical systems theory and developed a set of instruments to study

universities from an organizational perspective. Among the key variables of the model used included perceptions of actual and ideal primary tasks and roles, sentience (trust and loyalty), participant satisfaction, as well as tangible and intangible technology. The study established that individuals with greater investment in the university (time, qualification, rank) perceive their role as contributing positively towards the realization of organizational effectiveness. Howard (1980) investigated perceived organizational effectiveness using the "Index Effectiveness of the Leader Behaviour Description Questionnaire". The study established that perceived leader behaviours of structure, communication skills and consideration explained the statistically significant proportion of the variance in perceived organizational effectiveness. Howard (1980) observed that there were leader behaviours within the education organization setting that could be developed by educational line managers, which in turn could be utilized to enhance the realization of perceived organizational effectiveness and student achievement.

El-Hage (1980) examined the relationship between organization health and organization effectiveness in an educational organization. The study recommended that efforts need to be put in more studies that could identify the variables that contribute to an educational organization's health and well-being. Arena (1983) also added that there was need to identify variables that could be used to measure and establish educational organizations effectiveness.

However, Monarco (1976) noted that in order to determine the perceived organizational effectiveness of an educational organization, the organizational characteristics of leadership, motivation, communication, interaction-influence, decision making and goal setting could be useful to provide a guide. Angelo (1980) pointed out that goal-setting, amount and quality of participation of members of the educational organization, and effective communication have a bearing on how effectively an educational organization realizes its objectives and attain organizational effectiveness. Feuer (1980) sought to establish a framework for planning and evaluation of policy in

universities. The study developed a model that could be useful for the efficient management of the universities in the face of their objectives, preferred individual outcomes, organizational costs and other organizational challenge.

Scannell (1980) investigated inter-organizational collaboration. In the findings of the study, the need for the services of a strong and competent line officer was identified. The study noted that effective line officers contributed to the successful collaborative benefits from the state and other agencies, which contributed to organizational improvements. The study also established that competent line officers directed their energy towards planning for clear-cut goals. It recommended the need for line officers to be exposed to pre-service and in-service training in managerial processes that emphasize planning in order to bring about desirable educational management. King (1981) noted that a competent line officer ensures that members of the organization were afforded a healthy working environment, maintained stability within the organization's operations and was usually in good

control of the strategy-making systems. The line officer therefore gained greater support for the organization's programme and maintained a personal visibility.

The increasing complexity in society, the impact of enacted legislation that mandates the provision of educational services, the development of organizational tasks and the development of organizational control were the key factors that were responsible for bureaucratization in an educational organization (Warren, 1968; Hendrick (1983). Baldwin (1987) examined the perceived and the preferred institutional goals of a multi-campus institution. The study considered output and support goals. On the other hand, Enderud (1987) examined attitudes towards the locus and extent of power and to the nature and role of the campus chief executive. The findings of the study, which were in agreement with those of Baldwin (1987), indicated that the formal mission statements in a university campus were heavily out-put oriented.

The variables of age, academic preparation, post graduate professionalism and job development, gender,

administrative training and certification, experience and total years of principalship, and membership in an educational society on the part of the line officer have been investigated (Villafane-Gregory,1981; Powell 1980). The study established a significant relationship of these variables on the part of the line officer and his/her self-concept; job satisfaction; and also to the line officer's ability to improve student achievement. The studies recommended that there was need for further studies to substantiate theoretical relationships between cognitive styles of educational line officers to their perceived managerial styles.

Baldwin (1987) and Aguinis, et al. (1996) identified that the attitude of deans towards the nature and exercise of power, perceived in their studies, as a measure of satisfaction and effectiveness in the university organization. Bedford (1987) investigated components of school climate and student achievement. Among the school climate variables of the study were institutional leadership, tenure of the line officer, and the gender of the line officer. The study established statistically significant correlation

(Pearson r) between student achievement with institutional leadership and also the gender of the line officer. Short (1991) noted that line officers with an earned doctorate encouraged the development of governance structures that promote the use of legitimate and reward power than those without the earned doctorate.

Devadoss (1980) examined the effects of the three administrative power behaviors of coercion, authority and influence on organizational effectiveness. The study noted that power was viewed as conservative and yet it was a positive force that promoted order, peaceful existence and effective collective action. The hypothesized negative association between effectiveness and coercion; and, the positive association of influence and involvement were confirmed. However, the study observed that there was need to investigate the processes that contributed to organizational effectiveness in higher education.

Montesano (1991) pointed out that organizational effectiveness referred to the extent to which the school as a social system, given certain resources and

means, fulfilled its objectives without incapacitating its means and resources and without placing undue strain upon its members. The line officers in public universities need to show concern for organizational goals (Republic of Kenya, 2005 a).The line officers also need to find those goals that will motivate members of the organization and help the organization to formulate the goals that have to be challenging. The organizational members need to be given the feeling of strength and competence, in teamwork on the basis of performance-based management and accountability (Republic of Kenya, 2005, b), in order to work hard towards the attainment of organizational goals (Bachman, Bowers and Marcus, 1968; Bulinda 1999; Pillutla and Chen, 1999). Bartlet (1980) noted that the line officers who practice the management by objectives (MBO) perspective in their leadership style were perceived to be significantly more effective in both institutional and individual behaviour. The line officers who had espoused the MBO perspective were perceived not to exhibit consistent patterns of leadership role with foresight.

In order to realize their core responsibilities, line officers find themselves engaged in the managerial processes of planning, organizing, staffing, directing, coordinating, reporting and budgeting (Malouf, Mouton and Blake, 1965 Lockwood, 1972; Weathersby and Balderston, 1972; Dunworth and Cook, 1976). Planning is a managerial process by which the line manager ensures that the objectives are set, forecasts are made, and the specific sequences of activities to be followed in meeting the objectives are programmed and the programmed activities as scheduled.

It has been noted that planning in the university organization begins in the department (Sanyal, 1994) and then the process must be critically examined in the committee system. That all planned activities must be focused on the needs of the affected stakeholders and also be in line with university functions and objects. The line officers have the responsibility of defining and structuring roles, assigning responsibilities and providing the authority, tools and information necessary to accomplish tasks. This constitutes the

organizing process of management (Hyness, Jr. and Garner, 1977).

Andrus (1991) investigated the extent and styles of dean and faculty participation in decision making in areas of budgeting, policy formation and faculty workload. The study noted that the line officers' managerial behavior in those key decision areas affected organizational climate. Lorion (1972) noted that faculty members desired more involvement in areas of governance of personnel matters, financial affairs and capital investments.

The Leadership Style and Managerial Functions of the Line Officer

Malouf, Mouton and Blake (1965) critically discussed the work of a manager. Malouf, et al., 1965; Janis and Mann, 1977; Stewart, 1982; Quinn and Cameron, 1983; Ford and Gioia, 2000) argued that the work of a line manager could be analyzed into managerial functions: what the manager's job is. Secondly, the line manager's work can also be viewed as being affected by his/her managerial style: how he/she does the job. Thirdly, that the way a line manager performs

his/her managerial functions will in large measure determine his success as a manager; and, also this will determine the effectiveness with which the university attains organizational objectives.

Malouf, et al. 1965; Durham, Knight and Locke, 1997; Bulinda, 1999; Duncan, LaFrance and Ginter, 2003) pointed out that the managerial functions of the line officer can be categorized into planning, staffing, motivating, organizing, directing and controlling. The managerial functions are kept spinning in a cyclic manner, like a wheel, by the managerial style of the line officer. The styles and the managerial functions may not be separated and the functions may not be separated one from the other.

In the planning function, Malouf, et al., 1965; Fleishman, 1953; Fleishman, Mumford, Zaccaro, Levin, Korotkin and Hein, 1991) pointed out that the line manager ensures that the objectives are set, forecasts are made, the specific sequence of activities to be followed in meeting the objectives are programmed and the programmed activities are scheduled. That planning is essential because it helps the university to meet

its objectives. Planning motivates the university organization members and it helps the university to maintain control of the activities of the university community members.

The basic approach in the organizing function is for the line officer to identify the colleagues who will be affected by the plans and must implement them. The affected colleagues are involved when possible and as appropriate. The affected colleagues are the ones who do the actual work and have the relevant facts that will affect plans. The line officers and their colleagues come together in order to review and talk through to understanding the whole picture. The reactions, ideas and suggestions of the colleagues become the building blocks of a work plan (Vroom and Yetton, 1973; Randolph, 1992). Together, the line officer and his/her colleagues establish goals and flexible schedules as well as procedures and ground rules. The group works out individual's responsibilities so that there is clear understanding of their responsibilities of each other and how their responsibilities are related to each other and to the

overall goals of the school (Klein and Mulvey, 1995; Sagie, 1996).

Research investigations have led to findings that have pointed out that:

> Acceptance of a common goal by all . . . especially if they have given public expression of a wholehearted approval, results in a sense of group solidarity and of mutual confidence. It encourages co-operation, the seeking of help from comrades who are trusted, and the generous giving of help when it is sought. There is no suspicion of sabotage, either active or the result of lagging effort. There is team play over which pride grows, as morale generates morale (Hyness, Jr. and Garner, 1977:55).

The basic assumptions are that the line officer and his/her co-workers who must implement plans and perform the work on daily basis often have immense creative and innovative solutions to problems in the workplace (Fiedler and Chemers, 1985). Secondly, that these people will bring creative powers to bear on the productive activities of their group when they are

permitted to participate actively in setting objectives and planning how to achieve the goals they have set: people will be more willing and responsible for the plans which they have determined for themselves (Barnard, 1975; Angelini, Hersey, and Caracushansky,1980; O'Leary-Kelly, Martocchio and Fink, 1994; Brockner and Wiesenfield, 1996; Carson, Carson, Roe, Birkenmeier and Philips, 1999; Roberson, Moye and Locke, 1999). It has been noted that:

> Participation can be instrumental in democratizing a rigidly hierarchical organization and providing all levels of employees with some element of control over their own fates, especially when participation is used to establish goals. This sense of state control opens the individual up to the exploration of alternative goals and reduces the commitment to the initial position of the status quo. This participation is a necessary . . . condition for the self-renewal of an organization (Pollay, Taylor and Thompson, 1976:142).

In the organizing function, the line manager is involved in the process of delegating work and seeing that various portions of delegated work integrate into a single whole according to the objectives and time limits within the prevailing situation. The line officers delegate in accordance to ability, and in proportion to the responsibility shared with other people. This is what makes the work of the line manager and his /her colleagues challenging (Druskat,1997; Kluger and DeNisi, 1996; Spreitzer, Kizilos and Nason, 1997; Yukl and Fu, 1999; Dooley and Fryxell, 1999; Chemers, Watson and May, 2000).

The act of delegating should also be integrative such that performance in the attainment of the organizational goals is enhanced. The technique in the organizing function should be to balance staff, facilities and financial resources with the workload (Maurer and Palmer, 1999; Fletcher and Baldry, 2000).

Power, Status and Authority Postulates in Educational Administration

The effective administration of an educational institution involves special kinds of relationships among the educational administrators, and between them and the subordinates that they direct (Leslie, 1975; Hersey, Blanchard and Natemeyer, 1979). These could be called administrative relationships. Curiously, what look to be of special significance as administrative relationships are power, status and authority as they are used as tools of administration in education (Ogden, and Richards, 1949; Mintzberg, Rasinghain and Theoret, 1976; Kotter, 1985; Edzii, 1994; Salancik and Pfeffer, 1974).

Human relationships are inevitable results of interactions among the people involved in educational administration. These interactions have systematic qualities, obeying rules by which they are guided (Chaves, 1993; Dalina, 1997; Blackler and McDonald, 2000). Within limits, each individual educational administrator has personal choices he/she can make regarding the style and manner of his/her own

administrative relationships with his/her other members of the management team and with their subordinates. There are, however, clear limits that guide these choices (Goldhammer and Shils, 1939; Dahl, 1957; Finkelstein, 1992).

The educational administrator's interactions with the other members of the organization relate his/her official duties with theirs. He/she is linked to the rest of the educational organization through power and authority relations (Beene, 1943, Nagel, 1956; Maas, 1979; Mizruchi and Fein, 1999). These two fundamental types of human relations are evidenced everyday in the behaviour of organization members. They can be called the administrative relationships. This means that in the process of carrying out assigned duties, each educational organization member is linked to others in systematic ways. When it comes to establishing how the linking is achieved by establishing who performs what functions, then we are dealing with power relationships. Where the linking is in terms of who makes the decisions about the quality of performance of functions, then we are dealing with

an authority relationship (Parsons, 1951; Dubin, 1963; Saunders, 1990).

Status relations in educational institutions are distinguished from power and authority relations by the fact that they are a product of judgments about where people stand in comparison with each other on some scale of judgments (Hall and Fagen, 1956; Hall, Haas and Johnson, 1967; Wamsley, 1970; Brass and Burkhardt, 1993; Klein and Kim, 1999). Once people can be placed in their relative position on such a scale, they can then interact among themselves in accordance with their respective standing on the scale (Dubin, 1963; Witt, 1992; Brass and Burkhardt, 1993; Braun, 1997; Mossholder, Bennet,, Kemery and Wesowski, 1998; Fehr and Gachter, 2000). Status establishes the standing of people in respect of each other on some common scale of judgments and thereby determines whether they interact as friends (when they view each other as equals) or with some restraint (when they mutually accept the belief that one is better than the other (Heller, 1985; Staiger, 1980; Mintzberg, 1984).

It is immediately apparent that there are two basic types of status relationships. There is that status between a higher and a lower person on a scale of judgment, and there is that between equals who have the same standing on the scale status (Peabody, 1962; Dubin, 1963; Coopey and Burgoyne, 2000). Status relations in educational administration confirm the location of people in comparison with each other. When those interacting establish these respective locations consistently, they then behave towards each other as equals, or as superior to inferior.

Power, authority and status are therefore identified as fundamental relationships in educational administration as they are basic ways by which people are linked to each other in an educational organization (Dubin, 1963; Podolny and Baron, 1997). Power and authority establish who does what and who decides the distribution of functions (Barnard, 1952). They are also useful in determining the quality of performance of functions in the educational organization (Zellar and Perrewe, 2001).

In systems approach, structure would refer to the parts of the educational system, which can be described, diagrammed and assigned specific roles. People engage in various activities in their various capacities in the structure. The people bring the structure to life and make it dynamic. The people's acts contribute to institutional processes. The people are not simply social classes or merely playing roles. They are what results from those structural parts and the processes, which make them to work (Simons and Peterson, 2000; Jehn and Mannix, 2001).

Implicitly, in the open systems approach are the processes, which make any system a dynamic and working unit. Some processes are found in almost every organization: interaction, decision-making, conflict and co-operation. Some of the processes are predominant in particular systems. These processes make the system work and give it life, but they can also produce controversy (Dubin, 1963). Processes also provide a link between the educational organization system and the environment. The process of communication, for instance, provides links between the

school and parents, community leaders and state legislators (Dalina, 1997).

Power is used to bring order in relations among individuals, between individuals and groups, and among groups. Groups and individuals do not interact haphazardly. The interactions are structured and organized (Machiavelli, 1950; Nagel, 1956; Dubin, 1963; Nagel, 1968). The element that underlies these systems of organized interaction in an educational organization is power.

Modern theorists view a human organization as the interaction of persons who have the expectation that the benefits to be received from the organization will be greater than the costs (Spreitzer, Kizilos and Nasan, 1997). Power is the critical determinant of the nature and quality of this interaction. Indeed, power may determine whether the interaction (that is, the organization) will exist at all (Becker, 1998; Konst, Vonk and Van der Vlist, 1999).

The measure of power about individuals in an educational organization is perceived by who produces important effects, through their actions, on the

organization. This is the functional importance of power. Power can then be viewed as latent. Power cannot be touched, felt, smelt or contacted (Dubin, 1963). However certain classes of individual's actions that can be observed and contacted can be given meaning only by assuming that the actor possessed power. The power-holder does not use power directly, but he/she exercises force, domination or manipulation in his/her relations with other individuals in their relations. In fact, power has been observed as ". . . the potential ability to influence behavior, to change the course of events, to overcome resistance, and to get people to do things that they would not otherwise do. . ." (Pfeffer, 1992: P.30).

It is known where power resides only when people are observed in interaction. Power does not float around unattached to anybody. Even though power is latent, it has a focal point. Power has a location (Goldhammer and Shils, 1939). It is perceived that certain individuals or groups exercise power when the consequences of their actions can be observed in the behaviour that they cause in other people. The power-

holders cause initiating acts. The power acts are limited to those that involve the exercise of force, domination or manipulation (Pfeffer and Salancik, 1974; Stewart, 1989). This social framework then defines the location of authority. Domination and manipulation are the ways in which authority is expressed in an educational organization. The authority of the legitimate power-holder rests upon his/her recognized right of domination (Brass and Burkhardt, 1993).

The social framework for power then leads us to three major forms of power, namely charismatic, traditional and legal power. The form of power is charismatic when the recognition of legitimacy of power rests on a devotion of personal qualities of the power-holder. To the other individuals in the social framework, these qualities are personal attributes or extraordinary qualities such as sanctity and heroism. These are the qualities of charismatic leadership (Filley, and Grimes, 1967; Sandowsky, 1995).

On other occasions, recognition of legitimacy of power rests on a belief in the sanctity of traditions by virtue of which the power-holder

exercises his/her power. The legitimacy of the power is also reinforced by the traditional sanctity of the orders, which he/she issues (Goldhammer and Shils, 1939; Kotter, 1977; Ungson and Steers, 1984). The legitimacy of power could also rest on a belief by the individuals in the social framework in the legality of the laws, directives pronounced by the power-holder and decrees. A person who uses control over rewards and punishment to manipulate or coerce followers is not really "leading" them but is being unethical with regard to the abuse of power. How leadership is defined should not predetermine the answer to the research question of what makes a leader effective. The ethical use of power is a legitimate concern for leadership scholars (Maas, 1979).

The Essence of Line and Staff Authority

The educational organization develops, the size and nature of work activities become more complex (Litterer, 1963; Blyth, 1987).The range of activities and functions undertaken increases. This then requires that people with specialist knowledge be integrated into the managerial structure. Line and staff

organization is concerned with different functions that are to be undertaken, providing a means of full use of specialists while maintaining the concept of authority (Stewart, 1986; Janicik, 1997). The line constitutes the framework of the organization in which authority flows vertically through the structure. Line functions are those, which have the direct responsibility for accomplishing the objectives of the organization. In this context, the line is further identified as the chain of command that is formed by a succession of delegation from the top to the bottom of the organization (McGregor, 1960).

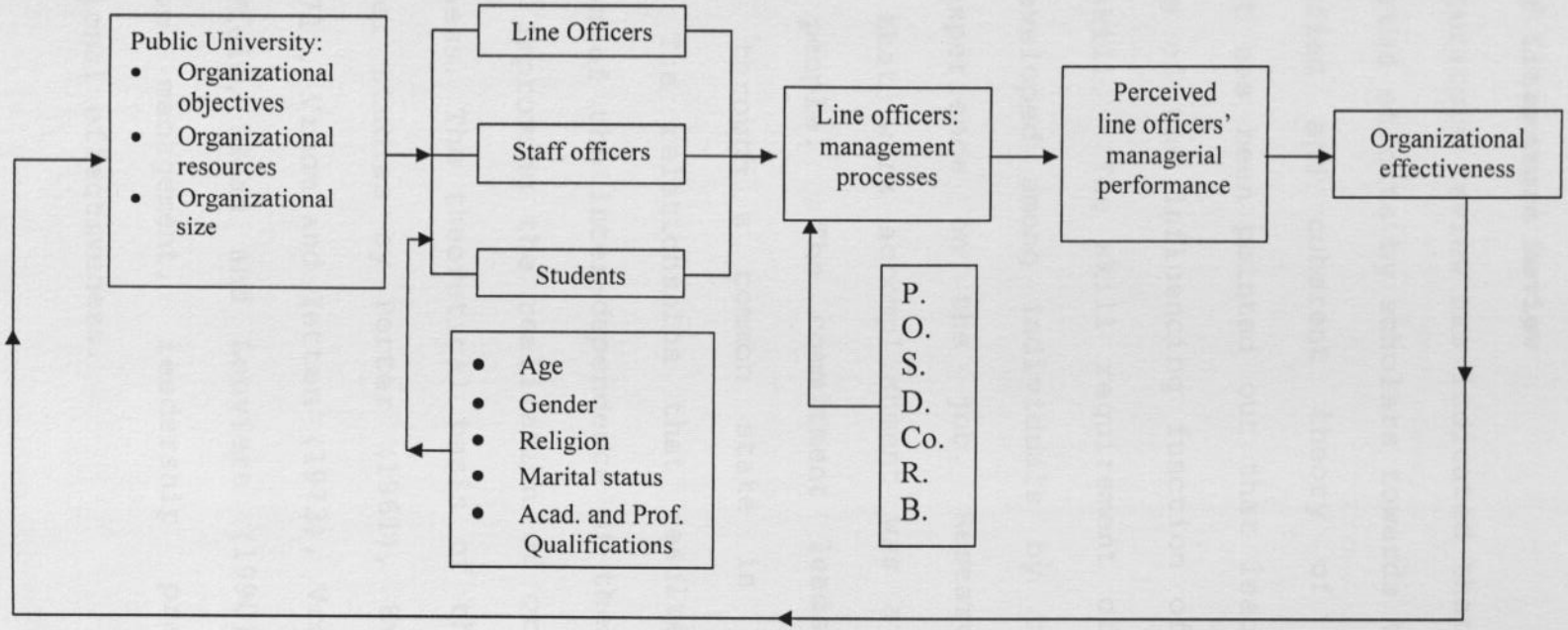
The main objective of staff is identified in the fact that it is a mechanism put in place to relieve each of the operating departments of the necessity of performing some function common to all. The work environment, therefore, requires that the line functionaries secure help from other than their own line subordinates. This help avails to the line officers expert knowledge and depth of experience in such specialized fields as personnel, finance, law, public relations, purchasing and engineering. The staff

is composed of technical specialists investigate, advice and counsel and make recommendations to line managers (Eye and Netzer, 1965; Fiedler and Chemers, 1985; Amason, 1995). The staff then exercises functional guidance over the operating core parts. Further, staffs are guided by the principle of compulsory advice, which means that the line officers may only listen to advice from staff. The line officers sometimes resent the contribution from staff (Raven and Kruglansky, 1975). This leads to considerable waste of investment in staff (Powell and DiMaggio, 1991; Trist and Beyer, 1993).

Fig. 1:

Theoretical Framework:

The public university, the line officers, the staff officers, the students, the management processes, perceived line officer's managerial performance and organizational effectiveness.



Summary of Literature Review

The literature review has indicated that there have been concerted efforts by scholars towards the building of a unified and coherent theory of management. Further, it has been pointed out that leadership, the performance of the influencing function of management requires skill. The skill requirement of leadership can be developed among individuals by training and through experience on the job. Research findings indicated that work accomplishment was a product of committed people. The commitment leads to inter-dependence through a common stake in organization purpose. The relationships that resulted from the interaction of the inter-dependence of these variables helped in improving the realization of organizational effectiveness. The theoretical basis of the study was the earlier studies by Porter (1961), Evans (1968), House (1971), Vroom and Yetton (1973), Vroom and Jago (1980), Field, Read and Louviere (1990) and Vroom (2000) on management, leadership practices and organizational effectiveness.

This study endeavoured to establish the factors that influenced the line officers' perceived managerial performance in public universities in Kenya. Figure 2 below shows the theoretical framework of the line officers' perceived managerial performance in Kenyan public universities.

Conceptual Framework

In an effort to contribute knowledge towards an understanding the phenomena of management in public universities in Kenya, the study endeavoured to investigate the perceptions that line officers, staff officers and students had on the perceived line officer's managerial performance in the public universities. The conceptual framework of the study, as reflected in figure 2 below, shows that conceptually, an association was proposed to exist between the inputs of the demographic profile of the respondents, and the university size; the variables of university environment; and the expected of managerial performance.

The propositions contained in the conceptual framework in figure 2 were operationalized as in figure

2. The conceptual framework provided a prediction of the an association between the respondents demographic attributes and the practice of the processes of management by the line officers in Kenyan public universities.

Conceptual Framework

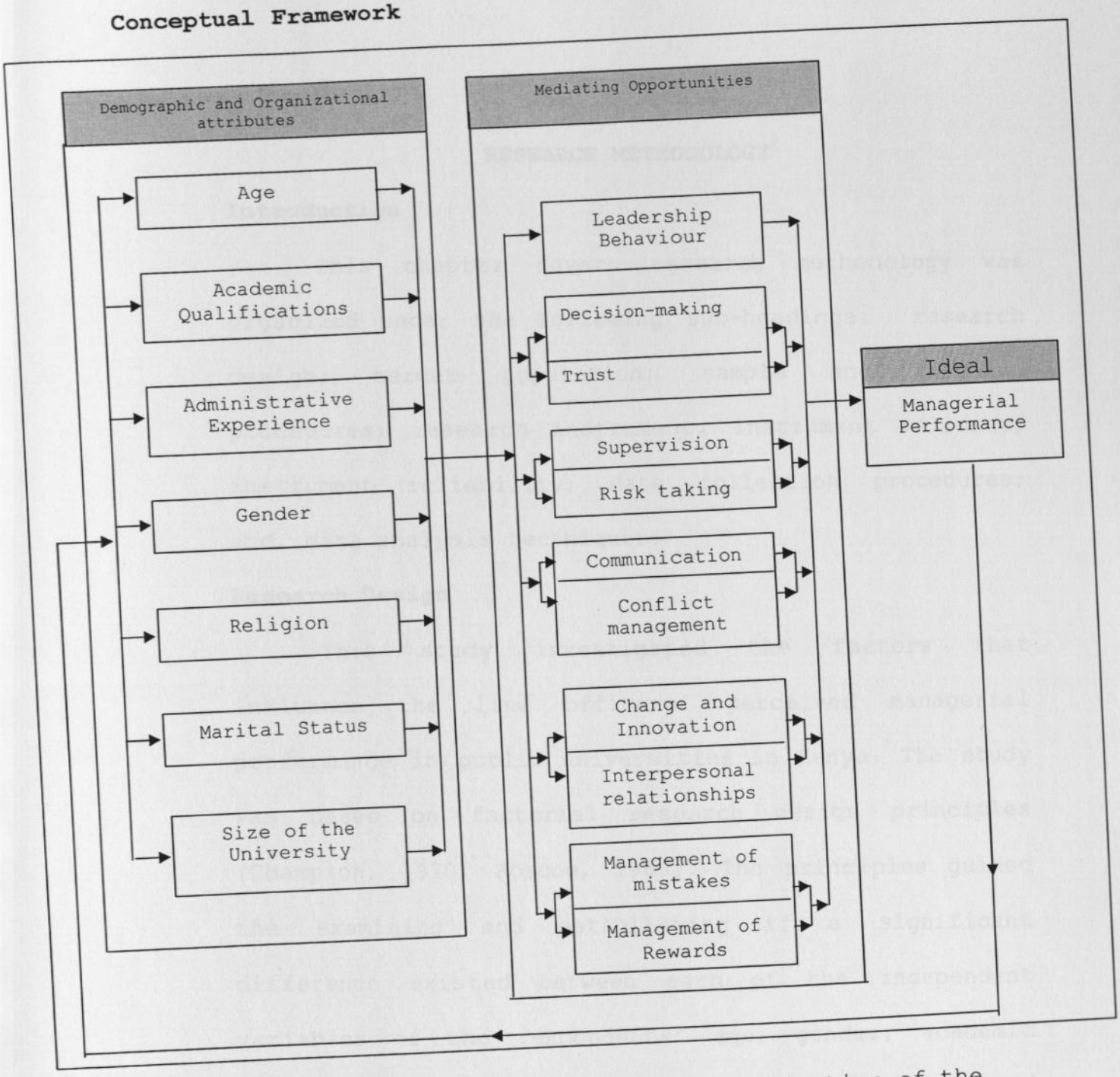


Fig. 2:The variables that influence the realization of the perceived managerial performance in Kenyan public universities.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter covers research methodology was organized under the following sub-headings: research design; target population; sample and sampling procedures; research instrument; instrument validity; instrument reliability; data collection procedures; and, data analysis techniques.

Research Design

This study investigated the factors that influence the line officers' perceived managerial performance in public universities in Kenya. The study was based on factorial research design principles (Champion, 1970; Roscoe, 1969). The principles guided the examining and establishing if a significant difference existed between each of the independent variables of the respondents' age, gender, academic qualifications, administrative experience, religion and marital status with the dependent variables that contribute to managerial performance in public universities. The design also enabled the investigation

and establishing of if a significant difference existed between the independent variables of university organizational environment and the size of the university and the dependent variables of managerial performance.

The factorial design allowed for the examination of all the variables at the same time in the study. It also allowed precision in making judgements based on the statistical considerations.

Target Population

The target population of this study was all line officers, all staff officers and all fourth year students pursuing studies leading to the award of the degree of Bachelor of Education (B.Ed.), Bachelor of Commerce (B.Com), Bachelor of Business Administration (B.B.A.), Bachelor of Business Management (B.B.M.), Bachelor of Arts (B.A.) in public universities in Kenya. The fourth year students were identified to provide information for study because they had been adequately exposed to the knowledge on the intricacies of organizational behaviour and management. They had undergone the experience of internship in their

respective disciplines. The public universities, in which were found the respondents to the research instruments, were: Egerton, Jomo Kenyatta University of Agriculture and Technology (J.K.U.A.T), Kenyatta University (K.U.), Masinde Muliro University of Science and Technology (M.M.U.S.T), Maseno University, Moi University; and, University of Nairobi (UoN).

Table 1

Target population of line officers, staff officers and 4th year student respondents

Public Universities	Line Officers	Staff Officers	4th Year Students
Egerton	56	96	775
Jomo Kenyatta	45	64	0
Kenyatta	69	121	1045
Maseno	54	48	525
Moi University	84	112	990
Nairobi	80	226	1700
Masinde Muliro	16	22	150
Total	404	689	5,185

Source: Compiled from staff lists obtained from the respective heads of the public universities in Kenya.

Sample and Sampling Technique

A sample has been explained by Wiersma (1995) as small proportion of a target population selected using some systematic procedure for study. Sampling is a research procedure that is used in selected a given number of subjects from a target population as a representative of that population. Among the reasons accepted for sampling are limitations of time and inadequacy of funds available for the study. These reasons were taken into consideration by the researcher.

Wiersma (1995) points out that an ideal sample should be large enough so that the investigator can with confidence, within specified limits, be certain that a different sample of the same size, if drawn using the same procedures, can give approximately similar results. Sampling error reflects the difference between the statistic characteristics of the sample and the universe from which it was drawn. Sampling error is a function of the size of the sample, and it is largest when the sample is small.

It is important to note, as Roscoe (1969) has pointed out, that when samples are studied, the ultimate interest is learning about the universe from which they are drawn. For this reason, the larger the sample, the more likely is the mean and standard deviation to be representative of the population mean and standard deviation. Since the sample size is closely related to statistical hypothesis testing, the larger the sample the less likely it is that the researcher will obtain negative results or fail to reject the null hypothesis when it is actually wrong.

Lists of line officers, staff officers and students in the fourth year B. Ed., B.Com, B.B.A., B.B.M, and B.A. programmes were obtained from institutional heads of all the public universities in Kenya. The study used the multi-stage cluster sampling technique (Krejcie and Morgan, 1970). This involved the identifying of faculties and schools of the public universities that were the locations of the sample population. The lists were then used in the making of stratified sampling lists of the line officers, staff officers and the fourth year students in the identified

university programmes in each of the universities as sampling frames. The systematic list sampling technique was applied and the formula shown below was used in determining sample size, *n*:

$$n = \frac{s^2}{(S.E.)^2}$$

Where:

n : the sample size;

s : estimate of the population variance;

S.E: the standard error of the mean.

Consequently, the study used the systematic list sampling design (Krejcie and Morgan, 1970). Systematic sampling was applied to select the line officers, staff officers and the fourth year students in the B. Ed., B.Com, B.B.A., B.B.M, B.A. programmes in public universities in Kenya who were the respondents in the study. The line officers were selected by the multi-stage cluster sampling from the respective lists. This gave rise to the samples shown in table 2 below.

Table 2

Sample of the line officers, staff officers and 4th year student respondents

Name of the Kenyan Public University	Number of Line Officers	Number of Staff Officers	4th Year Students	TOTAL
Egerton	47	80	646	773
Jomo Kenyatta	37	53	0	90
Kenyatta	62	101	748	911
Maseno	43	42	737	822
Moi	70	104	824	998
Nairobi	67	188	1,420	1,675
Masinde Muliro	13	18	125	156
Total	339	586	4,500	5,425

When sampling for a study is being done, Champion (1970) points out that it is important for the investigator to bear in mind the concept of the standard error of the mean. The standard error of the mean is the standard deviation of sample of sample means in a sampling distribution of means. The standard error of the mean provides the researcher with the

index of how much the sample means vary about the population mean.

The standard error of the mean, $\sigma_{\bar{X}}$ Champion (1970) adds, is a function of the population standard deviation, σ_X, and sample size (n) as reflected in the formula below:

$$\sigma_{\bar{X}} = \frac{\sigma_X}{\sqrt{n}}$$

Where:

$\sigma_{\bar{X}}$: the standard error of the mean;

σX, : the population standard deviation;

n : the sample size.

By derivation, the formula shows that as the sample size, n, increases, the standard error of the mean, $\sigma_{\bar{X}}$, decreases (Thorndike and Hagen, 1961). The population standard deviation, σ_X, remains the same regardless of the sample size.

Research Instruments

Data relating to the line officers' perceived managerial performance in public universities in Kenya in enhancing organizational effectiveness was gathered

through responses to three questionnaires that were identified as POSDCoRB-Higher Education: I (Appendix B), POSDCoRB-Higher Education: II (Appendix C), and POSDCoRB-Higher Education: III (Appendix D). The investigator developed the instruments after a thorough analysis of literature related to managerial performance (Hemphill, 1960; Rosen and Weaver, 1960; Porter, 1961, 1964; Porter and Lawler, 1964, 1965; Rosen, 1964; Mcleman, 1967; Nealey and Fiedler, 1968;).The instruments were identified as Appendix B (Instrument for Line Officers), Appendix C (Instrument for Staff Officers) and Appendix D (Instrument for Student Respondents). The demographic profile of the respondents and the university organizational environment data constituted the independent variables for the study.

Each instrument was made up of two parts. Part I was designed to collect demographic data of age, gender and academic qualifications religious faith of the respondents, and, the size of the university. The part also possessed question items on attributes of organizational environment which were: orientation,

inter-personal, supervision, problem management, management of mistakes, conflict management, communication, decision making, trust, management of rewards, risk taking and innovation and change. Finally, the part also had a question item on the perceived leadership behaviour of the line officer. The respondents were required to express their extent of agreement to the question statements on a five-point scale.

Measurement of the line officers', staff officers' and students' perceptions of the line officers' managerial performance was an intricate process. It started with the identification of the key areas in the POSDCoRB functions of the public university in Kenya over which the line officers display their mastery of management skills. The investigator developed the key areas after a thorough analysis of the literature by scholars, among them Katz (1955); Likert (1961, 1967); Blake, Barne and Greiner (1964), Tannenbaum and Schmidt (1971), Vroom and Yetton (1973), Fiedler (1965, 1981) for a review of literature on management. The investigator was convinced that the

aspects of POSDCoRB identified and included in the instruments provided ample ground for the line officers, staff officers and student respondents to be able to perceive the line officers' managerial performance in public universities in Kenya.

Part II of the instruments was designed to collect data on the extent to which the managerial performance was carried out by line officers in public universities in Kenya. This part had a number of sub-items to which respondents were required to indicate their opinion on the extent (Strongly Agree [S.A], Agree [A], Agree Less [A.L], Disagree [D] and Strongly Disagree [S.D]) to which university line officers were observed while carrying out management processes in their respective institutions. Using the Likert scaling technique, the five levels were assigned scale values as: Strongly Agree = 5; Agree = 4; Agree Less = 3; Dis-Agree = 2; and, Strongly Disagree = 1.

Validity of Instruments

The validity of an instrument represents the degree to which a test measures what it purports to measure. For this study, the content validity was

established. Content validity is defined as the degree to which the sample of an instrument represents the content that the instrument is designed to measure.

The initial step taken by the investigator at establishing the content validity of the instruments was to have the instruments appraised. Education management specialists, who were senior academic members of staff at the University of Nairobi, appraised the questionnaires that were the research instruments for collection of data for the study for its content validity. On a rating scale of 5 (Very Good), the instruments were rated as very good (5) and recommended for use in the collection of data for the study.

The second step taken by the investigator at establishing content validity of the instruments was the carrying out of the pilot study. Ten individuals from each category of the respondents were conveniently randomly selected to take part in the pilot study that was carried out in order to establish and enhance on the content validity of the instrument. During the pilot study, instrument items were discussed with the

respondents in order to establish their suitability, clarity and relevance, for the purpose of the study.

The scale for choices of responses was found to be too wide, too demanding and confusing. The observed weakness on question items was addressed by reducing the response Likert scale to a five-point Likert scale. The statements of the attributes of the variables were also broken down to make them easily comprehensible. Additionally, each attribute of the variable was provided a scoring box ([ ])to avoid confusion that was exhibited by the use of a common one that had been provided in the pre-pilot one.

Reliability of Instruments

Thorndike and Hagen (1961) point out that instrument reliability refers to the level of internal consistency or the stability of the measuring device.

The instrument was pilot-tested on ten individuals from each category of the respondents who were conveniently randomly selected to take part in the pilot study. The respondents in the pilot study were allowed one week in order to have enough time to complete the questionnaire carefully and thoughtfully.

The investigator explained to the respondents that they were free to write any comments about the items in the questionnaire. The pilot study revealed that the respondents did not give responses to open-ended questions. The blank spaces provided had been left empty. The open ended questions were therefore left out on refinement of the instrument for the main study.

Roscoe (1969) emphasizes the usefulness of a pilot study. The scholar points out that a pilot study will usually be useful to test the research instrument's reliability in one way by helping to establish possible causes of error variance, The scholar adds that error variance in a research instrument could occur as a result of wording of the instrument, respondent's mood during instrument administration, ordering of the items or may be because of the content of instrument. A research instrument is said to be free of error variance when its reliability co-efficient is close to the value of 1.00.

The questionnaires administered in the pilot study were then divided into two by placing all even-numbered items in one sub-set and the odd-numbered items in

another subset. The scores of each of the two sets were then correlated using the Pearson Product Moment Correlation Co-efficient:

$$r_{xy} = \frac{\sum ZxZy}{N}$$

Where:

r_{xy} = Pearson Product Moment Correlation Coefficient.

Σ = Sum

Zx = Standard score of X raw scores

Zy = Standard score of Y raw scores

N = Sample size

The Pearson Product Moment Correlation Coefficient is an index of relationship between two variables. It is the most commonly used correlation (Roscoe, 1969). It is the mean of the z-score products of two-paired variables. A **z** score is a standard score having a mean of zero and standard deviation of 1. A result of +1 reflects perfect relationship and -1 reflects negative relationship of the variables thus correlated, using the Spearman-Brown Prophecy formula, in order to obtain

the reliability for the whole inventory. The formula thus was:

$$X_{re} = \frac{2.r(X_E, X_O)}{1 + r(X_E, X_O)}$$

$\mathbf{X}_{re}$ = the Pearson Correlation Coefficient of the whole inventory

$\mathbf{r}$ = the correlation coefficient of the half of the inventory

$\mathbf{X}_E$ = the even raw scores of X

$\mathbf{X}_o$ = the odd raw scores of X

The instrument that was used for Line Officers(Appendix B) was item analysed for managerial performance interpersonal relationships which was established to have $\mathbf{r}$ = 1.00. The instrument for Staff Officers (Appendix C) on the same item was established to have r = 0.721. This represented the reliability of only one half of the inventory; therefore a correlation was made in order to obtain the reliability of the whole inventory which was adjusted to $\mathbf{r}$ = 0.838. The

one for Student respondents (Appendix D) was established to have r = 0.947. The instruments indicated high internal consistency on reliability testing.

Data Collection Procedures

The investigator proceeded to book appointments dates on which the individuals who had been identified by the sampling procedure were issued with the research instruments. The instruments were left with the respondents as they required enough time to be able to give their responses to the instrument questions. The date and time when the instruments could be collected from the respondents were also agreed upon with the respondents.

In most cases, the respondents preferred to be allowed one week to give their responses to the questions in the instruments. The investigator gave out self addressed envelopes to each of the respondents together with the questionnaires. This was to ensure complete confidence of the responses. The filled in questionnaires were collected soon after such an agreed period of time.

The filled questionnaires were checked for completeness. All the collected questionnaires had been completely filled. The return rate of the filled and completed instruments was 84% of the sampled population. They were then keyed into the already structured coding frame. The keyed in data was edited and cleaned of any entry errors.

Data Analysis Techniques

Information collected on the questionnaires consisted of quantitative data. The data was analyzed using inferential statistics. The Scientific Package for Social Sciences (SPSS) proved very useful in handling the complex statistical analyses that were carried out. The standard deviations were also worked out. Hypotheses 1, 3, 4, 5, 6, and 7 were tested using the factor analysis of variance technique (ANOVA). Hypothesis 2 was tested using the t-test. In order to reject or fail to reject the null hypotheses, the F-ratio was considered at the critical level of .05.

The questionnaire items were structured on the Likert scale and had been written in a positive form. The items were scored using the following key: strongly

agree (SA)=5; Agree (A)=4; Agree Less (AL)=3; Disagree (DA)=2; and Strongly Disagree (SDA)=1. The scores were then used to get means.

Champion (1970) indicates that the level of significance refers to the probability that there is something wrong in rejecting the null hypothesis. Further, that the commonly used levels of significance are .01 and .05 because research findings indicate that 1 to 5 chances out of 100 chances of being wrong are adequate odds to go by. The level of significance is equal to the region of rejection in the theoretical sampling distribution. The region of rejection represents those sample values that are highly improbable if the null hypothesis is true. Thus if the null hypothesis is to be tested at the .05 level, 5% of the area will be the region of rejection.

In order for the investigator to test the hypothesis for the significant differences between means, the t-test and the analysis of variance (ANOVA) were used. Comrey, Bott and Lee (1989) point out that the purpose of the t-test for two independent means is to test whether the observed difference between two

sample means arose out of chance or represents a true difference between populations. This helped the investigator to reject or fail to reject the null hypothesis. In order to reject or fail to reject hypothesis, the critical value of .05 was used.

Comrey, Bott and Lee (1989), further point out that the ANOVA is a statistical technique that is used to determine whether two or more sample means are significantly different from one another. The calculations in the analysis yield F-ratios. The F-ratios indicate whether the sample means of the various aspects represented in the study differed significantly from one another, and whether the various factors interact significantly with one another.

The ANOVA therefore helps in the comparison of groups which differ on one independent variable with two or more levels. The level of significance was at .05. When the F-ratio was significant at .05, the alternative hypothesis was accepted. The test for statistical significance was important because it enabled the investigator to measure the difference

between two or more samples and to make inferences about the population from which they were done.

CHAPTER FOUR
RESULTS

Introduction

This chapter on data analysis composed of data on the demographic profile of the respondents; Characteristics of organizational climate in Kenyan public universities; part one of the findings; hypotheses; and, part two of the findings.

Demographic Profile of the Respondents

Table 3
Academic and Professional Qualifications of the Line Officer and Staff Officer Respondents

Category	Frequency	Percent
Other specify	23	.4
Diploma/A level/O Level	32	1.2
B.A./BEd/BSc	116	1.5
M.A./MEd/MSc	501	3.7
Professor/Ph.D/Ed.D	77	1.5
Non-response	148	2.7
Total	925	11.0

The table shows that majority of the respondents were postgraduate certificate holders with 77 (1.5%) being doctorate degree holders and 501 (3.7%) being master's degree holders.

Table 4

Years of Administrative Experience of the Line Officer and Staff Officer Respondents

Category	Frequency	Percent
Up to 3 years	85	0.6
3 years - 6 years	127	1.5
6 years - 9 years	96	0.8
9 years - 12 years	168	1.1
Over 12 years	301	4.3
Non-Response	148	2.7
Total	925	11.0

The table shows that the majority of the line and staff officer respondents, 301 (4.3%), had more than twelve years of administrative experience.

Table 5

Degree Programme undertaken by Student Respondents

Category	Frequency	Percent
B.A.	1819	38.0
B.B.A	28	.6
B.Com	318	6.3
B.Ed.	1194	23.7
B.A (Psy.)	219	4.4
Non-Response)	720	16.0
Total	4500	89.0

The table shows that most student respondents were registered in the Bachelor Arts, 1,819 (38.0%)

programmes and Bachelor of Education , 1,194 (23.7%),programmes.

Table 6
Category of Respondents by the Respondents' Gender

Category	Frequency	Percent
Male	3290	45.7
Female	2135	38.3
Non-Response	868	16.0
Total	5425	100.0

The table shows that the respondents were composed of 3,290 (45.7%) males and 2,135 (38.3%) females.

Table 7
Category of Respondents by the respondents' Age

Category	Frequency	Percent
26-30 years	3004	59.9
31-35 years	185	3.7
36-40 years	545	10.9
41-45 years	323	6.6
46 and above	146	2.9
Non-Response	868	16.0
Total	5425	100.0

The table shows that a majority of respondents were in the age bracket 26 to 30 years, 3,004 (59.9%) followed by the 36 to 40, 545 (10.9%) years' age bracket.

Table 8
Category of Respondents by the repondents' Religious Faith

Category	Frequency	Percent
Catholic	1431	28.6
Protestant	2602	51.9
Other	178	3.5
Non-Response	868	16.0
Total	5425	100

The table shows that most of the respondents were protestants, 2,602 (51.9%) and Catholics, 1,431 (28.6%) by religious faith.

Table 9
Category of Respondents by the respondents' Marital Status

Category	Frequency	Percent
Married	894	17.8
Separated	38	.8
Divorced	39	.8
Widowed	51	1.0
Single	3189	63.6
Non-Response	868	16.0
Total	5425	100

The table shows that the largest majority, 3,189(63.6%) of respondents belonged to the single marital status category.

Size of the Public Universities in Kenya

Table 10
University Size by Student Enrolment

Category	Frequency	Percent
Below 5000	102	2.0
5001-10000	512	10.2
10001-15000	1881	37.5
25000 and above	1717	34.3
Non-Response	868	16.0
Total	5425	100.

The table shows that the largest majority of the respondents, 1,881 (37.5%) were students registered in public universities with a student enrolment of 10,001 to 15,000 students. The second largest group of respondents, 1,717 (34.3%) was registered in public universities with a student enrolment of 25,000 and above.

Characteristics of Organizational Climate in Kenyan Public Universities

Table 11
Perceived Managerial Presentation on Orientation

Attributes	Frequency	Percent
Develop competence and expertise	1027	20.5
For people to follow established rules	1160	23.1
Help one another develop greater skills	817	16.3
To achieve or surpass specific goals	579	11.5
To consolidate one's own personal position	472	9.4
To maintain friendly relation with others	151	3.0
Non-Response	868	16.0
Total	5425	100

The results showed that members of staff were expected to follow the established rules (23.1%) and to develop competence in their work activities (20.5%).

Table 12
Perceived Managerial Presentation on Interpersonal Relationship

Attributes	Frequency	Percent
Informal groups are formed around experts	384	7.7
Business like relationship	942	18.8
People have high concern for one another	779	15.5
Protection of interest by strong clique	927	18.5
Selective in communication as form of control	620	12.4
Friendly atmosphere with enough time in informal relations	559	11.1
Non-Response	868	16.0
Total	5425	100

The results showed that members of staff engaged themselves in business-like relationships (18.8%) and that there occurs protection of interests by strong cliques (18.5%).

Table 13
Perceived Managerial Presentation on Supervision

Attributes	Frequency	Percent
Expertise and competence is used for influence on subordinate	858	17.1
Subordinates are preferred to ask for instruction and suggest	726	14.5
Sup. at pains to improve subordinate skills and advancement	716	14.3
To check mistakes and identify culprits	1132	22.6
Reward outstanding achievement	256	5.1
Maintaining good relation with subordinates than performance	515	10.3
Non-Response	868	16.0
Total	5425	100

The results showed that management always was always on the look-out for mistakes and to identify culprits from among members of staff (22.6%). It also indicated that management used expertise and competence to influence the work habits of members of staff (17.1%).

Table 14

Perceived Managerial Presentation on Problem Management

Attributes	Frequency	Percent
They play an important role in problem solving	646	12.9
Needs of all is catered for when solving problems	903	18.0
People try to solve problems better	665	13.3
Friends are consulted when problem arise	789	15.7
Problems are referred to superiors for solution	655	13.1
Problems are solved by supervisors not subordinates	553	11.0
Non-Response	868	16.0
Total	5425	100

The results show that management catered for the needs of all concerned persons when solving work related problems (18.0%).

Table 15
Perceived Managerial Presentation on Mistake Management

Attributes	Frequency	Percent
Experts are sought for analysis and prevention of mistake	336	6.7
Guidance and correction or prevention expected from supervise	1035	20.6
Mistakes are learning process for Subordinates as per supervisor	959	19.1
Neither the supervisor nor subordinate make mistakes	1005	20.0
Mistakes is acknowledged as help and support is available	649	12.9
People don't reject 'cause of mistakes but support one another	222	4.4
Non-Response	868	16.0
Total	5425	100

The results showed that there was supervision to provide guidance in order to correct and prevent the occurrence of mistakes (20.6%). The results also showed that the supervisors and the subordinates were not expected to make mistakes while carrying out their work

activities (20.0%). However, mistakes were treated as a learning process for subordinates (19.1%).

Table 16

Perceived Managerial Presentation on Conflict Management

Attributes	Frequency	Percent
Experts' advice is used in resolving conflict	528	10.5
Appeals to Principal. org. ideals and goals in conflict resolution	1358	27.1
Arbitration or 3rd party intervention used	759	15.1
Stronger people force their point of view	914	18.2
High productivity determines conflict resolution course	355	7.1
Conflicts are avoided to maintain friendly atmosphere	276	5.5
Non-Response	868	16.0
Total	5425	100

The results showed that when resolving problems, management appealed to principles, organizational ideals and goals (27.1%). However, stronger and

influential people usually forced their way over the others (18.2%).

Table 17
Perceived Managerial Presentation on Communication

Attributes	Frequency	Percent
Information are obtained from experts	641	12.8
Authority issues instructions	952	19.0
Information is available to all to perform highly	1279	25.5
Communication is selective as a form of control	763	15.2
Communication allows suggestion, criticism etc	323	6.4
Most communication is informal and friendly	232	4.6
Non-Response	868	16.0
Total	5425	100

The results showed that information was available to all members of staff to enable them to carry out their work activities effectively (25.5%). However, they also showed that those persons in authority were expected to issue work instructions (19.0%).

Table 18

Perceived Managerial Presentation on Decision-Making

Attributes	Frequency	Percent
Made and influenced by specialists & knowledgeable people	669	13.3
Made at the top and passed downwards is preferred	1468	29.3
Are made with employees and society in mind	477	9.5
High achievers have a big say in decision making	386	7.7
Subordinates are not involved in decision making	752	15.0
Attempts to maintain cordial relation is considered	429	8.6
Non-Response	----	----
Total	5425	100

The results showed that there was preference for decisions to be made at the top in the organizational hierarchy (29.3%).

Table 19

Perceived Managerial Presentation on Trust

Attributes	Frequency	Percent
Specialists & experts highly trusted	829	16.5
Those who can achieve results are highly trusted	655	13.1
Trusting and friendly relations are highly valued	630	12.6
Trust value is placed between supervisor and subordinates	348	6.9
Helping attitude generates trust	507	10.1
Few are trusted by management and hence influential	1221	24.3
Non-Response	868	16.0
Total	5425	100

The results showed that some people were trusted by management and these few were quite influential (24.3%). The results also showed that specialists and experts were highly trusted (16.5%).

Table 20

Perceived Managerial Presentation on Management of Rewards

Attributes	Frequency	Percent
Knowledge and expertise are rewarded	977	19.5
Excellent performance task accomplishment are rewarded	1246	24.8
Those who help their junior to achieve and develop are reward	440	8.8
Loyalty is rewarded most	808	16.1
Supervisors who control subordinate and maintain discipline	421	8.4
The ability to get along well is highly rewarded	294	5.9
Non-Response	868	16.0
Total	5425	100

The results showed that management rewarded excellent work performance and successful task accomplishment (24.8%). Equally, those persons who were knowledgeable and exercised expertise were rewarded (19.5%).

Table 21
Perceived Managerial Presentation on Risk Taking

Attributes	Frequency	Percent
Supervisors rely on experts for advice	842	16.8
Supervisors emphasize discipline and obedience to order	1423	28.4
Supervisors show concern for the people in the organization	902	18.0
Supervisors seek guidance and support from friends	176	3.5
Supervisors take calculated risk and strive for efficiency	390	7.8
Supervisors seek instructions from their supervisors too	457	9.1
Non-Response	868	16.0
Total	5425	100

The results showed that supervisors emphasized discipline and obedience to rules and regulations for order to be maintained (28.4%). The results also indicated that supervisors showed concern for the people in the organization (18.0%). However, supervisors relied on experts for advice (16.8%).

Table 22
Perceived Managerial Presentation on Innovation and Change

Attributes	Frequency	Percent
Experts and specialists initiate innovation and change	806	16.1
Innovation and change initiators minimize side effects	931	18.6
Supervisors seldom undertake innovations that disrupts routine	557	11.1
High result oriented people initiate innovation and change	531	10.6
Supervisors seek sanction and guidance from their supervisor	422	8.4
Top management orders for innovation or change	942	18.8
Non-Response	868	16.0
Total	5425	100

The results showed that management minimized unanticipated side effects when introducing innovation and change (18.6%), which was usually initiated by experts and specialists (16.1%).

Table 23
Perceived Managerial Presentation on Leadership Behaviour

Attributes	Frequency	Percent
Line officer solves problem with information available	1025	20.4
Line officer gets information from subordinates then decides	1067	21.3
Line officer with his/her subordinates to reach a consensus	1047	20.9
Line officer shares opinion with individual subordinate	543	10.8
Line officer shares problem with all subordinates then decide	502	10.0
Non-Response	868	16.0
Total	5425	100

The results showed that the line officers got information from subordinates then made the decisions alone (21.3%). The line officers also solved problems with their subordinates by reaching consensus (20.9). However, some line officers solved institutional problems alone, using information available (20.4%).

Null Hypotheses Testing

Respondents' Age and the Planning Process of Managerial Performance in Public Universities in Kenya

i) Ho:1.That no significant difference existed between the respondents' age and the extent to which the planning process of managerial performance was realized in public universities.

Table 24

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Planning Process

Source		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	49.000	4	12.250	12.665	.000
	Within Groups	4048.783	4186	.967		
	Total	4097.784	4190			
In planning line officer plays a leading role in forecasting & programme	Between Groups	60.326	4	15.081	13.115	.000
	Within Groups	4813.640	4186	1.150		
	Total	4873.966	4190			
In planning line officer plays a leading role in establishing performance forecasting & programme	Between Groups	55.695	4	13.924	13.162	.000
	Within Groups	4428.101	4186	1.058		
	Total	4483.796	4190			
In planning line officer plays a leading role in developing work assignment, experiment	Between Groups	5.596	4	1.399	1.175	.320
	Within Groups	4979.011	4182	1.191		
	Total	4984.607	4186			
In planning line officer and support the process plays a leading role in attaining desired objectives	Between Groups	9.309	4	2.327	2.211	.065
	Within Groups	4398.398	4178	1.053		
	Total	4407.707	4182			

The results of F=12.665 and Sig. =.000; F=13.113 and Sig. =.000; and, F=13.162 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' age and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 25

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	76.015	4	19.004	16.974	.000
	Within Groups	4682.042	4182	1.120		
	Total	4758.057	4186			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	4.813	4	1.203	1.315	.262
	Within Groups	3818.841	4174	.915		
	Total	3823.654	4178			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	56.781	4	14.195	12.534	.000
	Within Groups	4731.921	4178	1.133		
	Total	4788.702	4182			
In Organizing, line manager discusses assignments with colleagues	Between Groups	5.354	4	1.338	1.198	.309
	Within Groups	4663.286	4174	1.117		
	Total	4668.639	4178			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	57.072	4	14.268	12.147	.000
	Within Groups	4903.808	4175	1.175		
	Total	4960.880	4179			
In Organizing, line manager strives to promote values for prosperity	Between Groups	45.135	4	11.284	2.341	.053
	Within Groups	20140.602	4178	4.821		
	Total	20185.737	4182			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	18.572	4	4.643	4.218	.002
	Within Groups	4594.681	4174	1.101		
	Total	4613.252	4178			

The results of F=16.974 and Sig. =.000; F=12.534 and Sig. =.000; F=12.147 and Sig. =.000; and F =4.218 and .002 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents'

age and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 26

Analysis of Variance (ANOVA) for the variable of respondent's age and the staffing process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	172.545	4	43.136	12.440	.000
	Within Groups	14470.468	4173	3.468		
	Total	14643.013	4177			
In staffing, line manager develops staff potential through encouragement	Between Groups	24.627	4	6.157	5.052	.000
	Within Groups	5085.356	4173	1.219		
	Total	5109.983	4177			

The results of F=12.440 and Sig. =.000 and F=5.052 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' age and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 27

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	10.997	4	2.749	2.452	.044
	Within Groups	4684.953	4178	1.121		
	Total	4695.949	4182			
In directing, line officer clarifies uncertainities and risks	Between Groups	49.002	4	12.251	11.909	.000
	Within Groups	4297.679	4178	1.029		
	Total	4346.681	4182			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	10.777	4	2.694	2.617	.033
	Within Groups	4301.979	4178	1.030		
	Total	4312.755	4182			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	32.439	4	8.110	7.420	.000
	Within Groups	4566.586	4178	1.093		
	Total	4599.025	4182			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	24.036	4	6.009	5.605	.000
	Within Groups	4465.280	4165	1.072		
	Total	4489.316	4169			

The results of F=2.452 and Sig. =.044; F=11,909 and Sig. =.000, F=2.617 and Sig. =033; F=7420 and Sig. =.000; and, F = 5.605 and Sig. =000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' age and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 28

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	10.352	4	2.588	2.774	.026
	Within Groups	3898.412	4178	.933		
	Total	3908.764	4182			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	17.446	4	4.361	3.774	.005
	Within Groups	4828.043	4178	1.156		
	Total	4845.489	4182			

The results of F=2.774 and Sig. =.026; and, F=3.774 and Sig. =005 were far less than the 0.05 significance level. The results suggested that the null hypothesis no significant difference existed between the respondents' age and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 29

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	80.809	4	20.202	16.942	.000
	Within Groups	4982.126	4178	1.192		
	Total	5062.935	4182			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	6.653	4	1.663	1.629	.164
	Within Groups	4265.772	4178	1.021		
	Total	4272.425	4182			

The results of F=16.942 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that there was no significant difference existed between the respondents' age and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 30

Analysis of Variance (ANOVA) for the variable of Respondent's Age and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	25.110	4	6.278	5.495	.000
	Within Groups	4767.056	4173	1.142		
	Total	4792.166	4177			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	108.870	4	27.217	2.779	.025
	Within Groups	40865.746	4173	9.793		
	Total	40974.616	4177			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	1.722	4	.431	.394	.813
	Within Groups	4531.475	4150	1.092		
	Total	4533.197	4154			

The results of F=5.495 and Sig. =.000; and, F=2.779 and Sig. =.025 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference between the respondents' age and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Respondent's Gender and the Organizing Process of Managerial Performance in Public Universities in Kenya

ii) Ho: 2.That no significant difference existed between the respondents' gender and the extent to which the organizing process of managerial performance was realized in public universities.

Table 31

t-test for the variable of Respondent's Gender and the Planning Process

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.45	4199	.498	.008
	In planning, line officer plays a leading role in missions, goals and objective selection	3.73	4199	.988	.015

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In planning, line officer plays a leading role in missions, goals and objective selection	-2.28	1.126	.017	-2.31	-2.24	-130.942	4198	.000

The result of -2.31 and -2.24 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It showed that the null hypothesis that no significant

difference existed between the respondents' gender and the extent to which the planning process was realized in public universities was realized in public universities was rejected.

Table 32

t-test for the variable of Respondent's Gender and the Organizing Process

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.45	4195	.498	.008
	In Organizing, line officer plays a key role in defining & structuring	3.59	4195	1.065	.016

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In Organizing, line officer plays a key role in defining & structuring	4195	-.052	.001

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In Organizing, line officer plays a key role in defining & structuring	-2.14	1.199	.019	-2.18	-2.10	-115.625	4194	.000

The result of -2.18 and -2.10 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It

showed that the null hypothesis that no significant difference existed between the respondents' gender and the extent to which the organizing process was realized in public universities was realized was rejected.

Table 33

t-test for the variable of Respondent's Gender and the Staffing Process

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.46	4186	.498	.008
	In staffing, line manager pursues university goals when filling vacant position	3.37	4186	1.871	.029

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In staffing, line manager pursues university goals when filling vacant position	4186	-.057	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In staffing, line manager pursues university goals when filling vacant position	-1.92	1.963	.030	-1.98	-1.86	-63.141	4185	.000

The result of -1.98 and -1.86 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It showed that the null hypothesis that no significant

difference existed between the respondents' gender and the extent to which the staffing process was realized in public universities was rejected.

Table 34

t-test for the variable of Respondent's Gender and the Directing Process

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.45	4191	.498	.008
	In directing, line officer leads in giving commands, orders and instructions	3.88	4191	1.060	.016

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In directing, line officer leads in giving commands, orders and instructions	4191	-.020	.190

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In directing, line officer leads in giving commands, orders and instructions	-2.43	1.180	.018	-2.46	-2.39	-133.245	4190	.000

The result of -2.46 and -2.39 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It showed that the null hypothesis that no difference between the respondents' gender and the extent to which

the directing process was realized in public universities was rejected.

Table 35

t-test for the variable of Respondent's Gender and the Directing Process

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.45	4191	.498	.008
	In coordinating, line officers leads in ensuring that goal is defined and communicated	3.69	4191	.968	.015

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In coordinating, line officers lead in ensuring that goal is defined and communicated	4191	-.076	.000

The result of -2.27 and -2.21 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It showed that the null hypothesis that no difference existed between the respondents' gender and the extent to which the coordinating process was realized in public universities was rejected.

Table 36

t-test for the variable of Respondent's Gender and the Reporting Process:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.45	4191	.498	.008
	In reporting, line officers lead in relaying information	3.62	4191	1.099	.017

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In reporting, line officers lead in relaying information	4191	-.012	.445

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In reporting, line officers lead in relaying information	-2.16	1.212	.019	-2.20	-2.13	-115.437	4190	.000

The result of -2.20 and -2.13 at 95% and 2-tailed t=.000 is far less than the critical value of .05. It showed that the null hypothesis no difference existed between the respondents' gender and the extent to which the reporting process was realized in public universities was rejected.

Table 37

t-test for the variable of Respondent's Gender and the Budgeting Process:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Gender	1.46	4186	.498	.008
	In budgeting line officers plays leading role in plans formation for future financial implications	3.59	4186	1.071	.017

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Gender & In budgeting line officers plays leading role in plans formation for future	4186	.020	.206

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Gender - In budgeting line officers plays leading role in plans formation for future financial implications	-2.13	1.172	.018	-2.17	-2.10	-117.596	4185	.000

The result of -2.17 and -2.10 at 95% and 2-tailed t=.000 were far less than the critical value of .05. It showed that the null hypothesis that no difference existed between the respondents' gender and the extent to which the budgeting process was realized in public universities was rejected.

Respondent's Academic and Professional Qualifications And the Staffing Process of Managerial performance in Public Universities in Kenya

ii) Ho: 3.That no significant difference existed between the respondents' academic qualifications and the extent to which the staffing process of managerial performance was realized in public universities.

Table 38
Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	69.533	4	17.383	14.015	.000
	Within Groups	661.113	533	1.240		
	Total	730.647	537			
In planning line officer plays a leading role in forecasting & programme	Between Groups	39.644	4	9.911	8.711	.000
	Within Groups	606.437	533	1.138		
	Total	646.082	537			
In planning line officer plays a leading role in establishing Performance forecasting & programme	Between Groups	12.700	4	3.175	2.826	.024
	Within Groups	598.713	533	1.123		
	Total	611.413	537			
In planning line officer plays a leading role in developing work assignment, experiment	Between Groups	59.941	4	14.985	13.005	.000
	Within Groups	614.178	533	1.152		
	Total	674.119	537			
In planning line officer and support the process plays a leading role in attaining desired objectives	Between Groups	57.780	4	14.445	14.888	.000
	Within Groups	517.157	533	.970		
	Total	574.937	537			

The results of F=14.015 and Sig. =.000; F=8.711 and Sig. =.000; F =2.826 and Sig. =.024 and, F=14.888 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant existed difference between the respondents' academic qualifications and the extent to

which the managerial process of planning was realized in public universities was rejected.

Table 39

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	15.852	4	3.963	3.277	.011
	Within Groups	644.668	533	1.210		
	Total	660.520	537			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	8.657	4	2.164	2.415	.048
	Within Groups	474.139	529	.896		
	Total	482.796	533			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	15.004	4	3.751	4.260	.002
	Within Groups	469.272	533	.880		
	Total	484.275	537			
In Organizing, line manager discusses assignments with colleagues	Between Groups	4.645	4	1.161	.953	.433
	Within Groups	649.853	533	1.219		
	Total	654.498	537			
In Organizing, line manager represents organization in performing symbolic dutiesments with colleagues	Between Groups	43.834	4	10.958	9.689	.000
	Within Groups	599.426	530	1.131		
	Total	643.260	534			
In Organizing, line manager strives to promote values for prosperity	Between Groups	15.303	4	3.826	3.407	.009
	Within Groups	598.483	533	1.123		
	Total	613.786	537			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	49.290	4	12.323	11.424	.000
	Within Groups	574.927	533	1.079		
	Total	624.217	537			

The results of F=3.277 and Sig. =.011; F=2.415 and Sig. =.048; 4.260 and Sig. =.002; F= 9.689 and Sig. = .000;

F= 3.407 and Sig. = .009; and, F=11.424 and Sig. =000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' academic qualifications and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 40

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	145.669	4	36.417	4.473	.001
	Within Groups	4339.292	533	8.141		
	Total	4484.961	537			
In staffing, line manager develops staff potential through encouragement	Between Groups	48.570	4	12.143	9.795	.000
	Within Groups	660.746	533	1.240		
	Total	709.316	537			

The results of F=4.473 and Sig. =.001; and, F=9.795 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the

respondents' academic qualifications and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 41

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	11.429	4	2.857	2.954	.020
	Within Groups	515.597	533	.967		
	Total	527.026	537			
In directing, line officer clarifies uncertainities and risks	Between Groups	16.726	4	4.181	5.403	.000
	Within Groups	412.493	533	.774		
	Total	429.219	537			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	44.651	4	11.163	13.888	.000
	Within Groups	428.413	533	.804		
	Total	473.063	537			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	14.945	4	3.736	4.339	.002
	Within Groups	458.960	533	.861		
	Total	473.905	537			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	25.756	4	6.439	10.311	.000
	Within Groups	330.371	529	.625		
	Total	356.127	533			

The results of F=2.954 and Sig. =.020; F =5.403 and Sig. =.000; F=13.888 and Sig. =.000; F =4.339 and Sig. =.002; and F =10.311 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that

the null hypothesis that no significant difference existed between the respondents' academic qualifications and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 42

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	62.855	4	15.714	24.839	.000
	Within Groups	337.190	533	.633		
	Total	400.045	537			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	36.443	4	9.111	11.197	.000
	Within Groups	433.693	533	.814		
	Total	470.136	537			

The results of F=24.839 and Sig. =.000; and F=11.197 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' academic and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 43

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	11.495	4	2.874	4.139	.003
	Within Groups	370.076	533	.694		
	Total	381.571	537			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	21.468	4	5.367	8.592	.000
	Within Groups	332.935	533	.625		
	Total	354.403	537			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	20.163	4	5.041	9.469	.000
	Within Groups	283.757	533	.532		
	Total	303.920	537			

The results of F=4.139 and Sig. =.003; F=8.592 and Sig. =.000; and, F=9.469 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' academic qualifications and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 44

Analysis of Variance (ANOVA) for the variable of Respondent's Academic Qualifications and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	15.761	4	3.940	4.631	.001
	Within Groups	453.483	533	.851		
	Total	469.243	537			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	12.019	4	3.005	3.742	.005
	Within Groups	427.937	533	.803		
	Total	439.955	537			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	4.633	4	1.158	1.360	.246
	Within Groups	453.776	533	.851		
	Total	458.409	537			

The results of F=4.631 and Sig. =.001; and, F=3.742 and Sig. =.005 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' academic qualifications and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Respondent's Administrative Experience and the Directing process of Managerial performance in Public Universities in Kenya

iii) Ho: 4. That no significant difference existed between the respondents' administrative experience and the extent to which the directing process of managerial performances realized in public universities.

Table 45
Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	34.533	4	8.633	6.610	.000
	Within Groups	696.114	533	1.306		
	Total	730.647	537			
In planning line officer plays a leading role in forecasting & programme	Between Groups	25.903	4	6.476	5.565	.000
	Within Groups	620.179	533	1.164		
	Total	646.082	537			
In planning line officer plays a leading role in establishing Performance forecasting & programme	Between Groups	60.933	4	15.233	14.749	.000
	Within Groups	550.480	533	1.033		
	Total	611.413	537			
In planning line officer plays a leading role in developing work, assignment, experience and support the process	Between Groups	92.775	4	23.194	21.265	.000
	Within Groups	581.344	533	1.091		
	Total	674.119	537			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	57.582	4	14.396	14.831	.000
	Within Groups	517.355	533	.971		
	Total	574.937	537			

The results of F=6.610 and Sig. =.000; F=5.565 and Sig. =.000; F =14.749 and Sig. =.000; F= 21.265 and Sig. = .000; and, F=14.831 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' administrative

experience and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 46

Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	41.334	4	10.334	8.895	.000
	Within Groups	619.186	533	1.162		
	Total	660.520	537			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	22.208	4	5.552	6.377	.000
	Within Groups	460.588	529	.871		
	Total	482.796	533			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	45.985	4	11.496	13.980	.000
	Within Groups	438.290	533	.822		
	Total	484.275	537			
In Organizing, line manager discusses assignments with colleagues	Between Groups	120.261	4	30.065	29.996	.000
	Within Groups	534.237	533	1.002		
	Total	654.498	537			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	49.228	4	12.307	10.980	.000
	Within Groups	594.032	530	1.121		
	Total	643.260	534			
In Organizing, line manager strives to promote values for prosperity	Between Groups	95.050	4	23.763	24.416	.000
	Within Groups	518.736	533	.973		
	Total	613.786	537			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	69.070	4	17.267	16.579	.000
	Within Groups	555.148	533	1.042		
	Total	624.217	537			

The results of F=8.895 and Sig. =.000; F=6.377 and Sig. =.000; F =13.980 and Sig. =.000; F =29.996 and Sig. =

000; F = 10.980 and Sig. = .000; F = 24.416 and Sig. = .000 and, F=16.579 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that there was no significant difference between the respondents' administrative experience of the line officers and the extent to which the managerial process of organizing was realized was rejected.

Table 47

Table showing the Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	10.890	4	2.722	.324	.862
	Within Groups	4474.071	533	8.394		
	Total	4484.961	537			
In staffing, line manager develops staff potential through encouragement	Between Groups	101.122	4	25.281	22.155	.000
	Within Groups	608.193	533	1.141		
	Total	709.316	537			

The results of F=22.155 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' administrative experience and the extent to which the managerial

process of staffing was realized in public universities was rejected.

Table 48

Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	15.377	4	3.844	4.005	.003
	Within Groups	511.649	533	.960		
	Total	527.026	537			
In directing, line officer clarifies uncertainities and risks	Between Groups	11.082	4	2.771	3.532	.007
	Within Groups	418.137	533	.784		
	Total	429.219	537			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	42.039	4	10.510	12.996	.000
	Within Groups	431.024	533	.809		
	Total	473.063	537			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	25.296	4	6.324	7.514	.000
	Within Groups	448.609	533	.842		
	Total	473.905	537			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	35.645	4	8.911	14.709	.000
	Within Groups	320.482	529	.606		
	Total	356.127	533			

The results of F=4.005 and Sig. =.003; F=3,532 and Sig. =.007; F=12.996 and Sig. =.000; F= 7.514 and Sig. = .000 and F= 14.709 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the respondents' administrative experience and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 49
Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	32.129	4	8.032	11.636	.000
	Within Groups	367.916	533	.690		
	Total	400.045	537			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	26.272	4	6.568	7.887	.000
	Within Groups	443.864	533	.833		
	Total	470.136	537			

The results of F=11.636 and Sig. =.000; and, F=7.887 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis no significant difference existed between the respondents' administrative experience of the line officers and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 50

Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	20.169	4	5.042	7.436	.000
	Within Groups	361.402	533	.678		
	Total	381.571	537			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	21.828	4	5.457	8.746	.000
	Within Groups	332.575	533	.624		
	Total	354.403	537			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	23.590	4	5.897	11.213	.000
	Within Groups	280.330	533	.526		
	Total	303.920	537			

The results of F=7.436 and Sig. =.000; F=8.746 and Sig. =.000; and, F=11.213 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between existed the respondents' administrative experience and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 51

Analysis of Variance (ANOVA) for the variable of Respondent's Administrative Experience and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	28.258	4	7.065	8.539	.000
	Within Groups	440.985	533	.827		
	Total	469.243	537			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	3.606	4	.902	1.101	.355
	Within Groups	436.349	533	.819		
	Total	439.955	537			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	19.752	4	4.938	6.000	.000
	Within Groups	438.657	533	.823		
	Total	458.409	537			

The results of F=8.539 and Sig. =.000; and, F=6.000 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' administrative experience and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Respondent's Religious Faith and the Coordinating Process Of Managerial Performance in Public Universities in Kenya

Ho:5. That no significant difference existed between the respondent's religious faith and the extent to which the coordinating process of managerial performance was realized in public universities.

Table 52

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	39.824	2	19.912	20.577	.000
	Within Groups	4060.383	4196	.968		
	Total	4100.207	4198			
In planning line officer plays a leading role in forecasting & programme	Between Groups	11.897	2	5.949	5.114	.006
	Within Groups	4881.210	4196	1.163		
	Total	4893.107	4198			
In planning line officer plays a leading role in establishing Performance forecasting & programme	Between Groups	18.719	2	9.359	8.776	.000
	Within Groups	4474.904	4196	1.066		
	Total	4493.623	4198			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	17.724	2	8.862	7.452	.001
	Within Groups	4985.050	4192	1.189		
	Total	5002.775	4194			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	4.367	2	2.184	2.072	.126
	Within Groups	4414.735	4188	1.054		
	Total	4419.102	4190			

The results of F=20.577 and Sig. =.000; F=5.114 and Sig. =.006; and, F=8.776 and Sig. =.000; F = 7.452 and Sig. =.001 and F =2.072 and Sig. = .126 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the

extent to which the managerial process of organizing was realized in public universities was rejected.

Table 53

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	34.213	2	17.107	15.172	.000
	Within Groups	4726.681	4192	1.128		
	Total	4760.895	4194			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	13.704	2	6.852	7.520	.001
	Within Groups	3812.461	4184	.911		
	Total	3826.165	4186			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	65.146	2	32.573	28.769	.000
	Within Groups	4741.665	4188	1.132		
	Total	4806.811	4190			
In Organizing, line manager discusses assignments with colleagues	Between Groups	7.596	2	3.798	3.396	.034
	Within Groups	4679.044	4184	1.118		
	Total	4686.640	4186			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	3.641	2	1.820	1.533	.216
	Within Groups	4967.828	4185	1.187		
	Total	4971.469	4187			
In Organizing, line manager strives to promote values for prosperity	Between Groups	5.027	2	2.513	.522	.594
	Within Groups	20182.710	4188	4.819		
	Total	20187.737	4190			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	33.445	2	16.722	15.270	.000
	Within Groups	4581.834	4184	1.095		
	Total	4615.278	4186			

The results of F=15.172 and Sig. =.000; F=7.520 and Sig. =.001; and, F=28.769 and Sig. =.000; F = 3.396 and

Sig. =.034 and F =15.270 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 54

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	21.932	2	10.966	3.136	.044
	Within Groups	14629.165	4183	3.497		
	Total	14651.097	4185			
In staffing, line manager develops staff potential through encouragement	Between Groups	8.637	2	4.319	3.533	.029
	Within Groups	5112.604	4183	1.222		
	Total	5121.242	4185			

The results of F=3.136 and Sig. =.044; and, F=3.533 and Sig. =.029 are far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 55

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	14.415	2	7.207	6.434	.002
	Within Groups	4691.529	4188	1.120		
	Total	4705.944	4190			
In directing, line officer clarifies uncertainities and risks	Between Groups	82.719	2	41.359	40.533	.000
	Within Groups	4273.330	4188	1.020		
	Total	4356.049	4190			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	43.502	2	21.751	21.328	.000
	Within Groups	4271.128	4188	1.020		
	Total	4314.630	4190			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	31.855	2	15.927	14.600	.000
	Within Groups	4568.694	4188	1.091		
	Total	4600.548	4190			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	17.370	2	8.685	8.104	.000
	Within Groups	4474.235	4175	1.072		
	Total	4491.606	4177			

The results of F=6.434 and Sig. =.002; F =40.533 and Sig. =.000; F=21.328 and Sig. =.000; F =14.600 and Sig. = .000; and F=8.104 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 56

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	41.291	2	20.646	22.251	.000
	Within Groups	3885.776	4188	.928		
	Total	3927.067	4190			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	49.242	2	24.621	21.418	.000
	Within Groups	4814.256	4188	1.150		
	Total	4863.497	4190			

The results of F=22.251 and Sig. =.000; and, F=21.418 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 57

Analysis of Variance (ANOVA) for the variable of Respondent's Religion and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	31.577	2	15.789	13.137	.000
	Within Groups	5033.466	4188	1.202		
	Total	5065.044	4190			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	4.742	2	2.371	2.325	.098
	Within Groups	4270.074	4188	1.020		
	Total	4274.816	4190			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	36.988	2	18.494	15.377	.000
	Within Groups	5036.935	4188	1.203		
	Total	5073.923	4190			

The results of F=13.137 and Sig. =.000; and, F=15.377 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of reporting was realized was rejected.

Table 58

Analysis of Variance (ANOVA) for the variable of Respondent's Religious faith and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	53.990	2	26.995	23.785	.000
	Within Groups	4747.549	4183	1.135		
	Total	4801.540	4185			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	27.429	2	13.714	1.401	.247
	Within Groups	40955.996	4183	9.791		
	Total	40983.425	4185			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	41.605	2	20.802	19.258	.000
	Within Groups	4493.599	4160	1.080		
	Total	4535.204	4162			

The results of F=23.785 and Sig. =.000; and, F=19.258 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' religion and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Respondent's Marital Status and the Reporting Process Of Managerial Performance in Public Universities in Kenya

vi) Ho: 6. That no significant difference existed between the respondent's marital status and the extent to which the reporting process of managerial performance was realized in public universities.

Table 59

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	53.716	4	13.429	13.919	.000
	Within Groups	4046.491	4194	.965		
	Total	4100.207	4198			
In planning line officer plays a leading role in forecasting & programme	Between Groups	38.534	4	9.634	8.323	.000
	Within Groups	4854.573	4194	1.158		
	Total	4893.107	4198			
In planning line officer plays a leading role in establishing Performance forecasting & programme	Between Groups	43.443	4	10.861	10.235	.000
	Within Groups	4450.181	4194	1.061		
	Total	4493.623	4198			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	21.385	4	5.346	4.497	.001
	Within Groups	4981.390	4190	1.189		
	Total	5002.775	4194			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	58.350	4	14.588	14.003	.000
	Within Groups	4360.752	4186	1.042		
	Total	4419.102	4190			

The results of F=13.919 and Sig. =.000; F=8.323 and Sig. =.000; F=10.235 and Sig. =.000; F =4.497 and Sig. =.001; and F = 14.003 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 60

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	172.327	4	43.082	39.340	.000
	Within Groups	4588.568	4190	1.095		
	Total	4760.895	4194			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	16.849	4	4.212	4.624	.001
	Within Groups	3809.316	4182	.911		
	Total	3826.165	4186			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	23.961	4	5.990	5.243	.000
	Within Groups	4782.850	4186	1.143		
	Total	4806.811	4190			
In Organizing, line manager discusses assignments with colleagues	Between Groups	67.850	4	16.962	15.358	.000
	Within Groups	4618.790	4182	1.104		
	Total	4686.640	4186			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	38.533	4	9.633	8.169	.000
	Within Groups	4932.936	4183	1.179		
	Total	4971.469	4187			
In Organizing, line manager strives to promote values for prosperity	Between Groups	29.636	4	7.409	1.539	.188
	Within Groups	20158.100	4186	4.816		
	Total	20187.737	4190			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	14.929	4	3.732	3.393	.009
	Within Groups	4600.349	4182	1.100		
	Total	4615.278	4186			

The results of F=39.340 and Sig. =.000; F=4.624 and Sig. =.001; F =5.243 and Sig. =.000; F = 15.438 and Sig. = .000; F =8.169 and Sig. = .000; and, F = 3.393 and Sig. = .000 were far less than the 0.05

significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 61

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	127.199	4	31.800	9.154	.000
	Within Groups	14523.898	4181	3.474		
	Total	14651.097	4185			
In staffing, line manager develops staff potential through encouragement	Between Groups	91.758	4	22.940	19.070	.000
	Within Groups	5029.483	4181	1.203		
	Total	5121.242	4185			

The results of F=9.154 and Sig. =.000; and, F=19.070 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 62

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	30.913	4	7.728	6.920	.000
	Within Groups	4675.031	4186	1.117		
	Total	4705.944	4190			
In directing, line officer clarifies uncertainities and risks	Between Groups	19.640	4	4.910	4.740	.001
	Within Groups	4336.408	4186	1.036		
	Total	4356.049	4190			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	28.158	4	7.039	6.874	.000
	Within Groups	4286.472	4186	1.024		
	Total	4314.630	4190			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	13.727	4	3.432	3.132	.014
	Within Groups	4586.821	4186	1.096		
	Total	4600.548	4190			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	38.541	4	9.635	9.029	.000
	Within Groups	4453.065	4173	1.067		
	Total	4491.606	4177			

The results of F=6.920 and Sig. =.000; F=4.740 and Sig. =.001; F=6.874 and Sig. =.000 F = 3.132 and Sig. = .014; and, F = 9.029 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant existed difference between the respondents' marital status and

the extent to which the managerial process of directing was realized in public universities was rejected.

Table 63

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	38.016	4	9.504	10.230	.000
	Within Groups	3889.051	4186	.929		
	Total	3927.067	4190			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	26.418	4	6.604	5.715	.000
	Within Groups	4837.080	4186	1.156		
	Total	4863.497	4190			

The results of F=10.230 and Sig. =.000; and, F=5.715 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 64

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	16.959	4	4.240	3.516	.007
	Within Groups	5048.085	4186	1.206		
	Total	5065.044	4190			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	14.162	4	3.541	3.479	.008
	Within Groups	4260.654	4186	1.018		
	Total	4274.816	4190			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	43.900	4	10.975	9.133	.000
	Within Groups	5030.023	4186	1.202		
	Total	5073.923	4190			

The results of F=3.516 and Sig. =.007; F=3,479 and Sig. =.008; and, F=9.133 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 65

Analysis of Variance (ANOVA) for the variable of Respondent's Marital Status and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	105.678	4	26.419	23.523	.000
	Within Groups	4695.862	4181	1.123		
	Total	4801.540	4185			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	179.045	4	44.761	4.586	.001
	Within Groups	40804.379	4181	9.759		
	Total	40983.425	4185			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	139.151	4	34.788	32.904	.000
	Within Groups	4396.053	4158	1.057		
	Total	4535.204	4162			

The results of F=23.523 and Sig. =.000; F=4.583 and Sig. =.001; and, F=32.904 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the respondents' marital status and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Organizational Climate and Managerial performance in Public in Universities in Kenya

viii) Ho:7. That no significant difference existed between the organizational climate of the university and the extent to which managerial performance was realized in public universities.

Perceived Managerial Presentation on Orientation

Table 66

Analysis of Variance (ANOVA) for the variable of Orientation and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	47.432	5	9.486	9.804	.000
	Within Groups	4052.409	4188	.968		
	Total	4099.841	4193			
In planning line officer plays a leading role in forecasting & programme	Between Groups	236.053	5	47.211	42.465	.000
	Within Groups	4656.020	4188	1.112		
	Total	4892.073	4193			
In planning line officer plays a leading role in establishing Performance forecasting & programme	Between Groups	28.997	5	5.799	5.441	.000
	Within Groups	4463.485	4188	1.066		
	Total	4492.482	4193			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	118.751	5	23.750	20.355	.000
	Within Groups	4881.942	4184	1.167		
	Total	5000.693	4189			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	23.750	5	4.750	4.518	.000
	Within Groups	4394.481	4180	1.051		
	Total	4418.231	4185			

The results of F=9.804 and Sig. =.000; F=42.465 and Sig. =.000; F=5.441 and Sig.000; F= 20.355 and Sig. =.000; F = 4.518 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the orientation presentations of organizational climate and the extent to which the managerial process

of planning was realized in public universities was rejected.

Table 67

Analysis of Variance (ANOVA) for the variable of Orientation and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	152.994	5	30.599	27.789	.000
	Within Groups	4607.079	4184	1.101		
	Total	4760.074	4189			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	30.619	5	6.124	6.738	.000
	Within Groups	3795.239	4176	.909		
	Total	3825.858	4181			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	37.058	5	7.412	6.498	.000
	Within Groups	4767.850	4180	1.141		
	Total	4804.908	4185			
In Organizing, line manager discusses assignments with colleagues	Between Groups	100.544	5	20.109	18.316	.000
	Within Groups	4584.818	4176	1.098		
	Total	4685.362	4181			
In Organizing, line manager represents organization in performing symbolic dutiesments with colleagues	Between Groups	66.594	5	13.319	11.346	.000
	Within Groups	4903.258	4177	1.174		
	Total	4969.852	4182			
In Organizing, line manager strives to promote values for prosperity	Between Groups	286.681	5	57.336	12.044	.000
	Within Groups	19899.796	4180	4.761		
	Total	20186.476	4185			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	125.287	5	25.057	23.313	.000
	Within Groups	4488.440	4176	1.075		
	Total	4613.727	4181			

The results of F=27.789 and Sig. =.000; F=6.738 and Sig. =.000; and, F=6.498 and Sig. =.000; F = 8.316 and

Sig. = .000; F=11.346 and Sig. = .000; F= 12.044 and Sig. = .000; and, F = .23.313 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the orientation presentations of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 68

Analysis of Variance (ANOVA) for the variable of Orientation and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	251.096	5	50.219	14.562	.000
	Within Groups	14398.022	4175	3.449		
	Total	14649.118	4180			
In staffing, line manager develops staff potential through encouragement	Between Groups	177.897	5	35.579	30.053	.000
	Within Groups	4942.687	4175	1.184		
	Total	5120.584	4180			

The results of F=14.562 and Sig. =.000; and, F=30.053 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the orientation presentations of organizational climate and

the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 69

Analysis of Variance (ANOVA) for the variable of Orientation and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	54.011	5	10.802	9.715	.000
	Within Groups	4648.027	4180	1.112		
	Total	4702.038	4185			
In directing, line officer clarifies uncertainities and risks	Between Groups	55.618	5	11.124	10.814	.000
	Within Groups	4299.577	4180	1.029		
	Total	4355.195	4185			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	89.058	5	17.812	17.625	.000
	Within Groups	4224.238	4180	1.011		
	Total	4313.296	4185			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	183.227	5	36.645	34.689	.000
	Within Groups	4415.729	4180	1.056		
	Total	4598.956	4185			
In directing, line manager attains goals by commands, orders through encouragement	Between Groups	77.145	5	15.429	14.566	.000
	Within Groups	4413.980	4167	1.059		
	Total	4491.125	4172			

The results of F=9.715 and Sig. =.000; F=10.814 and Sig. =.000; and, F=17.625 and Sig. =.000; F =34.689 and Sig. = .000 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the orientation presentations of organizational

climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 70

Analysis of Variance (ANOVA) for the variable of Orientation and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	13.034	5	2.607	2.784	.016
	Within Groups	3913.566	4180	.936		
	Total	3926.600	4185			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	51.972	5	10.394	9.033	.000
	Within Groups	4810.110	4180	1.151		
	Total	4862.081	4185			

The results of F=2.784 and Sig. =.016; and F =9.033 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis no significant difference existed between the orientation presentations of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 71

Analysis of Variance (ANOVA) for the variable of Orientation and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	21.920	5	4.384	3.634	.003
	Within Groups	5042.386	4180	1.206		
	Total	5064.307	4185			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	50.599	5	10.120	10.016	.000
	Within Groups	4223.186	4180	1.010		
	Total	4273.785	4185			

The results of F=3.634 and Sig. =.003; and; F=10.016 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the orientation presentations of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 72

Analysis of Variance (ANOVA) for the variable of Orientation and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	38.386	5	7.677	6.737	.000
	Within Groups	4763.154	4180	1.140		
	Total	4801.540	4185			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	383.111	5	76.622	7.889	.000
	Within Groups	40600.313	4180	9.713		
	Total	40983.425	4185			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	83.734	5	16.747	15.639	.000
	Within Groups	4451.470	4157	1.071		
	Total	4535.204	4162			

The results of F=6.737 and Sig. =.000; F=7.889 and Sig. =.000; and, F=15.639 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference between the orientation presentation of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Interpersonal Relationships

Table 73

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	58.834	5	11.767	12.208	.000
	Within Groups	4041.373	4193	.964		
	Total	4100.207	4198			
In planning line officer plays a leading role in forecasting & programme	Between Groups	43.972	5	8.794	7.604	.000
	Within Groups	4849.136	4193	1.156		
	Total	4893.107	4198			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	37.635	5	7.527	7.083	.000
	Within Groups	4455.988	4193	1.063		
	Total	4493.623	4198			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	197.610	5	39.522	34.454	.000
	Within Groups	4805.165	4189	1.147		
	Total	5002.775	4194			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	43.978	5	8.796	8.413	.000
	Within Groups	4375.125	4185	1.045		
	Total	4419.102	4190			

The results of F=12.208 and Sig. =.000; F=7.604 and Sig. =.000; and, F=7.083 and Sig. =.000; F =34.454 and Sig. =.000; and, F = 8.413 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 74

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	64.824		12.965	11.565	.000
	Within Groups	4696.071	4189	1.121		
	Total	4760.895	4194			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	49.201	5	9.840	10.893	.000
	Within Groups	3776.964	4181	.903		
	Total	3826.165	4186			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	68.178	5	13.636	12.043	.000
	Within Groups	4738.632	4185	1.132		
	Total	4806.811	4190			
In Organizing, line manager discusses assignments with colleagues	Between Groups	161.327	5	32.265	29.810	.000
	Within Groups	4525.312	4181	1.082		
	Total	4686.640	4186			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	171.342	5	34.268	29.856	.000
	Within Groups	4800.127	4182	1.148		
	Total	4971.469	4187			
In Organizing, line manager strives to promote values for prosperity	Between Groups	278.285	5	55.657	11.699	.000
	Within Groups	19909.452	4185	4.757		
	Total	20187.737	4190			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	152.953	5	30.591	28.662	.000
	Within Groups	4462.325	4181	1.067		
	Total	4615.278	4186			

The results of F=11.565 and Sig. =.000; F=10.893 and Sig. =.000; F=12.043 and Sig. =.000; F =29.810 and Sig. =.000; F =29.856 and Sig. =.000; F = 11.699 and Sig. =.000 and, F = 28.662 and Sig. = 000 were far less than

the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 75

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	226.281	5	45.256	13.114	.000
	Within Groups	14424.816	4180	3.451		
	Total	14651.097	4185			
In staffing, line manager develops staff potential through encouragement	Between Groups	156.320	5	31.264	26.321	.000
	Within Groups	4964.922	4180	1.188		
	Total	5121.242	4185			

The results of F=13.114 and Sig. =.000; and, F=26.321 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 76

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	27.695	5	5.539	4.955	.000
	Within Groups	4678.249	4185	1.118		
	Total	4705.944	4190			
In directing, line officer clarifies uncertainities and risks	Between Groups	49.973	5	9.995	9.714	.000
	Within Groups	4306.076	4185	1.029		
	Total	4356.049	4190			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	137.460	5	27.492	27.544	.000
	Within Groups	4177.170	4185	.998		
	Total	4314.630	4190			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	144.764	5	28.953	27.193	.000
	Within Groups	4455.785	4185	1.065		
	Total	4600.548	4190			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	135.433	5	27.087	25.941	.000
	Within Groups	4356.173	4172	1.044		
	Total	4491.606	4177			

The results of F=4.955 and Sig. =.000; F=9.714 and Sig. =.000; F=27.544 and Sig. =.000; and, F = 25.941 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of

directing was realized in public universities was rejected.

Table 77

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	26.631	5	5.326	5.715	.000
	Within Groups	3900.436	4185	.932		
	Total	3927.067	4190			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	125.390	5	25.078	22.151	.000
	Within Groups	4738.107	4185	1.132		
	Total	4863.497	4190			

The results of F=5.715 and Sig. =.000; and, F=22.151 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 78

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	24.675	5	4.935	4.097	.001
	Within Groups	5040.369	4185	1.204		
	Total	5065.044	4190			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	60.518	5	12.104	12.019	.000
	Within Groups	4214.298	4185	1.007		
	Total	4274.816	4190			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	72.436	5	14.487	12.122	.000
	Within Groups	5001.487	4185	1.195		
	Total	5073.923	4190			

The results of F=4.097 and Sig. =.000; F=12.019 and Sig. =.000; and, F=12.122 and Sig. =.000 are far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 79

Analysis of Variance (ANOVA) for the variable of Interpersonal Relationships and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	100.337	5	20.067	17.843	.000
	Within Groups	4701.202	4180	1.125		
	Total	4801.540	4185			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	376.405	5	75.281	7.749	.000
	Within Groups	40607.020	4180	9.715		
	Total	40983.425	4185			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	81.759	5	16.352	15.263	.000
	Within Groups	4453.444	4157	1.071		
	Total	4535.204	4162			

The results of F=17.843 and Sig. =.000; F= 7.749 and Sig. =.000; and, F=15.263 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the interpersonal relationships and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Supervision

Table 80

Analysis of Variance (ANOVA) for the variable of Supervision and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	95.727	5	19.145	20.055	.000
	Within Groups	3995.136	4185	.955		
	Total	4090.862	4190			
In planning line officer plays a leading role in forecasting & programme	Between Groups	93.921	5	18.784	16.408	.000
	Within Groups	4790.987	4185	1.145		
	Total	4884.908	4190			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	54.073	5	10.815	10.213	.000
	Within Groups	4431.455	4185	1.059		
	Total	4485.528	4190			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	132.116	5	26.423	22.771	.000
	Within Groups	4851.618	4181	1.160		
	Total	4983.734	4186			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	35.837	5	7.167	6.843	.000
	Within Groups	4374.878	4177	1.047		
	Total	4410.715	4182			

The results of F=20.055 and Sig. =.000; F=16.408 and Sig. =.000; F=10.213 and Sig. =.000; F = 22.771 and Sig. = .000; and, F = 6.843 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style and

the extent to which the managerial process of planning was realized in public universities was rejected.

Table 81

Analysis of Variance (ANOVA) for the variable of Supervision and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	59.649	5	11.930	10.629	.000
	Within Groups	4692.792	4181	1.122		
	Total	4752.441	4186			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	40.898	5	8.180	9.019	.000
	Within Groups	3784.775	4173	.907		
	Total	3825.673	4178			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	45.507	5	9.101	7.990	.000
	Within Groups	4758.257	4177	1.139		
	Total	4803.764	4182			
In Organizing, line manager discusses assignments with colleagues	Between Groups	37.914	5	7.583	6.810	.000
	Within Groups	4646.715	4173	1.114		
	Total	4684.629	4178			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	137.698	5	27.540	23.806	.000
	Within Groups	4832.154	4177	1.157		
	Total	4969.852	4182			
In Organizing, line manager strives to promote values for prosperity	Between Groups	140.276	5	28.055	5.846	.000
	Within Groups	20045.457	4177	4.799		
	Total	20185.733	4182			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	36.133	5	7.227	6.589	.000
	Within Groups	4577.006	4173	1.097		
	Total	4613.139	4178			

The results of F=10.629 and Sig. =.000; F=9.019 and Sig. =.000; F=7.990 and Sig. =.000; F= 6.810 and Sig. =

.000; F = 23.806 and Sig. = .000; F= 5.846 and Sig. = .000; and, F= 6.589 and Sig. = .000 are far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 82

Analysis of Variance (ANOVA) for the variable of Supervision and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	146.244	5	29.249	8.424	.000
	Within Groups	14486.004	4172	3.472		
	Total	14632.248	4177			
In staffing, line manager develops staff potential through encouragement	Between Groups	100.490	5	20.098	16.726	.000
	Within Groups	5013.150	4172	1.202		
	Total	5113.640	4177			

The results of F=8.424 and Sig. =.000; and, F= 16.726 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style of organizational climate

and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 83

Analysis of Variance (ANOVA) for the variable of Supervision and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	31.968	5	6.394	5.719	.000
	Within Groups	4670.030	4177	1.118		
	Total	4701.998	4182			
In directing, line officer clarifies uncertainities and risks	Between Groups	69.740	5	13.948	13.601	.000
	Within Groups	4283.547	4177	1.026		
	Total	4353.287	4182			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	74.564	5	14.913	14.698	.000
	Within Groups	4238.032	4177	1.015		
	Total	4312.595	4182			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	100.015	5	20.003	18.574	.000
	Within Groups	4498.371	4177	1.077		
	Total	4598.387	4182			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	47.343	5	9.469	8.873	.000
	Within Groups	4443.493	4164	1.067		
	Total	4490.836	4169			

The results of F=5.719 and Sig. =.000; F=13.601 and Sig. =.000; F=14.698 and Sig. =.000; F= 18.574 and Sig. = .000; and, F = 8.873 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the supervision style of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 84

Analysis of Variance (ANOVA) for the variable of Supervision and the Coordinating process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	86.079	5	17.216	18.731	.000
	Within Groups	3839.074	4177	.919		
	Total	3925.153	4182			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	103.037	5	20.607	18.112	.000
	Within Groups	4752.579	4177	1.138		
	Total	4855.616	4182			

The results of F=18.731 and Sig. =.000; and; F=18.112 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 85

Analysis of Variance (ANOVA) for the variable of Supervision and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	65.613	5	13.123	10.967	.000
	Within Groups	4998.250	4177	1.197		
	Total	5063.864	4182			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	64.407	5	12.881	12.785	.000
	Within Groups	4208.484	4177	1.008		
	Total	4272.891	4182			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	37.223	5	7.445	6.176	.000
	Within Groups	5034.738	4177	1.205		
	Total	5071.961	4182			

The results of F=10.967 and Sig. =.000; F=12.785 and Sig. =.000; and, F=6.176 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 86

Analysis of Variance (ANOVA) for the variable of Supervision and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	67.647	5	13.529	11.957	.000
	Within Groups	4726.341	4177	1.132		
	Total	4793.988	4182			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	535.482	5	107.096	11.062	.000
	Within Groups	40439.447	4177	9.681		
	Total	40974.929	4182			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	124.875	5	24.975	23.527	.000
	Within Groups	4409.664	4154	1.062		
	Total	4534.538	4159			

The results of F=11.957 and Sig. =.000; F=11.062 and Sig. =.000; and, F=23.527 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the supervision style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Problem Management

Table 87

Analysis of Variance (ANOVA) for the variable of Problem Management and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	45.028	5	9.006	9.312	.000
	Within Groups	4055.179	4193	.967		
	Total	4100.207	4198			
In planning line officer plays a leading role in forecasting & programme	Between Groups	51.008	5	10.202	8.834	.000
	Within Groups	4842.099	4193	1.155		
	Total	4893.107	4198			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	80.020	5	16.004	15.204	.000
	Within Groups	4413.603	4193	1.053		
	Total	4493.623	4198			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	193.581	5	38.716	33.723	.000
	Within Groups	4809.194	4189	1.148		
	Total	5002.775	4194			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	17.441	5	3.488	3.316	.005
	Within Groups	4401.662	4185	1.052		
	Total	4419.102	4190			

The results of F=9.312 and Sig. =.000; F=8.834 and Sig. =.000; F=15.204 and Sig. =.000; F = 33.723 and Sig. =.000; and, F = 3.316 and Sig. = .005 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the problem management of organizational climate and the extent to which the

managerial process of planning was realized in public universities was rejected.

Table 88

Analysis of Variance (ANOVA) for the variable of Problem Management and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	89.156	5	17.831	15.989	.000
	Within Groups	4671.739	4189	1.115		
	Total	4760.895	4194			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	23.421	5	4.684	5.150	.000
	Within Groups	3802.743	4181	.910		
	Total	3826.165	4186			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	219.036	5	43.807	39.961	.000
	Within Groups	4587.775	4185	1.096		
	Total	4806.811	4190			
In Organizing, line manager discusses assignments with colleagues	Between Groups	166.126	5	33.225	30.730	.000
	Within Groups	4520.513	4181	1.081		
	Total	4686.640	4186			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	58.463	5	11.693	9.953	.000
	Within Groups	4913.006	4182	1.175		
	Total	4971.469	4187			
In Organizing, line manager strives to promote values for prosperity	Between Groups	251.682	5	50.336	10.567	.000
	Within Groups	19936.054	4185	4.764		
	Total	20187.737	4190			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	142.717	5	28.543	26.683	.000
	Within Groups	4472.562	4181	1.070		
	Total	4615.278	4186			

The results of F=15.989 and Sig. =.000; F=5.150 and Sig. =.000; F=39.961and Sig. =.000; F = 30.930 and Sig.

=.000; F = 9.953 and Sig. = .005; F = 10.567 and Sig. = .000; and, F =26.683 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the problem management style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 89

Analysis of Variance (ANOVA) for the variable of Problem Management and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	306.047	5	61.209	17.836	.000
	Within Groups	14345.050	4180	3.432		
	Total	14651.097	4185			
In staffing, line manager develops staff potential through encouragement	Between Groups	226.463	5	45.293	38.679	.000
	Within Groups	4894.779	4180	1.171		
	Total	5121.242	4185			

The results of F=17.836and Sig. =.000; and, F = 38.679 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the problem management style of organizational climate and the extent to which the managerial process

of staffing was realized in public universities was rejected.

Table 90

Analysis of Variance (ANOVA) for the variable of Problem Management and the Directing Process:

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	36.683	5	7.337	6.576	.000
	Within Groups	4669.261	4185	1.116		
	Total	4705.944	4190			
In directing, line officer clarifies uncertainities and risks	Between Groups	79.100	5	15.820	15.480	.000
	Within Groups	4276.948	4185	1.022		
	Total	4356.049	4190			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	126.951	5	25.390	25.374	.000
	Within Groups	4187.680	4185	1.001		
	Total	4314.630	4190			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	105.103	5	21.021	19.569	.000
	Within Groups	4495.445	4185	1.074		
	Total	4600.548	4190			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	127.604	5	25.521	24.398	.000
	Within Groups	4364.002	4172	1.046		
	Total	4491.606	4177			

The results of F=6.576 and Sig. =.000; F=15.480 and Sig. =.000; F=25.374 and Sig. =.000; F = 19.569 and Sig. =.000; and, F = 24.398 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the problem management style

of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 91
Analysis of Variance (ANOVA) for the variable of Problem Management and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	46.051	5	9.210	9.932	.000
	Within Groups	3881.016	4185	.927		
	Total	3927.067	4190			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	155.276	5	31.055	27.604	.000
	Within Groups	4708.221	4185	1.125		
	Total	4863.497	4190			

The results of F=9.210 and Sig. =.000; and, F = 27.604 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that significant difference existed between the problem management style of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 92

Analysis of Variance (ANOVA) for the variable of Problem Management and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	121.414	5	24.283	20.556	.000
	Within Groups	4943.630	4185	1.181		
	Total	5065.044	4190			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	137.739	5	27.548	27.867	.000
	Within Groups	4137.077	4185	.989		
	Total	4274.816	4190			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	139.443	5	27.889	23.653	.000
	Within Groups	4934.480	4185	1.179		
	Total	5073.923	4190			

The results of F=20.556 and Sig. =.000; F=27.867 and Sig. =.000; and, F=23.653 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between problem management style of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 93

Analysis of Variance (ANOVA) for the variable of Problem Management and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	38.386	5	7.677	6.737	.000
	Within Groups	4763.154	4180	1.140		
	Total	4801.540	4185			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	383.111	5	76.622	7.889	.000
	Within Groups	40600.313	4180	9.713		
	Total	40983.425	4185			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	83.734	5	16.747	15.639	.000
	Within Groups	4451.470	4157	1.071		
	Total	4535.204	4162			

The results of F=6.737 and Sig. =.000; F=7.889 and Sig. =.000; and, F =15.639 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the problem management style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Mistake Management

Table 94

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	63.162	5	12.632	13.154	.000
	Within Groups	4022.067	4188	.960		
	Total	4085.230	4193			
In planning line officer plays a leading role in forecasting & programme	Between Groups	93.104	5	18.621	16.252	.000
	Within Groups	4798.514	4188	1.146		
	Total	4891.619	4193			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	3.168	5	.634	.593	.706
	Within Groups	4478.851	4188	1.069		
	Total	4482.019	4193			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	371.503	5	74.301	67.322	.000
	Within Groups	4617.728	4184	1.104		
	Total	4989.232	4189			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	82.947	5	16.589	15.998	.000
	Within Groups	4334.456	4180	1.037		
	Total	4417.403	4185			

The results of F=13.154 and Sig. =.000; F=16.252 and Sig. =.000; F=67.322 and Sig. =.000; and, F = 15.998 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and

the extent to which the managerial process of planning was realized in public universities was rejected.

Table 95

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	66.323	5	13.265	11.907	.000
	Within Groups	4660.862	4184	1.114		
	Total	4727.185	4189			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	92.037	5	18.407	20.587	.000
	Within Groups	3733.821	4176	.894		
	Total	3825.858	4181			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	97.050	5	19.410	17.234	.000
	Within Groups	4707.858	4180	1.126		
	Total	4804.908	4185			
In Organizing, line manager discusses assignments with colleagues	Between Groups	106.442	5	21.288	19.458	.000
	Within Groups	4568.857	4176	1.094		
	Total	4675.299	4181			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	220.617	5	44.123	38.895	.000
	Within Groups	4738.540	4177	1.134		
	Total	4959.157	4182			
In Organizing, line manager strives to promote values for prosperity	Between Groups	643.808	5	128.762	27.541	.000
	Within Groups	19542.668	4180	4.675		
	Total	20186.476	4185			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	119.797	5	23.959	22.264	.000
	Within Groups	4493.929	4176	1.076		
	Total	4613.727	4181			

The results of F=11.907 and Sig. =.000; F=20.507 and Sig. =.000; F=17.234 and Sig. =.000; F = 19.458 and

Sig. =.000; F =38.895 and Sig. = .000; F =27.541 and Sig. =.000; and F =22.264 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 96

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	177.163	5	35.433	10.227	.000
	Within Groups	14464.521	4175	3.465		
	Total	14641.684	4180			
In staffing, line manager develops staff potential through encouragement	Between Groups	351.542	5	70.308	61.662	.000
	Within Groups	4760.407	4175	1.140		
	Total	5111.950	4180			

The results of F=10.227 and Sig. =.000; and, F=61.662 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and

the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 97

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	83.030	5	16.606	15.015	.000
	Within Groups	4622.846	4180	1.106		
	Total	4705.876	4185			
In directing, line officer clarifies uncertainities and risks	Between Groups	17.027	5	3.405	3.288	.006
	Within Groups	4329.027	4180	1.036		
	Total	4346.054	4185			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	106.881	5	21.376	21.241	.000
	Within Groups	4206.578	4180	1.006		
	Total	4313.459	4185			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	247.318	5	49.464	47.513	.000
	Within Groups	4351.638	4180	1.041		
	Total	4598.956	4185			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	147.650	5	29.530	28.383	.000
	Within Groups	4335.366	4167	1.040		
	Total	4483.016	4172			

The results of F=15.015 and Sig. =.000; F=3.288 and Sig. =.006; F=21.241 and Sig. =.000; F = 47.513 and Sig. =.000; and, F =28.383 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style

of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 98

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	57.928	5	11.586	12.544	.000
	Within Groups	3860.608	4180	.924		
	Total	3918.536	4185			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	75.288	5	15.058	13.149	.000
	Within Groups	4786.794	4180	1.145		
	Total	4862.081	4185			

The results of F=12.544 and Sig. =.000; and, F =13.149 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and the extent to which the managerial process of coordination was realized in public universities was rejected.

Table 99

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	13.013	5	2.603	2.157	.056
	Within Groups	5042.447	4180	1.206		
	Total	5055.459	4185			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	97.721	5	19.544	19.563	.000
	Within Groups	4176.064	4180	.999		
	Total	4273.785	4185			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	56.331	5	11.266	9.388	.000
	Within Groups	5016.443	4180	1.200		
	Total	5072.774	4185			

The results of F=2.157 and Sig. =.056; F=19.563 and Sig. =.000; and F =9.388 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 100

Analysis of Variance (ANOVA) for the variable of Mistake Management and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	84.853	5	16.971	15.024	.000
	Within Groups	4715.829	4175	1.130		
	Total	4800.682	4180			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	122.322	5	24.464	2.500	.029
	Within Groups	40860.597	4175	9.787		
	Total	40982.919	4180			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	46.392	5	9.278	8.585	.000
	Within Groups	4487.410	4152	1.081		
	Total	4533.802	4157			

The results of F=15.024 and Sig. =.000; F=2.500 and Sig. =.029; and, F =8.585 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the mistake management style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Conflict Management

Table 101

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	94.648	5	18.930	19.848	.000
	Within Groups	3990.294	4184	.954		
	Total	4084.942	4189			
In planning line officer plays a leading role in forecasting & programme	Between Groups	176.172	5	35.234	31.327	.000
	Within Groups	4705.876	4184	1.125		
	Total	4882.049	4189			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	23.030	5	4.606	4.331	.001
	Within Groups	4450.270	4184	1.064		
	Total	4473.300	4189			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	135.337	5	27.067	23.362	.000
	Within Groups	4843.037	4180	1.159		
	Total	4978.374	4185			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	28.951	5	5.790	5.512	.000
	Within Groups	4387.089	4176	1.051		
	Total	4416.040	4181			

The results of F=19.848 and Sig. =.000; F=31.327 and Sig. =.000; F=4.331 and Sig. =.001; F = 23.362 and Sig. =.000; and, F =5.512 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the conflict management style of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 102

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	136.238	5	27.248	24.816	.000
	Within Groups	4589.515	4180	1.098		
	Total	4725.753	4185			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	103.459	5	20.692	23.193	.000
	Within Groups	3722.153	4172	.892		
	Total	3825.612	4177			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	156.312	5	31.262	28.147	.000
	Within Groups	4638.124	4176	1.111		
	Total	4794.435	4181			
In Organizing, line manager discusses assignments with colleagues	Between Groups	121.024	5	24.205	22.217	.000
	Within Groups	4545.183	4172	1.089		
	Total	4666.207	4177			
In Organizing, line manager represents organization in performing symbolic Duties with colleagues	Between Groups	178.003	5	35.601	31.136	.000
	Within Groups	4771.283	4173	1.143		
	Total	4949.285	4178			
In Organizing, line manager strives to promote values for prosperity	Between Groups	284.108	5	56.822	11.923	.000
	Within Groups	19901.357	4176	4.766		
	Total	20185.466	4181			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	130.822	5	26.164	24.356	.000
	Within Groups	4481.661	4172	1.074		
	Total	4612.483	4177			

The results of F=24.816 and Sig. =.000; F=23.193 and Sig. =.000; F=28.147 and Sig. =.000; F = 22.217 and Sig. =.000; F =31.136 and Sig.= .000; F =11.923 and

Sig. =.000; and F =24.356 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the conflict management style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 103

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	119.420	5	23.884	6.863	.000
	Within Groups	14514.718	4171	3.480		
	Total	14634.138	4176			
In staffing, line manager develops staff potential through encouragement	Between Groups	310.136	5	62.027	53.999	.000
	Within Groups	4791.098	4171	1.149		
	Total	5101.234	4176			

The results of F=6.863 and Sig. =.000; and F =53.999 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the conflict management style of organizational climate and

the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 104

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	116.903	5	23.381	21.300	.000
	Within Groups	4583.979	4176	1.098		
	Total	4700.882	4181			
In directing, line officer clarifies uncertainities and risks	Between Groups	149.504	5	29.901	29.811	.000
	Within Groups	4188.536	4176	1.003		
	Total	4338.040	4181			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	149.609	5	29.922	30.016	.000
	Within Groups	4162.911	4176	.997		
	Total	4312.521	4181			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	216.348	5	43.270	41.237	.000
	Within Groups	4381.849	4176	1.049		
	Total	4598.197	4181			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	64.779	5	12.956	12.208	.000
	Within Groups	4417.848	4163	1.061		
	Total	4482.627	4168			

The results of F=21.300 and Sig. =.000; F=29.811 and Sig. =.000; F=30.016 and Sig. =.000; F = 41.237 and Sig. =.000; and, F =12.208 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the conflict management style of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 105

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	66.125	5	13.225	14.361	.000
	Within Groups	3845.572	4176	.921		
	Total	3911.697	4181			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	71.516	5	14.303	12.493	.000
	Within Groups	4781.162	4176	1.145		
	Total	4852.678	4181			

The results of F=14.361 and Sig. =.000; and F =12.493 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the conflict management style and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 106

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	92.905	5	18.581	15.638	.000
	Within Groups	4961.960	4176	1.188		
	Total	5054.865	4181			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	13.609	5	2.722	2.669	.021
	Within Groups	4258.985	4176	1.020		
	Total	4272.593	4181			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	253.212	5	50.642	43.960	.000
	Within Groups	4810.796	4176	1.152		
	Total	5064.008	4181			

The results of F=15.638 and Sig. =.000; F =2.669 and Sig.= .021; and F =43.960 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the conflict management style of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 107

Analysis of Variance (ANOVA) for the variable of Conflict Management and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	110.744	5	22.149	19.732	.000
	Within Groups	4681.927	4171	1.122		
	Total	4792.671	4176			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	287.289	5	57.458	5.890	.000
	Within Groups	40688.674	4171	9.755		
	Total	40975.963	4176			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	98.399	5	19.680	18.409	.000
	Within Groups	4434.279	4148	1.069		
	Total	4532.678	4153			

The results of F=19.732 and Sig. =.000; F=5.890 and Sig. =.000; and F =18.409 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the conflict management style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived managerial presentation on Communication Management

Table 108

Analysis of Variance (ANOVA) for the variable of Communication Management and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	129.126	5	25.825	27.357	.000
	Within Groups	3949.664	4184	.944		
	Total	4078.790	4189			
In planning line officer plays a leading role in forecasting & programme	Between Groups	64.082	5	12.816	11.110	.000
	Within Groups	4826.711	4184	1.154		
	Total	4890.793	4189			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	94.461	5	18.892	18.121	.000
	Within Groups	4362.045	4184	1.043		
	Total	4456.506	4189			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	350.458	5	70.092	63.463	.000
	Within Groups	4616.602	4180	1.104		
	Total	4967.060	4185			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	17.646	5	3.529	3.357	.005
	Within Groups	4389.719	4176	1.051		
	Total	4407.365	4181			

The results of F=27.357 and Sig. =.000; F=11.110 and Sig. =.000; F=18.121 and Sig. =.000; F = 63.463 and Sig. =.000; and, F =3.357 and Sig. =.005 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the

managerial process of planning was realized in public universities was rejected.

Table 109

Analysis of Variance (ANOVA) for the variable of Communication Management and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	78.261	5	15.652	14.104	.000
	Within Groups	4638.699	4180	1.110		
	Total	4716.959	4185			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	148.970	5	29.794	33.863	.000
	Within Groups	3670.652	4172	.880		
	Total	3819.622	4177			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	129.217	5	25.843	23.194	.000
	Within Groups	4652.960	4176	1.114		
	Total	4782.177	4181			
In Organizing, line manager discusses assignments with colleagues	Between Groups	155.978	5	31.196	28.804	.000
	Within Groups	4518.347	4172	1.083		
	Total	4674.326	4177			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	96.205	5	19.241	16.592	.000
	Within Groups	4839.313	4173	1.160		
	Total	4935.518	4178			
In Organizing, line manager strives to promote values for prosperity	Between Groups	396.444	5	79.289	16.752	.000
	Within Groups	19765.056	4176	4.733		
	Total	20161.500	4181			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	273.616	5	54.723	52.705	.000
	Within Groups	4331.778	4172	1.038		
	Total	4605.394	4177			

The results of F=14.104 and Sig. =.000; F=33.863 and Sig. =.000; F=23.194 and Sig. =.000; F = 28.804 and

Sig. =.000; F =16.592 and Sig. = .000; F =16.752 and Sig. =.000; and F =52.705 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 110

Analysis of Variance (ANOVA) for the variable of Communication Management and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	70.996	5	14.199	4.071	.001
	Within Groups	14548.144	4171	3.488		
	Total	14619.141	4176			
In staffing, line manager develops staff potential through encouragement	Between Groups	315.695	5	63.139	55.165	.000
	Within Groups	4773.879	4171	1.145		
	Total	5089.574	4176			

The results of F=4.071 and Sig. =.001; and, F =55.165 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the

communication management style of organizational climate and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 111

Analysis of Variance (ANOVA) for the variable of Communication Management and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	51.750	5	10.350	9.287	.000
	Within Groups	4654.072	4176	1.114		
	Total	4705.821	4181			
In directing, line officer clarifies uncertainities and risks	Between Groups	136.370	5	27.274	27.065	.000
	Within Groups	4208.312	4176	1.008		
	Total	4344.682	4181			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	81.713	5	16.343	16.131	.000
	Within Groups	4230.681	4176	1.013		
	Total	4312.394	4181			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	166.508	5	33.302	31.380	.000
	Within Groups	4431.689	4176	1.061		
	Total	4598.197	4181			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	106.648	5	21.330	20.292	.000
	Within Groups	4375.979	4163	1.051		
	Total	4482.627	4168			

The results of F=9.287 and Sig. =.000; F=27.065 and Sig. =.000; F=16.131 and Sig. =.000; F = 31.380 and Sig. =.000; and, F =20.292 and Sig. =.000 were far less than the 0.05 significance level. The results suggested

that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 112

Analysis of Variance (ANOVA) for the variable of Communication Management and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	96.674	5	19.335	21.190	.000
	Within Groups	3810.386	4176	.912		
	Total	3907.060	4181			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	317.456	5	63.491	58.352	.000
	Within Groups	4543.751	4176	1.088		
	Total	4861.206	4181			

The results of F=21.190 and Sig. =.000; and F =58.352 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the managerial process

of coordinating was realized in public universities was rejected.

Table 113

Analysis of Variance (ANOVA) for the variable of Communication Management and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	69.043	5	13.809	11.568	.000
	Within Groups	4984.903	4176	1.194		
	Total	5053.947	4181			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	91.037	5	18.207	18.183	.000
	Within Groups	4181.556	4176	1.001		
	Total	4272.593	4181			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	59.895	5	11.979	9.998	.000
	Within Groups	5003.625	4176	1.198		
	Total	5063.520	4181			

The results of F=11.568 and Sig. =.000; F=18.183 and Sig. =.000; and F =9.998 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 114

Analysis of Variance (ANOVA) for the variable of Communication Management and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	20.431	5	4.086	3.566	.003
	Within Groups	4779.563	4171	1.146		
	Total	4799.994	4176			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	418.557	5	83.711	8.608	.000
	Within Groups	40563.957	4171	9.725		
	Total	40982.514	4176			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	40.194	5	8.039	7.422	.000
	Within Groups	4492.484	4148	1.083		
	Total	4532.678	4153			

The results of F=3.566 and Sig. =.000; F=8.608 and Sig. =.000; and, F=7.422 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the communication management style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Decision-Making

Table 115

Analysis of Variance (ANOVA) for the variable of decision making and the planning process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	35.840	5	7.168	7.415	.000
	Within Groups	4036.131	4175	.967		
	Total	4071.971	4180			
In planning line officer plays a leading role in forecasting & programme	Between Groups	145.493	5	29.099	25.655	.000
	Within Groups	4735.349	4175	1.134		
	Total	4880.841	4180			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	20.471	5	4.094	3.864	.002
	Within Groups	4424.266	4175	1.060		
	Total	4444.737	4180			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	208.094	5	41.619	36.549	.000
	Within Groups	4749.538	4171	1.139		
	Total	4957.632	4176			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	30.996	5	6.199	5.918	.000
	Within Groups	4364.982	4167	1.048		
	Total	4395.978	4172			

The results of F=7.415 and Sig. =.000; F=25.655 and Sig. =.000; F=3.864 and Sig. =.002; F = 38.549 and Sig. =.000; and F =5.918 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making style of

organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 116

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	74.385	5	14.877	13.487	.000
	Within Groups	4600.927	4171	1.103		
	Total	4675.312	4176			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	113.207	5	22.641	25.452	.000
	Within Groups	3703.346	4163	.890		
	Total	3816.553	4168			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	126.966	5	25.393	22.791	.000
	Within Groups	4642.865	4167	1.114		
	Total	4769.831	4172			
In Organizing, line manager discusses assignments with colleagues	Between Groups	164.462	5	32.892	30.499	.000
	Within Groups	4489.744	4163	1.078		
	Total	4654.206	4168			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	53.083	5	10.617	9.102	.000
	Within Groups	4857.149	4164	1.166		
	Total	4910.232	4169			
In Organizing, line manager strives to promote values for prosperity	Between Groups	108.730	5	21.746	4.519	.000
	Within Groups	20050.515	4167	4.812		
	Total	20159.245	4172			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	43.165	5	8.633	7.913	.000
	Within Groups	4542.118	4163	1.091		
	Total	4585.284	4168			

The results of F=13.487 and Sig. =.000; F=25.452 and Sig. =.000; F=22.791 and Sig. =.000; F = 30499 and Sig. =.000; F =9.102 and Sig. = .000; F =4.519 and Sig. =.000; and F =7.913 and Sig. =.000 were far less than

the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making style of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 117

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	27.033	5	5.407	1.542	.173
	Within Groups	14588.586	4162	3.505		
	Total	14615.619	4167			
In staffing, line manager develops staff potential through encouragement	Between Groups	246.584	5	49.317	42.414	.000
	Within Groups	4839.368	4162	1.163		
	Total	5085.952	4167			

The results of F=42.414 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making style of organizational climate and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 118

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	89.856	5	17.971	16.263	.000
	Within Groups	4604.714	4167	1.105		
	Total	4694.569	4172			
In directing, line officer clarifies uncertainities and risks	Between Groups	29.838	5	5.968	5.777	.000
	Within Groups	4304.140	4167	1.033		
	Total	4333.978	4172			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	45.225	5	9.045	8.838	.000
	Within Groups	4264.766	4167	1.023		
	Total	4309.990	4172			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	68.651	5	13.730	12.683	.000
	Within Groups	4510.955	4167	1.083		
	Total	4579.607	4172			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	35.485	5	7.097	6.631	.000
	Within Groups	4446.265	4154	1.070		
	Total	4481.750	4159			

The results of F=16.263 and Sig. =.000; F=5.777 and Sig. =.000; F=8.838 and Sig. =.000; F = 12.683 and Sig. =.000; and F =6.631 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference between the decision making style of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 119

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	39.530	5	7.906	8.534	.000
	Within Groups	3860.237	4167	.926		
	Total	3899.767	4172			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	90.508	5	18.102	15.819	.000
	Within Groups	4768.146	4167	1.144		
	Total	4858.653	4172			

The results of F=8.534 and Sig. =.000; and, F =15.819 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making style of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 120

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	69.043	5	13.809	11.568	.000
	Within Groups	4984.903	4176	1.194		
	Total	5053.947	4181			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	91.037	5	18.207	18.183	.000
	Within Groups	4181.556	4176	1.001		
	Total	4272.593	4181			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	59.895	5	11.979	9.998	.000
	Within Groups	5003.625	4176	1.198		
	Total	5063.520	4181			

The results of F=11.568 and Sig. =.000; F=18.183 and Sig. =.000; and F =9.998 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 121

Analysis of Variance (ANOVA) for the variable of Decision-Making and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	30.033	5	6.007	5.264	.000
	Within Groups	4749.389	4162	1.141		
	Total	4779.422	4167			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	514.193	5	102.839	10.580	.000
	Within Groups	40453.765	4162	9.720		
	Total	40967.958	4167			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	66.662	5	13.332	12.363	.000
	Within Groups	4463.480	4139	1.078		
	Total	4530.141	4144			

The results of F=5.264 and Sig. =.000; F=10.580 and Sig. =.000; and, F =12.383 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the decision making style of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Trust

Table 122

Analysis of Variance (ANOVA) for the variable of Trust and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	63.862	5	12.772	13.310	.000
	Within Groups	4014.927	4184	.960		
	Total	4078.790	4189			
In planning line officer plays a leading role in forecasting & programme	Between Groups	72.098	5	14.420	12.520	.000
	Within Groups	4818.696	4184	1.152		
	Total	4890.793	4189			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	26.848	5	5.370	5.072	.000
	Within Groups	4429.658	4184	1.059		
	Total	4456.506	4189			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	272.942	5	54.588	48.610	.000
	Within Groups	4694.118	4180	1.123		
	Total	4967.060	4185			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	85.913	5	17.183	16.604	.000
	Within Groups	4321.452	4176	1.035		
	Total	4407.365	4181			

The results of F=13.310 and Sig. =.000; F=12.520 and Sig. =.000; F=5.072 and Sig. =.000; F = 48.610 and Sig. =.000; and, F =16.604 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that

the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 123

Analysis of Variance (ANOVA) for the variable of Trust and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	60.965	5	12.193	10.946	.000
	Within Groups	4655.995	4180	1.114		
	Total	4716.959	4185			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	79.191	5	15.838	17.665	.000
	Within Groups	3740.432	4172	.897		
	Total	3819.622	4177			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	59.823	5	11.965	10.580	.000
	Within Groups	4722.354	4176	1.131		
	Total	4782.177	4181			
In Organizing, line manager discusses assignments with colleagues	Between Groups	117.110	5	23.422	21.442	.000
	Within Groups	4557.216	4172	1.092		
	Total	4674.326	4177			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	118.847	5	23.769	20.593	.000
	Within Groups	4816.670	4173	1.154		
	Total	4935.518	4178			
In Organizing, line manager strives to promote values for prosperity	Between Groups	509.029	5	101.806	21.633	.000
	Within Groups	19652.471	4176	4.706		
	Total	20161.500	4181			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	163.234	5	32.647	30.661	.000
	Within Groups	4442.161	4172	1.065		
	Total	4605.394	4177			

The results of F=10.946 and Sig. =.000; F=17.665 and Sig. =.000; F=10.580 and Sig. =.000; F = 21.442 and Sig. =.000; F =20.593 and Sig. =.000; F= 21.633 and Sig. =.000 and F = 30.661 and Sig. =.000 were far less

than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference between the exercise of trust of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 124

Analysis of Variance (ANOVA) for the variable of Trust and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	27.033	5	5.407	1.542	.173
	Within Groups	14588.586	4162	3.505		
	Total	14615.619	4167			
In staffing, line manager develops staff potential through encouragement	Between Groups	246.584	5	49.317	42.414	.000
	Within Groups	4839.368	4162	1.163		
	Total	5085.952	4167			

The results of F=42.414 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 125

Analysis of Variance (ANOVA) for the variable of Trust and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	128.066	5	25.613	23.365	.000
	Within Groups	4577.756	4176	1.096		
	Total	4705.821	4181			
In directing, line officer clarifies uncertainities and risks	Between Groups	40.177	5	8.035	7.796	.000
	Within Groups	4304.504	4176	1.031		
	Total	4344.682	4181			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	125.524	5	25.105	25.040	.000
	Within Groups	4186.870	4176	1.003		
	Total	4312.394	4181			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	51.562	5	10.312	9.472	.000
	Within Groups	4546.635	4176	1.089		
	Total	4598.197	4181			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	60.705	5	12.141	11.430	.000
	Within Groups	4421.923	4163	1.062		
	Total	4482.627	4168			

The results of F=23.365 and Sig. =.000; F=7.796 and Sig. =.000; F=25.040 and Sig. =.000; F = 9.472and Sig. =.000; and, F =11.430 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process

of directing was realized in public universities was rejected.

Table 126

Analysis of Variance (ANOVA) for the variable of Trust and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	72.444	5	14.489	15.779	.000
	Within Groups	3834.616	4176	.918		
	Total	3907.060	4181			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	51.570	5	10.314	8.955	.000
	Within Groups	4809.637	4176	1.152		
	Total	4861.206	4181			

The results of F=15.779 and Sig. =.000; and, F=8.955 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 127

Analysis of Variance (ANOVA) for the variable of Trust and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	62.764	5	12.553	10.503	.000
	Within Groups	4991.183	4176	1.195		
	Total	5053.947	4181			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	71.810	5	14.362	14.277	.000
	Within Groups	4200.783	4176	1.006		
	Total	4272.593	4181			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	63.006	5	12.601	10.523	.000
	Within Groups	5000.514	4176	1.197		
	Total	5063.520	4181			

The results of F=10.503 and Sig. =.000; F=14.277 and Sig. =.000; and, F =10.523 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 128

Analysis of Variance (ANOVA) for the variable of Trust and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	85.527	5	17.105	15.134	.000
	Within Groups	4714.466	4171	1.130		
	Total	4799.994	4176			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	847.922	5	169.584	17.624	.000
	Within Groups	40134.592	4171	9.622		
	Total	40982.514	4176			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	46.703	5	9.341	8.637	.000
	Within Groups	4485.975	4148	1.081		
	Total	4532.678	4153			

The results of F=15.134 and Sig. =.000; F=17.624 and Sig. =.000 and, F =8.637 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the exercise of trust of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Management of Rewards

Table 129

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	141.521	5	28.304	30.066	.000
	Within Groups	3935.131	4180	.941		
	Total	4076.653	4185			
In planning line officer plays a leading role in forecasting & programme	Between Groups	218.103	5	43.621	39.028	.000
	Within Groups	4671.863	4180	1.118		
	Total	4889.967	4185			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	81.824	5	16.365	15.641	.000
	Within Groups	4373.571	4180	1.046		
	Total	4455.395	4185			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	225.349	5	45.070	39.755	.000
	Within Groups	4734.354	4176	1.134		
	Total	4959.703	4181			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	31.851	5	6.370	6.080	.000
	Within Groups	4375.514	4176	1.048		
	Total	4407.365	4181			

The results of F=30.066 and Sig. =.000; F=39.028 and Sig. =.000; F=15.641 and Sig. =.000; F = 39.755 and Sig. =.000; and, F =6.080 and Sig. =.000 were far less than the 0.05 significance level. The results suggested

that the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 130

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	178.936	5	35.787	32.943	.000
	Within Groups	4536.584	4176	1.086		
	Total	4715.520	4181			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	90.353	5	18.071	20.198	.000
	Within Groups	3729.020	4168	.895		
	Total	3819.374	4173			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	92.261	5	18.452	16.420	.000
	Within Groups	4688.402	4172	1.124		
	Total	4780.663	4177			
In Organizing, line manager discusses assignments with colleagues	Between Groups	101.834	5	20.367	18.569	.000
	Within Groups	4571.465	4168	1.097		
	Total	4673.299	4173			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	71.945	5	14.389	12.337	.000
	Within Groups	4862.281	4169	1.166		
	Total	4934.227	4174			
In Organizing, line manager strives to promote values for prosperity	Between Groups	85.874	5	17.175	3.569	.003
	Within Groups	20074.626	4172	4.812		
	Total	20160.499	4177			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	137.145	5	27.429	25.590	.000
	Within Groups	4467.460	4168	1.072		
	Total	4604.605	4173			

The results of F=16.429 and Sig. =.000; F=18.569 and Sig. =.000; F=12.337 and Sig. =.000; F = 3.569 and Sig. =.003; and, F =25.590 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that

the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 131

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	170.749	5	34.150	9.850	.000
	Within Groups	14446.829	4167	3.467		
	Total	14617.577	4172			
In staffing, line manager develops staff potential through encouragement	Between Groups	88.803	5	17.761	14.804	.000
	Within Groups	4999.163	4167	1.200		
	Total	5087.966	4172			

The results of F=9.850 and Sig. =.000; and, F=14.804 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the managerial process of staffing was realized was rejected.

Table 132

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	83.735	5	16.747	15.116	.000
	Within Groups	4622.032	4172	1.108		
	Total	4705.767	4177			
In directing, line officer clarifies uncertainities and risks	Between Groups	18.654	5	3.731	3.599	.003
	Within Groups	4324.654	4172	1.037		
	Total	4343.308	4177			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	56.055	5	11.211	10.992	.000
	Within Groups	4255.272	4172	1.020		
	Total	4311.327	4177			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	158.943	5	31.789	29.883	.000
	Within Groups	4437.979	4172	1.064		
	Total	4596.922	4177			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	37.732	5	7.546	7.064	.000
	Within Groups	4442.99	4159	1.068		
	Total	4480.731	4164			

The results of F=15.116 and Sig. =.000; F=3.599 and Sig. =.003; F=10.992 and Sig. =.000; F = 29.883 and Sig. =.003; and, F =7.064 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the

managerial process of directing was realized in public universities was rejected.

Table 133

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	125.177	5	25.035	27.702	.000
	Within Groups	3770.385	4172	.904		
	Total	3895.562	4177			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	141.351	5	28.270	24.995	.000
	Within Groups	4718.722	4172	1.131		
	Total	4860.073	4177			

The results of F=27.702 and Sig. =.000; and, F =24.995 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 134

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	73.672	5	14.734	12.345	.000
	Within Groups	4979.682	4172	1.194		
	Total	5053.354	4177			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	38.430	5	7.686	7.620	.000
	Within Groups	4208.207	4172	1.009		
	Total	4246.637	4177			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	54.247	5	10.849	9.052	.000
	Within Groups	5000.523	4172	1.199		
	Total	5054.771	4177			

The results of F=12.345 and Sig. =.000; F=7.620 and Sig. =.000; and, F =9.052 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of organizational climate of rewards officers and the extent to which the managerial process of reporting in public universities realized rejected.

Table 135

Analysis of Variance (ANOVA) for the variable of Management of Rewards and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	19.038	5	3.808	3.319	.005
	Within Groups	4780.267	4167	1.147		
	Total	4799.305	4172			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	1236.251	5	247.250	25.929	.000
	Within Groups	39734.941	4167	9.536		
	Total	40971.192	4172			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	52.896	5	10.579	9.788	.000
	Within Groups	4478.899	4144	1.081		
	Total	4531.795	4149			

The results of F=3.319 and Sig. =.005; F=25.929 and Sig. =.000; F =9.788 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of rewards of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived Managerial Presentation on Risk taking

Table 136

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	255.735	5	51.147	55.913	.000
	Within Groups	3827.351	4184	.915		
	Total	4083.086	4189			
In planning line officer plays a leading role in forecasting & programme	Between Groups	202.484	5	40.497	36.208	.000
	Within Groups	4679.565	4184	1.118		
	Total	4882.049	4189			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	195.385	5	39.077	38.151	.000
	Within Groups	4285.534	4184	1.024		
	Total	4480.919	4189			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	98.750	5	19.750	16.906	.000
	Within Groups	4883.150	4180	1.168		
	Total	4981.900	4185			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	43.973	5	8.795	8.417	.000
	Within Groups	4363.392	4176	1.045		
	Total	4407.365	4181			

The results of F=55.913 and Sig. =.000; F=36.208 and Sig. =.000; F = 38.151 and Sig. =.000; F =16.906 and Sig. =.000; and, 8.417 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference

existed between the management of risk taking of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 137

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	113.741	5	22.748	20.617	.000
	Within Groups	4612.012	4180	1.103		
	Total	4725.753	4185			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	75.346	5	15.069	16.773	.000
	Within Groups	3748.247	4172	.898		
	Total	3823.593	4177			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	23.092	5	4.618	4.040	.001
	Within Groups	4774.161	4176	1.143		
	Total	4797.253	4181			
In Organizing, line manager discusses assignments with colleagues	Between Groups	181.783	5	36.357	33.822	.000
	Within Groups	4484.591	4172	1.075		
	Total	4666.373	4177			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	48.613	5	9.723	8.264	.000
	Within Groups	4909.803	4173	1.177		
	Total	4958.417	4178			
In Organizing, line manager strives to promote values for prosperity	Between Groups	160.907	5	32.181	6.711	.000
	Within Groups	20024.577	4176	4.795		
	Total	20185.485	4181			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	32.754	5	6.551	5.967	.000
	Within Groups	4580.188	4172	1.098		
	Total	4612.942	4177			

The results of F=20.617 and Sig. =.000; F=16.774 and Sig. =.000; F = 4.040 and Sig. =.000; F =33.822 and Sig. =.000; 8.264 and Sig. = .000; F =6.711 and Sig. = .000; and, F= 5.967 and Sig. =.000 were far less than

the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of risk taking of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 138

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	135.468	5	27.094	7.791	.000
	Within Groups	14505.660	4171	3.478		
	Total	14641.128	4176			
In staffing, line manager develops staff potential through encouragement	Between Groups	31.330	5	6.266	5.145	.000
	Within Groups	5080.089	4171	1.218		
	Total	5111.419	4176			

The results of F=7.791 and Sig. =.000; and, F=5.145 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of risk of organizational climate taking and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 139

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	97.154	5	19.431	17.625	.000
	Within Groups	4603.728	4176	1.102		
	Total	4700.882	4181			
In directing, line officer clarifies uncertainities and risks	Between Groups	22.594	5	4.519	4.366	.001
	Within Groups	4322.088	4176	1.035		
	Total	4344.682	4181			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	16.144	5	3.229	3.138	.008
	Within Groups	4296.377	4176	1.029		
	Total	4312.521	4181			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	62.730	5	12.546	11.552	.000
	Within Groups	4535.467	4176	1.086		
	Total	4598.197	4181			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	97.825	5	19.565	18.582	.000
	Within Groups	4383.293	4163	1.053		
	Total	4481.118	4168			

The results of F=17.625 and Sig. =.000; F=4.366 and Sig. =.001; F = 3.138 and Sig. =.008; and, 11.552 and Sig. = .000; F =18.582 and Sig. =.000; were far less than the 0.05 significance level. The results suggested

that the null hypothesis that no significant difference existed between the management of risk taking of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 140

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	82.182	5	16.436	17.945	.000
	Within Groups	3824.878	4176	.916		
	Total	3907.060	4181			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	41.767	5	8.353	7.250	.000
	Within Groups	4811.692	4176	1.152		
	Total	4853.459	4181			

The results of F=17.945 and Sig. =.000; and, 7.250 and Sig. = .000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of risk taking of organizational climate and the extent to which the managerial process of

coordinating was realized in public universities was rejected.

Table 141

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	118.821	5	23.764	20.109	.000
	Within Groups	4935.126	4176	1.182		
	Total	5053.947	4181			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	148.505	5	29.701	30.075	.000
	Within Groups	4124.088	4176	.988		
	Total	4272.593	4181			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	159.184	5	31.837	27.064	.000
	Within Groups	4912.506	4176	1.176		
	Total	5071.690	4181			

The results of F=20.109 and Sig. =.000; F=30.075 and Sig. =.000; and, F =27.064 and Sig. =.000; were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of risk taking of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 142

Analysis of Variance (ANOVA) for the variable of Risk Taking and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	211.238	5	42.248	38.407	.000
	Within Groups	4588.071	4171	1.100		
	Total	4799.309	4176			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	79.147	5	15.829	1.614	.153
	Within Groups	40901.910	4171	9.806		
	Total	40981.058	4176			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	80.930	5	16.186	15.081	.000
	Within Groups	4451.987	4148	1.073		
	Total	4532.917	4153			

The results of F=38.407 and Sig. =.000; and, F =15.081 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the management of risk taking of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Perceived managerial presentation on innovation and change management

Table 143

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	31.431	6	5.238	5.411	.000
	Within Groups	4053.799	4187	.968		
	Total	4085.230	4193			
In planning line officer plays a leading role in forecasting & programme	Between Groups	24.839	6	4.140	3.562	.002
	Within Groups	4866.779	4187	1.162		
	Total	4891.619	4193			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	57.026	6	9.504	8.993	.000
	Within Groups	4424.993	4187	1.057		
	Total	4482.019	4193			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	162.397	6	27.066	23.456	.000
	Within Groups	4826.835	4183	1.154		
	Total	4989.232	4189			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	32.627	6	5.438	5.183	.000
	Within Groups	4384.776	4179	1.049		
	Total	4417.403	4185			

The results of F=5.411 and Sig. =.000; F=3.562 and Sig. =.002; F = 8.993 and Sig. =.000; F = 23.456 and Sig. = .000; and, F =5.183 and Sig. =.000; were far less than

the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 144

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	94.484	6	15.747	14.219	.000
	Within Groups	4632.701	4183	1.108		
	Total	4727.185	4189			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	64.257	6	10.710	11.887	.000
	Within Groups	3761.600	4175	.901		
	Total	3825.858	4181			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	32.922	6	5.487	4.805	.000
	Within Groups	4771.986	4179	1.142		
	Total	4804.908	4185			
In Organizing, line manager discusses assignments with colleagues	Between Groups	184.254	6	30.709	28.548	.000
	Within Groups	4491.045	4175	1.076		
	Total	4675.299	4181			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	116.313	6	19.386	16.716	.000
	Within Groups	4842.844	4176	1.160		
	Total	4959.157	4182			
In Organizing, line manager strives to promote values for prosperity	Between Groups	256.915	6	42.819	8.979	.000
	Within Groups	19929.561	4179	4.769		
	Total	20186.476	4185			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	86.370	6	14.395	13.275	.000
	Within Groups	4527.357	4175	1.084		
	Total	4613.727	4181			

The results of F=14.219 and Sig. =.000; F=11.887 and Sig. =.000; F = 28.548 and Sig. =.000; F = 16.716 and

Sig. = .000; F = 8.979; and, F =13.275 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 145

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	251.145	6	41.857	12.141	.000
	Within Groups	14390.540	4174	3.448		
	Total	14641.684	4180			
In staffing, line manager develops staff potential through encouragement	Between Groups	135.975	6	22.662	19.010	.000
	Within Groups	4975.975	4174	1.192		
	Total	5111.950	4180			

The results of F=12.141 and Sig. =.000; and, F =19.010 and Sig. =.000; were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of

organizational climate and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 146

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	254.544	6	42.424	39.829	.000
	Within Groups	4451.332	4179	1.065		
	Total	4705.876	4185			
In directing, line officer clarifies uncertainities and risks	Between Groups	107.182	6	17.864	17.611	.000
	Within Groups	4238.871	4179	1.014		
	Total	4346.054	4185			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	168.598	6	28.100	28.331	.000
	Within Groups	4144.861	4179	.992		
	Total	4313.459	4185			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	61.977	6	10.329	9.514	.000
	Within Groups	4536.979	4179	1.086		
	Total	4598.956	4185			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	124.631	6	20.772	19.855	.000
	Within Groups	4358.385	4166	1.046		
	Total	4483.016	4172			

The results of F=39.829 and Sig. =.000; F=17.611 and Sig. =.000; F = 28.331 and Sig. =.000; F =9.514 and Sig. = .000; and, F =19.855 and Sig. =.000; were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant

difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 147

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	90.756	6	15.126	16.514	.000
	Within Groups	3827.780	4179	.916		
	Total	3918.536	4185			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	95.181	6	15.863	13.907	.000
	Within Groups	4766.901	4179	1.141		
	Total	4862.081	4185			

The results of F=16.514 and Sig. =.000; and, 13.907 and Sig. = .000; were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of coordinating was realized in public universities was rejected.

Table 148

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	41.327	6	6.888	5.741	.000
	Within Groups	5014.132	4179	1.200		
	Total	5055.459	4185			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	89.921	6	14.987	14.969	.000
	Within Groups	4183.864	4179	1.001		
	Total	4273.785	4185			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	126.950	6	21.158	17.878	.000
	Within Groups	4945.824	4179	1.183		
	Total	5072.774	4185			

The results of F=5.741 and Sig. =.000; F=14.969 and Sig. =.000; and, F =17.878 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of reporting was realized in public universities was rejected.

Table 149

Analysis of Variance (ANOVA) for the variable of Innovation and Change and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	88.869	6	14.811	13.121	.000
	Within Groups	4711.813	4174	1.129		
	Total	4800.682	4180			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	375.807	6	62.635	6.438	.000
	Within Groups	40607.112	4174	9.729		
	Total	40982.919	4180			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	34.647	6	5.775	5.328	.000
	Within Groups	4499.155	4151	1.084		
	Total	4533.802	4157			

The results of F=13.121 and Sig. =.000; F=6.438and Sig. =.000; and, F =5.328 and Sig. =.000; were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the innovation and change management of organizational climate and the extent to which the managerial process of budgeting was realized in public universities was rejected.

Size of the University and the Budgeting Process of Managerial Performance in Public Universities in Kenya

viii) Ho:8. That no significant difference existed between the size of the university and the extent to which the budgeting process of managerial performance was realized in public universities.

Table 150

Analysis of Variance (ANOVA) for the variable of Size of the University and the Planning Process

		Sum of Squares	df	Mean Square	F	Sig.
In planning, line officer plays a leading role in missions, goals and objective selection	Between Groups	.703	3	.234	.240	.869
	Within Groups	4099.430	4194	.977		
	Total	4100.134	4197			
In planning line officer plays a leading role in forecasting & programme	Between Groups	13.353	3	4.451	3.826	.009
	Within Groups	4879.548	4194	1.163		
	Total	4892.901	4197			
In planning line officer plays a leading role in establishing performance recasting & programme	Between Groups	11.455	3	3.818	3.573	.013
	Within Groups	4481.940	4194	1.069		
	Total	4493.395	4197			
In planning line officer plays a leading role in developing work assignment, experiment and support the process	Between Groups	26.258	3	8.753	7.370	.000
	Within Groups	4976.100	4190	1.188		
	Total	5002.359	4193			
In planning line officer plays a leading role in attaining desired objectives	Between Groups	6.880	3	2.293	2.176	.089
	Within Groups	4412.048	4186	1.054		
	Total	4418.928				

The results of F=3.826 and Sig. =.009; F=3.573 and Sig. =.013; and, F = 7.370 and Sig. =.000 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the size of the university and the extent to which the managerial process of planning was realized in public universities was rejected.

Table 151

Analysis of Variance (ANOVA) for the variable of Size of the University and the Organizing Process

		Sum of Squares	df	Mean Square	F	Sig.
In Organizing, line officer plays a key role in defining & structuring	Between Groups	29.066	3	9.689	8.579	.000
	Within Groups	4731.665	4190	1.129		
	Total	4760.731	4193			
In Organizing, line officer plays a leading role in assigning responsibilities	Between Groups	2.371	3	.790	.865	.459
	Within Groups	3823.732	4182	.914		
	Total	3826.103	4185			
In Organizing, line officer plays a leading role in ensuring that tools and information Available for the task	Between Groups	19.283	3	6.428	5.620	.001
	Within Groups	4787.148	4186	1.144		
	Total	4806.431	4189			
In Organizing, line manager discusses assignments with colleagues	Between Groups	5.453	3	1.818	1.624	.182
	Within Groups	4680.931	4182	1.119		
	Total	4686.384	4185			
In Organizing, line manager represents organization in performing symbolic duties with colleagues	Between Groups	19.046	3	6.349	5.363	.001
	Within Groups	4952.100	4183	1.184		
	Total	4971.146	4186			
In Organizing, line manager strives to promote values for prosperity	Between Groups	7.399	3	2.466	.512	.674
	Within Groups	20180.086	4186	4.821		
	Total	20187.485	4189			
In Organizing, line manager ensures that staff develops and grows from their experience	Between Groups	31.063	3	10.354	9.447	.000
	Within Groups	4583.905	4182	1.096		
	Total	4614.968	4185			

The results of F=8.579 and Sig. =.000; F=5.620 and Sig. =.001; F =5.363 and Sig. =.000; and, F = 9.447 and Sig. =.000 were far less than the 0.05 significance level.

The results suggested that the null hypothesis that no significant difference existed between the size of the university and the extent to which the managerial process of organizing was realized in public universities was rejected.

Table 152

Analysis of Variance (ANOVA) for the variable of Size of the University and the Staffing Process

		Sum of Squares	df	Mean Square	F	Sig.
In staffing, line manager pursues university goals when filling vacant position	Between Groups	4.248	3	1.416	.404	.750
	Within Groups	14646.454	4181	3.503		
	Total	14650.702	4184			
In staffing, line manager develops staff potential through encouragement	Between Groups	18.949	3	6.316	5.176	.001
	Within Groups	5101.885	4181	1.220		
	Total	5120.835	4184			

The results of F=5.176 and Sig. =.001 were far less than the 0.05 significance level. The results suggested that the null hypothesis that there was no significant difference existed between the size of the university and the extent to which the managerial process of staffing was realized in public universities was rejected.

Table 153

Analysis of Variance (ANOVA) for the variable of Size of the University and the Directing Process

		Sum of Squares	df	Mean Square	F	Sig.
In directing, line officer leads in giving commands, orders and instructions	Between Groups	1.396	3	.465	.414	.743
	Within Groups	4704.535	4186	1.124		
	Total	4705.931	4189			
In directing, line officer clarifies uncertainities and risks	Between Groups	3.645	3	1.215	1.169	.320
	Within Groups	4352.233	4186	1.040		
	Total	4355.878	4189			
In directing, line officer leads in providing knowledge, experience and judgement	Between Groups	2.364	3	.788	.765	.514
	Within Groups	4312.000	4186	1.030		
	Total	4314.364	4189			
In directing, line officer clarifies uncertainities, risks and provides knowledge, experience and judgement	Between Groups	13.342	3	4.447	4.059	.007
	Within Groups	4586.888	4186	1.096		
	Total	4600.230	4189			
In directing, line manager attains goals by commands, orders and instructions	Between Groups	2.993	3	.998	.928	.426
	Within Groups	4488.517	4173	1.076		
	Total	4491.510	4176			

The results of F=.414 and Sig. =.743; F=1.169 and Sig. =.320; F =.765 and Sig. =.514; and, F = .928 and Sig. =.426 were far larger than the 0.05 significance level. The results suggested that the null hypothesis that no

significant difference existed between the size of the university and the extent to which the managerial process of directing was realized in public universities failed to be rejected.

Table 154

Analysis of Variance (ANOVA) for the variable of Size of the University and the Coordinating Process

		Sum of Squares	df	Mean Square	F	Sig.
In coordinating, line officers leads in ensuring that goal is defined and communicated	Between Groups	1.091	3	.364	.388	.762
	Within Groups	3925.883	4186	.938		
	Total	3926.974	4189			
In coordinating, line officers ensures that individuals see how their jobs contribute to university goals	Between Groups	9.480	3	3.160	2.725	.043
	Within Groups	4853.735	4186	1.160		
	Total	4863.215	4189			

The results of F=.2.725 and Sig. =.043 were far less than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the size of the university and the extent to which the managerial process of directing was realized in public universities was rejected.

Table 155

Analysis of Variance (ANOVA) for the variable of Size of the University and the Reporting Process

		Sum of Squares	df	Mean Square	F	Sig.
In reporting, line officers leads in relaying information	Between Groups	15.540	3	5.180	4.294	.005
	Within Groups	5049.356	4186	1.206		
	Total	5064.896	4189			
In reporting, line officers leads in institutional formulation, advising and making activities known	Between Groups	3.050	3	1.017	.996	.393
	Within Groups	4271.560	4186	1.020		
	Total	4274.610	4189			
In reporting, line manger leads in relaying information, acquainting, advising and making known university activities	Between Groups	2.524	3	.841	.695	.555
	Within Groups	5071.169	4186	1.211		
	Total	5073.694	4189			

The results of F=.996 and Sig. =.393; and, F=.695 and Sig. =.555 were far larger than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the size of the university and the extent to which the managerial process of directing was realized in public universities failed to be rejected.

Table 156

Analysis of Variance (ANOVA) for the variable of Size of the University and the Budgeting Process

		Sum of Squares	df	Mean Square	F	Sig.
In budgeting line officers plays leading role in plans formation for future financial implications	Between Groups	4.992	3	1.664	1.450	.226
	Within Groups	4796.377	4181	1.147		
	Total	4801.368	4184			
In budgeting, line manager leads in formulation of plans in non- financial implicated roles	Between Groups	26.229	3	8.743	.892	.444
	Within Groups	40957.095	4181	9.796		
	Total	40983.324	4184			
In budgeting, line manager plays leading role in planning while allows for delegation from authority but in control	Between Groups	4.744	3	1.581	1.452	.226
	Within Groups	4530.180	4158	1.090		
	Total	4534.924	4161			

The results of F=1.450 and Sig. =.226; F=.892 and Sig. =.444; and, F = .1.452 and Sig. =..226 were far larger than the 0.05 significance level. The results suggested that the null hypothesis that no significant difference existed between the size of the university and the extent to which the managerial process of directing was realized in public universities failed to be rejected.

Findings of the Study

The first part of the findings was that:

i) The results showed that members of staff were expected to follow the established rules (27.6%) and to develop competence in their work activities (24.4%). The results showed that members of staff engaged themselves in business-like relationships (22.4%) and that there occurs protection of interests by strong cliques.

ii) The results showed that management always is always on the look-out for mistakes and to identify culprits from among members of staff (26.9%). It also indicated that management used expertise and competence to influence the work habits of members of staff (20.4%). The results show that management catered for the needs of all concerned persons when solving work related problems (21.4%).

iii) The results showed that there was supervision to provide guidance in order to correct and prevent the occurrence of mistakes (24.6%). The results also showed that the supervisors and the subordinates were not expected to make mistakes while carrying out their work activities (23.9%). However, mistakes were treated as a learning process for subordinates (22.8%). The results showed that when resolving problems, management appeals to principles, organizational ideals and goals (32.4%). However, stronger and influential people usually forced force their way over the others (21.8%).

iv) The results showed that information is available to all members of staff to enable them to carry out their work activities effectively (30.5%). However, they also showed that those persons in authority were expected to issue work instructions (22.7%).

v) The results showed that there was preference for decisions to be made at the top in the

organizational hierarchy. The results showed that some people were trusted by management and these few were quite influential (29.1%). The results also showed that specialists and experts were highly trusted (19.8%).

vi) The results showed that management rewarded excellent work performance and successful task accomplishment (29.8%). Equally, those persons who were knowledgeable and exercised expertise were rewarded (23.3%). The results showed that supervisors emphasized discipline and obedience to rules and regulations for order to be maintained (34.0%).

vii) The results established that supervisors showed concern for the people in the organization (21.5%). However, supervisors relied on experts for advice (20.1%).

viii) The results showed that management minimized unanticipated side effects when introducing innovation and change (22.2%), which was usually initiated by experts and specialists (19.2%).

ix) The results on leadership style showed that the line officers got information from subordinates then made the decisions alone (25.5%). The line officers also occasionally solved problems with their subordinates by reaching consensus (25.0). However, some line officers preferred to solve institutional problems alone, using information available (24.5%).

x) That a significant difference existed between the variable of respondents' age and the perceived extent to which the planning process of managerial performance was realized in Kenyan public universities. The results show that the respondents' age was associated with the perceived extent to which the managerial process of planning was realized in Kenyan public. This result was in agreement with the findings of the studies carried out by Andrus (1991), Holland (1991), Lewis (1991), Lewis (1991), Loven (1991),and Short (1991).

xi) That a significant difference existed between the variable of respondents' gender and the

extent to which the organizing process of managerial performance was realized in Kenyan public universities. It shows that the respondents' gender was associated with the perceived extent to which the organizing process of managerial performance was realized in public universities. This result was in agreement with the findings of the studies carried out by Mahaney (1991; and, Eagley, Darau, and Makhijani (1995).

xii) That a significant difference existed between the respondents' academic and professional qualifications and the perceived extent to which the staffing process of managerial performance was realized in public universities. The results show that the respondents' academic and professional qualifications were associated with the perceived extent to which the staffing process of managerial performance was realized in public universities.

xiii) That a significant difference existed between the respondents' administrative experience and the perceived extent to which the directing process of managerial performance was realized in Kenyan public universities. The results show that the respondents' administrative experience was associated with the perceived extent to the directing process of managerial process was realized. This result was in agreement with the findings of the studies carried out by Andrus (1991), and Mahaney (1991).

xiv) That a significant difference existed between the respondents' religion and the perceived extent to which the co-ordinating process of managerial performance was realized in Kenyan public universities. The results show that the respondent' religious faith was associated with the extent to which the co-ordinating process of managerial performance was realized. This result was in agreement with the findings of the studies carried out by El-Hage (1980), Roberts (1983), and Mahaney (1991).

xv) That a significant difference existed between the respondents' marital status and the extent to which the reporting process of managerial performance was realized in Kenyan public universities. The results that respondents' marital status was associated with the perceived extent to which the reporting process of managerial performance was realized. This result was in agreement with the findings of the studies carried out by Szemborski (1981), and Mahaney (1991).

xvi) That a significant difference existed between the size of the university and the perceived extent to which the budgeting process of managerial performance was realized in Kenyan public. The results suggest that the size of the university was associated with the extent to which the budgeting process of managerial performance was realized. This result was in agreement with the findings of the studies carried out by Andrus (1991), Holland (1991), and Loven (1991).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The literature surveyed for the study had established that studies had identified the socio-technical systems theory and developed a set of instruments to study universities from an organizational perspective. Among the key variables of the model used included perceptions of actual and ideal primary tasks and roles, sentience (trust and loyalty), participant satisfaction, as well as tangible and intangible technology. These earlier studies had established that individuals with greater investment in the university (time, qualification, rank) perceived their role as contributing positively towards the realization of organizational effectiveness.

The perceived organizational effectiveness had been examined using the "Index Effectiveness of the Leader Behaviour Description Questionnaire". The investigations along these lines had established that perceived leader behaviours of structure, communication skills and consideration explained the statistically

significant proportion of the variance in perceived organizational effectiveness. It had been observed that there were leader behaviours within the education organization setting that could be developed by educational line managers, which in turn could be utilized to enhance the realization of perceived organizational effectiveness and student achievement.

It had emerged from the previous studies that in order to determine the perceived organizational effectiveness of an educational organization, the organizational characteristics of leadership, motivation, communication, interaction-influence, decision making and goal setting could be useful to provide a guide. The participatory goal-setting strategy, amount and quality of participation of members of the educational organization, and effective communication have a bearing on how effectively an educational organization realizes its objectives and attain organizational effectiveness.

The studies had also established that competent line officer ensures that members of the organization were afforded a healthy working environment, maintained

stability within the organization's operations and was usually in good control of the strategy-making systems. The line officer therefore gained greater support for the organization's program and maintained a personal visibility. The variables of age, academic preparation, postgraduate professionalism and job development, gender, administrative training and certification, experience and total years of principalship, and membership in an educational society on the part of the line officer had been investigated. Among the critical indicators identified was the attitude of deans of faculty towards the nature and exercise of power, as a measure of satisfaction and effectiveness in the university organization. It had been established that the contributory components of the school climate and student achievement were the variables such as institutional leadership, tenure of the line officer, the gender of the line officer, and the line officers' administrative power behaviors of coercion, authority and influence on organizational effectiveness.

The government of the Republic of Kenya desired to have a properly skilled human resource. Public

universities in Kenya had been viewed to face a future that was to be dominated by the challenge of how to maintain quality, as well as increase enrolments in the context of scarce financial resources. The line officers were vested with the power that was meant to enable the public universities to carry out their functions and objects, and therefore realize organizational effectiveness.

In order to realize this goal, primary emphasis had been put on the need for effective management and utilization of resources for improved national productivity. The role to be played by the public universities in this process had been underscored. However, one of the major challenges that have been acknowledged to exist was the perceived lack of modern management practices and skills prevalent in the management of public universities leading to high levels of inefficiencies. The issue of the need for effective utilization of scarce resources, efficiency and realization of organizational effectiveness in public universities in Kenya had, therefore, assumed critical urgency.

The purpose of this study was to investigate and establish the factors that influenced the line officers' perceived managerial performance in public universities in Kenya.

The objectives of the study were to investigate:

i) the perceptions that line officers, staff officers and students had on the line officer's managerial performance in public universities in Kenya;

ii) if the age, gender, academic qualifications, administrative experience, marital status, and religion of the line officers, staff officers and students were associated with the line officers' perceived managerial performance in public universities in Kenya;

iii) if the university organizational size and university organizational climate were associated with the perceived line officers' managerial performance in public universities.

Data relating to the line officers' perceived managerial performance in public universities in Kenya in enhancing organizational effectiveness was gathered

through responses to three questionnaires that were identified as POSDCoRB-Higher Education: I (Appendix B), POSDCoRB-Higher Education: II (Appendix C), and POSDCoRB-Higher Education: III (Appendix D). The investigator developed the instruments after a thorough analysis of literature related to managerial performance. The instruments were identified as Appendix B (Instrument for Line Officers), Appendix D (Instrument for Staff Officers) and Appendix F (Instrument for Student Respondents). The demographic profile of the respondents and the university organizational environment data constituted the independent variables for the study.

Each instrument was made up of two parts. Part I was designed to collect demographic data of age, gender and academic qualifications religious faith of the respondents, and, the size of the university. The part also possessed question items on attributes of organizational environment which were: orientation, inter-personal, supervision, problem management, management of mistakes, conflict management, communication, decision making, trust, management of

rewards, risk taking and innovation and change. Finally, the part also had a question item on the perceived leadership behaviour of the line officer. The respondents were required to express their extent of agreement to the question statements on a five-point scale.

Part II of each of the instruments was designed to collect data on the extent to which the managerial performance was carried out by line officers in public universities in Kenya. This part had a number of sub-items to which respondents were required to indicate their opinion on the extent (Strongly Agree [S.A], Agree [A], Agree Less [A.L], Disagree [D] and Strongly Disagree [S.D]) to which university line officers were observed while carrying out management processes in their respective institutions. Using the Likert scaling technique, the five levels were assigned scale values as: Strongly Agree = 5; Agree = 4; Agree Less = 3; Dis-Agree = 2; and, Strongly Disagree = 1.

Systematic list sampling procedures were applied to select the lists of line officers, staff officers and fourth year students in the B. Ed., B.Com, B.B.A.,

B.B.M, B.A of all the public universities in Kenya who were respondents in the main study. The investigator proceeded to book appointments dates on which the individuals who had been identified by the sampling procedure were issued with the research instruments. The instruments were left with the respondents as they required enough time to be able to give their responses to the instrument questions. The date and time when the instruments could be collected from the respondents were also agreed upon with the respondents. The return rate of the filled and completed instruments was 84% of the sampled population.

The key findings of the study were that:

i) the members of staff were expected to follow the established rules (27.6%) and to develop competence in their work activities (24.4%);

ii) the results showed that members of staff engaged themselves in business-like relationships (22.4%) and that there occurs protection of interests by strong cliques;

iii) the results showed that management always is always on the look out for mistakes and to

identify culprits from among members of staff (26.9%). It also indicated that management used expertise and competence to influence the work habits of members of staff (20.4%);

iv) the results show that management catered for the needs of all concerned persons when solving work related problems (21.4%);

v) the results showed that there was supervision to provide guidance in order to correct and prevent the occurrence of mistakes (24.6%);

vi) the results showed that the supervisors and the subordinates were not expected to make mistakes while carrying out their work activities (23.9%). However, mistakes were treated as a learning process for subordinates (22.8%);

vii) the results showed that when resolving problems, management appeals to principles, organizational ideals and goals (32.4%). However, stronger and influential people usually forced force their way over the others (21.8%).

viii) the results showed that information is available to all members of staff to enable them to carry out their work activities effectively (30.5%). However, they also showed that those persons in authority were expected to issue work instructions (22.7%).

ix) the results showed that there was preference for decisions to be made at the top in the organizational hierarchy The results showed that some people were trusted by management and these few were quite influential (29.1%). The results also showed that specialists and experts were highly trusted (19.8%);

x) the results showed that management rewarded excellent work performance and successful task accomplishment (29.8%). Equally, those persons who were knowledgeable and exercised expertise were rewarded (23.3%);

xi) the results showed that supervisors emphasized discipline and obedience to rules and regulations for order to be maintained (34.0%). The results also indicated that supervisors

showed concern for the people in the organization (21.5%). However, supervisors relied on experts for advice (20.1%);

xii) the results showed that management minimized unanticipated side effects when introducing innovation and change (22.2%), which was usually initiated by experts and specialists (19.2%);

xiii) the results showed that the line officers got information from subordinates then made the decisions alone (25.5%). The line officers also solved problems with their subordinates by reaching consensus (25.0). However, some line officers solved institutional problems alone, using information available (24.5%);that a significant difference existed between the variable of respondents' age and the extent to which the planning process of managerial performance was realized in Kenyan public universities;

xiv) that a significant difference existed between the variable of respondents' gender and the

extent to which the organizing process of managerial performance was realized in Kenyan public universities;

xv) that a significant difference existed between the respondents' academic qualifications and the extent to which the staffing process of managerial performance was realized in public universities;

xvi) that a significant difference existed between the variable of the respondents' administrative experience and the extent to which the directing process of managerial performance was realized in Kenyan public universities;

xvii) that a significant difference existed between the variable of the respondents' religion and the extent to which the co-ordinating process of managerial performance was realized in Kenyan public universities;

xviii) that a significant difference existed between the variable of marital status and the extent to which the reporting process of managerial

performance was realized in Kenyan public universities; and,

xix) that a significant difference existed between the variable of size of the university and the extent to which the budgeting process of managerial performance was realized in Kenyan public.

Conclusions

Further reflection on the concept of leadership continues to exhibit controversy of definition. Leadership involves a process whereby intentional influence is exerted by one person over other people to guide structure and facilitate activities and relationships in a group or organization (Conger and Kanungo, 1994). Leadership has been viewed as a specialized role or shared influence process which takes place at different levels. Firstly, all groups have a roles specialization that includes a leadership role with some responsibilities and functions that cannot be shared too widely without jeopardizing the effectiveness of the group. The person expected to perform the specialized leadership role is designated

as the "leader". It then follows that whatever the attributes that will be used to determine the selection of designate leaders, the typical behavior of designate leaders will have effects of the behavior of other members of the group and the organization (Duarte,Goodson and Klich, 1994).

Leadership has also been viewed as an influence process that occurs naturally within a social system (Konst, Vonk, and van der Vlist, 1999; Becker, 1998; Kim and Yukl, 1995). Different people who influence what the group does; how it is done may carry out various leadership functions and the way people in the group do it; and, how it is done and the way people in the group relate to each other. Important decisions in the group are then made through an interactive process.

There have been great contributions made into the phenomena of leadership leading to a great deal of attention being drawn on its complex influence processes among group members; conditions that determine when and how the processes occur and the consequences on the group and the organization (Wright and Bonnet, 2000; Regan, 2000).This has consequently

led to conclusions that suggest that types of influence could bring about enthusiastic commitment by followers; indifferent compliance; or, reluctant obedience. The involvement that is brought about by leadership occurs only when people are influenced to do what is ethical and beneficial for themselves and the organization (Korsgaard, Schweiger and Sapienze, 1995). What of the influence attempts that are irrelevant or detrimental to followers, such as a leader's personal gain at the followers' expense?

The complexity of the human interaction in the work environment has extended the horizon the conviction that there is need for attention to be paid to influence based on reason and emotion. That, focus be dedicated to only the emotional, value-based aspects of leadership influence can account for the exceptional achievements of groups and organizations (Lockwood, 1979; Roberson, Moye and Locke, 1999; Spreitzer, Kizilos and Nason, 1997). Leaders should pay unremitting attention to the inspiration of followers to sacrifice their selfish interests for higher goal attainment.

Further, research has consequently led to findings that indicate that effective leadership requires certain skills and behaviors. Research has continued to evaluate leadership effectiveness in terms of the consequences of the leaders' actions for followers and other organization stakeholders. These have led to many different outcomes being established (Moss and Martinko, 1998; Sargent and Terry, 1998; Chemers, Watson and May, 2000; Finegan, 2000; Lepark and Snell, 2001). Effective leadership leads to the improvement in performance and growth of the leaders' groups or organization; its preparedness to deal with challenges or crisis; follower Satisfaction with the leader; follower commitment to the group objectives; the psychological well-being and development of followers; the leaders' retention of high status in the group; the leaders' advancement to higher positions of authority in the organization.

In pursuit of the puzzle of leadership, research efforts have endeavoured to establish measures to gauge leadership effectiveness, which have included performance or goal attainment; rating of effectiveness

obtained from the leaders superiors, peers and subordinates; and, the attitude of followers toward the leader (Ibarra and Andrews, 1993; Ruf, Muralidhar and Paul, 1998). On various occasions effectiveness is measured in terms of the leaders' contribution to the quality of group processes, as perceived by followers or by outside observers (Natemeyer, 1975; Kim and Yukl, 1995).

The questions that have been posed have required respondents to provide responses to cues such as: Does she/he enhance group cohesiveness, member co-operation, member motivation, problem-solving? Does the leader contribute to the efficiency of role specialization, the organization of activities, the accumulation of resources and the readiness of the group to deal with change and crisis? Does the leader improve the quality of work life, built the self-confidence of followers, increase their skill and contribute to their psychological growth and development? (Podsakoff, Mackenzie and Bommer, 1996).

Evidence that has been gathered and is helpful for use in classifying leadership theory and research

has indicatively shown that leadership effectiveness has been reported to be moderated by factors such characteristics of the leader (traits, skills, behaviour, integrity, influence tactics, attributions about followers) (Lee, Locke and Phan, 1997; Brunstein, Dangelmayer and Schultheis, 1996). Equally, the characteristics of the followers (traits, confidence, skills, attributions about the leader, trust in the leader, task commitment, satisfaction with leader and job) have been cited. In addition, characteristics of the situation (type of organization, Size of the work unit, position power and authority, task structure and complexity, environmental uncertainty and external dependencies) have been reported (Schminke, Ambrose and Crepanzano, 2000).

Montesano (1991) pointed out that organizational effectiveness referred to the extent to which the school as a social system, given certain resources and means, fulfilled its objectives without incapacitating its means and resources and without placing undue strain upon its members. The line officers in public

universities need to show concern for organizational goals (Republic of Kenya, 2005 a).

The line officers also need to find those goals that will motivate members of the organization and help the organization to formulate the goals that have to be challenging. The organizational members need to be given the feeling of strength and competence, in teamwork on the basis of performance-based management and accountability (Republic of Kenya, 2005, b), in order to work hard towards the attainment of organizational goals (Bachman, Bowers and Marcus, 1968; Bulinda 1999; Pillutla and Chen, 1999). Bartlet (1980) noted that the line officers who practice the management by objectives (MBO) perspective in their leadership style were perceived to be significantly more effective in both institutional and individual behaviour.

The educational administrator's interactions with the other members of the organization relate his/her official duties with theirs. He/she is linked to the rest of the educational organization through power and authority relations (Nagel, 1956; Maas, 1979; Mizruchi

and Fein, 1999). These two fundamental types of human relations are evidenced everyday in the behaviour of organization members. They can be called the administrative relationships.

The educational organization develops, the size and nature of work activities become more complex (Litterer, 1963).The range of activities and functions undertaken increases. This then requires that people with specialist knowledge be integrated into the managerial structure. Line and staff organization is concerned with different functions that are to be undertaken, providing a means of full use of specialists while maintaining the concept of authority (Durham, Knight and Locke, 1997; Bulinda, 1999; Duncan, LaFrance and Ginter, 2003) pointed out that the managerial functions of the line officer can be categorized into planning, staffing, motivating, organizing, directing and controlling. The managerial functions are kept spinning in a cyclic manner, like a wheel, by the managerial style of the line officer.

The following are the conclusions of the findings:

1) That there was a significant difference between the variable of respondents' age and the extent to which the managerial process of planning was realized in Kenyan public universities. It was concluded that the variable of age of the respondents was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff of all ages in the managerial processes of the public universities in Kenya.

2) That there was a significant difference between the variable of the respondents' gender and the extent to which the managerial process of organizing was realized in Kenyan public universities. It was concluded that the variable of gender of the respondents was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff of both genders in the managerial processes of the public universities in Kenya.

3) That there was a significant difference between the variable of the respondents' academic qualifications and the extent to which the managerial process of staffing was realized in Kenyan public universities. It was concluded that the variable of academic qualifications of the respondents was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff of all the diverse academic and professional qualifications in the managerial processes of the public universities in Kenya.

4) That there was a significant difference between the variable of the respondents' administrative experience and the extent to which the managerial process of directing was realized in Kenyan public universities. It was concluded that the variable of administrative experience was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff, inspite of their respective diversities of years of administrative

experience, in the managerial processes of the public universities in Kenya.

5.) That there was a significant difference between the variable of respondents' religious faith and the extent to which the managerial process of directing was realized in Kenyan public universities. It was concluded that the variable of religion was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff of all religious modes of worship in the managerial processes of the public universities in Kenya.

6) That there was a significant difference between the variable of the respondents' marital status and the extent to which the managerial process of reporting was realized in Kenyan public universities. It was concluded that the variable of marital status was associated with the line officers' perceived managerial performance in Kenyan public universities. The line officers therefore need to involve members of staff, inspite of their marital status, in the managerial processes of the public universities in Kenya.

7) That there was a significant difference between the variable of size of the university and the extent to which the budgeting process of managerial performance is realized in Kenyan public universities. It was concluded that the variable of size of the university was associated with the line officers' perceived the budgeting process of managerial performance was realized in Kenyan public universities. The line officers therefore need to involve members of staff, inspite of the respective size of the university, in the managerial processes of the public universities in Kenya.

Recommendations

In view of the research findings highlighted in this study, and in order to disseminate critical knowledge on effective management of public universities in Kenyan the following recommendations were proposed:

1. That there is need for dissemination of participatory leadership skills which in turn will lead to development of Participatory Leadership Capacity (P.L.C) in universities in public university management. This would require

all persons appointed to managerial offices in the universities to attend educational leadership sessions and seminars. The skills acquired by such appointees would sensitize them on how to effectively utilize opportunities that exist and to contribute to organizational effectiveness.

2. That there be established an educational management centre in public universities, preferably at the University of Nairobi due to its central location, to be called University Higher Educational Management Centre. The prime purpose of the centres would be the devotion of resources on development of knowledge regarding improvement of management practices in university institutions. The centres would offer formal training opportunities to graduate students of education, practicing managers, and serve the purpose of inducting newly appointed line officers.

The study therefore recommended that:

1. A study be carried out to establish the effect that the respondents' perceptions, regarding the line officers' managerial performance, has on the realization of organizational effectiveness.
2. A study be carried out to investigate the factors that influence the perceived managerial performance in other institutions of higher education, similar to Kenyan public universities.
3. A study be carried out to investigate the perceptions of other members of the university community, like students in other course programmes, teaching members of staff and the other non-teaching members of staff.

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APPENDIX A

Dismus M. Bulinda,
School of Education
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Respondent,

RE: FACTORS THAT INFLUENCE LINE OFFICERS' PERCEIVED MANAGERIAL PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA

I am pleased to introduce you to this questionnaire. You have been identified as a respondent to this questionnaire that is being used to collect data for use in the study referred to above.

This questionnaire is designed to gather general information on managerial performance in public universities in Kenya. The information will be used in a study titled as above. Your response will be held in confidence, anonymous and be used for the purpose of this study only. You are therefore requested not to write your name or the name of your institution any where in the questionnaire.

Kindly respond to each question by **ticking** [√]; **encircling** the appropriate response; or by **writing** your responses within the spaces provided on the questionnaire.

Yours sincerely,

DISMUS M. BULINDA.

APPENDIX B

POSDCoRB-HIGHER EDUCATION: I

PART I

Kindly identify the appropriate response that corresponds to your circumstances:

1.00: PERSONAL DETAILS OF THE RESPONDENT LINE OFFICER

1.11: Academic and professional:

Indicate the highest level of Education attained from the list provided:

5) Professor / Ph. D / Ed. D.[ ] 4) M.A. /M.Ed. / M. Sc [ ]

3) B.A. / B .Ed. / B. Sc [ ] 2) Diploma/ "A" Level/"O" Level [ ]

1) Other specify [ ]

1.12: Years Administrative Experience

Indicate, in terms of years, your years of administrative experience from the list provided below:

1) Up to 3 years [ ] 2) 3 years-6 years [ ]

3) 6 years-9 years [ ] 4) 9years-12 years [ ]

5) Over 12 years [ ]

1.13: Gender:

Indicate your gender from the ones indicated below:

Female [ ] Male [ ]

1.14: Age:

Indicate your age bracket from the ones indicated below:

1) 26 - 30 years [ ] 2) 31 - 35 years [ ]

2) 36 - 40 years [ ] 3) 41 - 45 [ ]

4) 46 - Above [ ]

1.15: Religion

Indicate your religious faith in the bracket from the ones indicated below:

1) Christian (Catholic) [ ] 2) Christian (Protestant)[ ]

3) Other

(Specify).....

1.16: Marital status

Indicate your marital status in the bracket from the ones indicated below:

1) Married [ ] 2) Separated [ ]

3) Divorced [ ] 4) Widowed [ ]

5) Single [ ]

1.17: Organizational size

Indicate the size of your university in terms of student enrolment in the bracket from the ones indicated below:

1)Below 5,000 [ ] 2)5,001-10,000 [ ]
3)10,001-15,000 [ ] 4)15,001-20,000 [ ]
5)25,000-Above [ ]

1.180: Organizational Environment

Indicate, by circling or ticking, the statement that best describes how the managerial phenomenon identified below presents in your organizational environment:

1.181: Orientation

1) The main concern here is to develop people's competence and expertise. [ ]
2). People here are mainly concerned with following established rules and procedures [ ]
3). The main concern of people here is to help one another develop greater skills and thereby advance in the organization. [ ]
4). Achieving or surpassing specific goals seems to be the main concern of people here. [ ]
5) Consolidating one's own personal position and influence seems to be the main concern here. [ ]
6). The dominant concern here is to maintain friendly relations with others [ ]

1.182: Interpersonal Relationship

1). In this organization most informal groups are formed around experts. [ ]
2) Business like relationships prevail here; people are warm, but get together primarily to ensure excellence in performance. [ ]
3) People here have a high concern for one another and tend to help one another spontaneously when such help is needed. [ ]
4) In this organization strong clique protects their own interests. [ ]
5) Communication is often selective here; people usually give or hold back crucial information as a form of control [ ]
6) The atmosphere here is very friendly and people spend enough time in informal and social relations. [ ]

1.183: Supervision

1) In influencing their subordinates, supervisors here try to use their expertise and competence rather than their formal authority. [ ]
2) Supervisors here strongly prefer their subordinates improve to ask them for instructions and suggestions. [ ]

3) Supervisors here take pains to see that their subordinates improve personal skills and chances of advancement. [ ]

4) The purpose of supervision here is usually to check for mistakes and to catch the person making the mistake. [ ]

5) Supervisors here reward outstanding achievement. [ ]

6) Supervisors here are more concerned with maintaining good relations with their subordinates than with emphasizing duties and performance. [ ]

1.184: Problem Management

1) When problems are faced here, experts are consulted an they lay an important role in solving these problems. [ ]

2) When working on solutions to problems, people here keep in mind the needs of organizational members as well as society at large. [ ]

3) People here take problems as challenges and try to find better solutions than anyone else. [ ]

4) In dealing with problems, people here mostly consult their friends. [ ]

5) People here usually refer problems to their superiors and look to them for solutions. [ ]

6) Problems here are usually solved by supervisors; subordinates are notinvolved. [ ]

1.185: Management of Mistakes

1) Here, people seek the help of experts to analyses and preven mistakes. [ ]

2) Subordinates here expect guidance from their supervisors in correcting or preventing mistakes. [ ]

3) When the subordinate makes a mistake here, the supervisor treats it as a learning experience that can prevent failure and improve performance in the future. [ ]

4) Here the philosophy is that the supervisor can make no mistake and the subordinate dare not make one. [ ]

5) Usually people here are able to acknowledge and analyses their mistakes because they can expect to receive help and support from other [ ]

6) When people here make mistakes, they are not rejected. Instead, their friends show them much understanding and warmth. [ ]

1.186: Conflict Management

1) Experts are consulted and their advice used in resolving conflicts here. [ ]

2) In resolving conflicts here, appeal is made to principles, organizational ideals, and the larger goals of the organization. [ ]

3) Arbitration or third-party intervention (usually performed by experience or senior people) is sought and used here. [ ]

4) In a conflict situation here, those who are stronger force their points of view. [ ]

5) Most interpersonal and interdepartmental conflicts here arise as a result of striving for higher performance. In analyzing and resolving these conflicts, the over-riding consideration is high productivity. [ ]

6) Here, conflicts are usually avoided or smoothed over to maintain a friendly atmosphere. [ ]

1.187: Communication

1) People here ask for information from those who are experts on the subjects. [ ]

2) After due consideration, those in authority here issue instructions and expect them to be carried out. [ ]

3) Relevant information is made available to all who need it and can use it for the purpose of achieving high performance here. [ ]

4) Communication is often selective here; people usually give or hold back crucial information as a form of control. [ ]

5) People here communicate information, suggestions, and even criticism to others out of concern for them. [ ]

6) Most communication here is informal and friendly. It both arises from and contributes to warm relations. [ ]

1.188: Decision Making

1) Decisions here are made and influenced by specialists and other knowledgeable people. [ ]

2) Decisions are made at the top and communicated down-ward, and people here generally prefer this. [ ]

3) Decisions are made here by keeping in mind the good of the employees and society. [ ]

4) People who have demonstrated high achievement have a big say in the decisions made here. [ ]

5) Decisions here generally are made without involving subordinates. [ ]

6) While making decisions, people here make special attempts to maintain cordial relations with all concerned. [ ]

1.189: Trust

1) Specialists and experts are highly trusted here. [ ]

2) Those who can achieve results are highly trusted here. [ ]

3) Trusting and friendly relations are highly valued here. [ ]

4) Here, high value is placed on trust between supervisor and subordinate. [ ]

5) A general attitude of helping generates mutual trust here. [ ]

6) Only a few people here are trusted by management, and they are quite influential. [ ]

1.190: Management of Rewards

1) Knowledge and expertise are recognized and rewarded here [ ]

2) Here, the main thing that is rewarded is excellence in performance and the accomplishment of tasks. [ ]

3) The people who are rewarded here are those who help their junior colleagues to achieve and develop. [ ]

4) Loyalty is rewarded more than anything else here. [ ]

5) The ability to control subordinates and maintain discipline is afforded the greatest importance in rewarding supervisors here. [ ]

6) The ability to get along well with others is highly rated and rewarded here. [ ]

1.191: Risk Taking

1) In risky situations, supervisors here have a strong tendency to rely on expert specialists for their advice. [ ]

2) In risky situations, supervisors here strongly emphasize discipline and obedience to orders. [ ]

3) In responding to risky situations, supervisors here show great concern for the people working in the organization. [ ]

4) When confronted by risk situations, supervisors here seek the guidance and support of friends. [ ]

5) In responding to risky situations, supervisors here take calculated risks and strive above all to be more efficient or productive. [ ]

6) Supervisors here generally go to their supervisors for instruction in risky situations. [ ]

1.192: Innovation and Change

1) Innovation and change are initiated and implemented here primarily by experts and specialist. [ ]

2) Those who initiate innovation or change here demonstrate a great concern for any possible adverse effects on others (in the organization or outside) and try to minimize these effects. [ ]

3) Supervisors here seldom undertake innovations that disturb their existing friendships in the organizational or earn the enmity of organizational members. [ ]

4) Innovation or change here is mainly initiated and implemented through highly result-oriented individuals. [ ]

5) Before initiating innovation or change, supervisors here generally go to their supervisors for sanction and guidance. [ ]

6) Here, innovation or change is primarily ordered by top management. [ ]

1.200: LEADERSHIP BEHAVIOUR

Kindly identify the statement that reflects leadership behaviour, from the ones given below, in your organization **(pick only one statement by inserting its number in the brackets):**

1: The line officer solves the problem using the information available. [ ]

2: The line officer obtains the necessary information from subordinates and then decides on the solution. [ ]

3: The line officer together with his/her subordinates generates and evaluates alternatives in an attempt to reach consensus decisions. [ ]

4: The line officer shares the problem with the relevant subordinates individually then makes the decision. [ ]

5: The line officer shares the problem with subordinates as a group then makes the decision. [ ]

2.00 PART II

2.10 MANAGERIAL PERFORMANCE

Kindly indicate the extent to which you agree with the statements that appear below:

2.11 PLANNING

2.111: The line officer plays a leading role in selecting missions, goals and objectives.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.112: The line officer plays a leading role in forecasting and programming.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.113: The line officer plays a leading role in establishing performance goals that challenge the workmates.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.114: The line officer plays a leading role in developing work assignments, the line manager allows colleagues

to try to experiment new ideas and provide the necessary support while they learn.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.115: The line officer plays a leading role in his/her endeavour to attain the desired objectives, the line manager acts as a nerve center, disseminator and spokesman for the university organization

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree[ ]

2.12 ORGANIZING

2.121: The line officer plays a key role in defining, and structuring roles.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.122: The line officer plays a leading role in assigning responsibilities.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.123: The line officer plays a leading role in ensuring people have the necessary authority, tools and information to accomplish tasks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.124: The line manager discusses work assignments with colleagues in order for them to make sure that they understand how their part fits into the total picture

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.125: The line manager, in his/her endeavour to achieve desired objectives represents the organization in performing symbolic duties, interacting with other persons and establishing maintaining networks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.126: The line manager strives to promote values that make colleagues stronger both individually and collectively

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.127: When delegating, the line manager ensures that, whenever possible, that colleagues develop and grow from their experience
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.13: STAFFING.

2.131: The line manager enthusiastically pursues the efficiently selected goals by keeping the vacant positions filled in the organization unit of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.132: The line manager develops colleagues' potential by providing encouragement and removing barriers in the work environment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.14: DIRECTING

2.141: The line officer plays a leading role in giving commands, orders, and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.142: The line officer plays a leading role in giving, clarifying any uncertainties and risk
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.143: The line officer plays a leading role in providing knowledge, experience and judgment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.144: In directing, the line manager strives to clarify any uncertainties and risks, providing knowledge, experience and judgment

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.145 In directing the line manager endeavours to attain selected goals by giving commands, orders and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.15: CO-ORDINATING

2.151: The line officer plays a leading role in ensuring that the dominant goal of the university is defined clearly and communicated.
5 Strongly Agree [ ] 4 Agree [ ]
Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.152: The line officer plays a leading role in ensuring that individuals see how their jobs contribute to the goals of the university
5 Strongly Ag [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.16: REPORTING

2.161: The line officer plays a leading role in relaying information
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.162: The line officer plays a leading role in formulation of acquiring, advising and making known the activities of institution
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.163: The line manager plays a leading role in relaying information, acquainting, advising and making known the activities of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.17: BUDGETING

2.171: The Line officer plays leading role information of plans for future periods in anticipation of results in financial terms (revenue, expenses, capital)

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.172: The line manager plays a leading role in the formulation of plans in non-financial terms (direct labour hours, material number of students).

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.173: The line manager plays a leading role in the correlation of planning and allowing authority to be delegated without loss of control.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

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APPENDIX C

POSDCoRB-HIGHER EDUCATION: II

PART I

Kindly identify the appropriate response that corresponds to your circumstances:

1.00: PERSONAL DETAILS OF THE RESPONDENT LINE OFFICER

1.11: Academic and professional:

Indicate the highest level of Education attained from the list provided:

5) Professor / Ph. D / Ed. D.[ ] 4) M.A. /M.Ed. / M. Sc [ ]

3) B.A. / B .Ed. / B. Sc [ ] 2) Diploma/ "A" Level/"O" Level [ ]

1) Other specify [ ]

1.12: Years Administrative Experience

Indicate, in terms of years, your years of administrative experience from the list provided below:

1) Up to 3 years [ ] 2) 3 years-6 years [ ]

3) 6 years-9 years [ ] 4) 9years-12 years [ ]

5) Over 12 years [ ]

1.13: Gender:

Indicate your gender from the ones indicated below:

Female [ ] Male [ ]

1.14: Age:

Indicate your age bracket from the ones indicated below:

3) 26 - 30 years [ ] 2) 31 - 35 years [ ]

4) 36 - 40 years [ ] 3) 41 - 45 [ ]

5) 46 - Above [ ]

1.15: Religion

Indicate your religious faith in the bracket from the ones indicated below:

1) Christian (Catholic) [ ] 2) Christian (Protestant)[ ]

3) Other

(Specify).....

1.16: Marital status

Indicate your marital status in the bracket from the ones indicated below:

3) Married [ ] 2) Separated [ ]

3) Divorced [ ] 4) Widowed [ ]

5) Single [ ]

1.17: Organizational size

Indicate the size of your university in terms of student enrolment in the bracket from the ones indicated below:

1)Below 5,000 [ ] 2)5,001-10,000 [ ]
3)10,001-15,000 [ ] 4)15,001-20,000 [ ]
5)25,000-Above [ ]

1.180: Organizational Environment

Indicate, by circling or ticking, the statement that best describes how the managerial phenomenon identified below presents in your organizational environment:

1.181: Orientation

1) The main concern here is to develop people's competence and expertise. [ ]
2). People here are mainly concerned with following established rules and procedures [ ]
3). The main concern of people here is to help one another develop greater skills and thereby advance in the organization. [ ]
4). Achieving or surpassing specific goals seems to be the main concern of people here. [ ]
5) Consolidating one's own personal position and influence seems to be the main concern here. [ ]
6). The dominant concern here is to maintain friendly relations with others [ ]

1.182: Interpersonal Relationship

1). In this organization most informal groups are formed around experts. [ ]
2) Business like relationships prevail here; people are warm, but get together primarily to ensure excellence in performance. [ ]
3) People here have a high concern for one another and tend to help one another spontaneously when such help is needed. [ ]
4) In this organization strong clique protects their own interests. [ ]
5) Communication is often selective here; people usually give or hold back crucial information as a form of control [ ]
6) The atmosphere here is very friendly and people spend enough time in informal and social relations. [ ]

1.183: Supervision

1) In influencing their subordinates, supervisors here try to use their expertise and competence rather than their formal authority. [ ]
2) Supervisors here strongly prefer their subordinates improve to ask them for instructions and suggestions. [ ]

3) Supervisors here take pains to see that their subordinates improve personal skills and chances of advancement. [ ]

4) The purpose of supervision here is usually to check for mistakes and to catch the person making the mistake. [ ]

5) Supervisors here reward outstanding achievement. [ ]

6) Supervisors here are more concerned with maintaining good relations with their subordinates than with emphasizing duties and performance. [ ]

1.184: Problem Management

1) When problems are faced here, experts are consulted an they lay an important role in solving these problems. [ ]

2) When working on solutions to problems, people here keep in mind the needs of organizational members as well as society at large. [ ]

3) People here take problems as challenges and try to find better solutions than anyone else. [ ]

4) In dealing with problems, people here mostly consult their friends. [ ]

5) People here usually refer problems to their superiors and look to them for solutions. [ ]

6) Problems here are usually solved by supervisors; subordinates are notinvolved. [ ]

1.185: Management of Mistakes

1) Here, people seek the help of experts to analyses and preven mistakes. [ ]

2) Subordinates here expect guidance from their supervisors in correcting or preventing mistakes. [ ]

3) When the subordinate makes a mistake here, the supervisor treats it as a learning experience that can prevent failure and improve performance in the future. [ ]

4) Here the philosophy is that the supervisor can make no mistake and the subordinate dare not make one. [ ]

5) Usually people here are able to acknowledge and analyses their mistakes because they can expect to receive help and support from other [ ]

6) When people here make mistakes, they are not rejected. Instead, their friends show them much understanding and warmth. [ ]

1.186: Conflict Management

1) Experts are consulted and their advice used in resolving conflicts here. [ ]

2) In resolving conflicts here, appeal is made to principles, organizational ideals, and the larger goals of the organization. [ ]

3) Arbitration or third-party intervention (usually performed by experience or senior people) is sought and used here. [ ]

4) In a conflict situation here, those who are stronger force their points of view. [ ]

5) Most interpersonal and interdepartmental conflicts here arise as a result of striving for higher performance. In analyzing and resolving these conflicts, the over-riding consideration is high productivity. [ ]

6) Here, conflicts are usually avoided or smoothed over to maintain a friendly atmosphere. [ ]

1.187: Communication

1) People here ask for information from those who are experts on the subjects. [ ]

2) After due consideration, those in authority here issue instructions and expect them to be carried out. [ ]

3) Relevant information is made available to all who need it and can use it for the purpose of achieving high performance here. [ ]

4) Communication is often selective here; people usually give or hold back crucial information as a form of control. [ ]

5) People here communicate information, suggestions, and even criticism to others out of concern for them. [ ]

6) Most communication here is informal and friendly. It both arises from and contributes to warm relations. [ ]

1.188: Decision Making

1) Decisions here are made and influenced by specialists and other knowledgeable people. [ ]

2) Decisions are made at the top and communicated down-ward, and people here generally prefer this. [ ]

3) Decisions are made here by keeping in mind the good of the employees and society. [ ]

4) People who have demonstrated high achievement have a big say in the decisions made here. [ ]

5) Decisions here generally are made without involving subordinates. [ ]

6) While making decisions, people here make special attempts to maintain cordial relations with all concerned. [ ]

1.189: Trust

7) Specialists and experts are highly trusted here. [ ]

8) Those who can achieve results are highly trusted here. [ ]

9) Trusting and friendly relations are highly valued here. [ ]

10) Here, high value is placed on trust between supervisor and subordinate. [ ]

11) A general attitude of helping generates mutual trust here. [ ]

12) Only a few people here are trusted by management, and they are quite influential. [ ]

1.190: Management of Rewards

1) Knowledge and expertise are recognized and rewarded here [ ]

2) Here, the main thing that is rewarded is excellence in performance and the accomplishment of tasks. [ ]

3) The people who are rewarded here are those who help their junior colleagues to achieve and develop. [ ]
4) Loyalty is rewarded more than anything else here. [ ]
5) The ability to control subordinates and maintain discipline is afforded the greatest importance in rewarding supervisors here. [ ]
6) The ability to get along well with others is highly rated and rewarded here. [ ]

1.191: Risk Taking
1) In risky situations, supervisors here have a strong tendency to rely on expert specialists for their advice. [ ]
2) In risky situations, supervisors here strongly emphasize discipline and obedience to orders. [ ]
3) In responding to risky situations, supervisors here show great concern for the people working in the organization. [ ]
4) When confronted by risk situations, supervisors here seek the guidance and support of friends. [ ]
5) In responding to risky situations, supervisors here take calculated risks and strive above all to be more efficient or productive. [ ]
6) Supervisors here generally go to their supervisors for instruction in risky situations. [ ]

1.192: Innovation and Change
1) Innovation and change are initiated and implemented here primarily by experts and specialist. [ ]
4) Those who initiate innovation or change here demonstrate a great concern for any possible adverse effects on others (in the organization or outside) and try to minimize these effects. [ ]
3) Supervisors here seldom undertake innovations that disturb their existing friendships in the organizational or earn the enmity of organizational members. [ ]
4) Innovation or change here is mainly initiated and implemented through highly result-oriented individuals. [ ]
5) Before initiating innovation or change, supervisors here generally go to their supervisors for sanction and guidance. [ ]
6) Here, innovation or change is primarily ordered by top management. [ ]

1.200: LEADERSHIP BEHAVIOUR

Kindly identify the statement that reflects leadership behaviour, from the ones given below, in your organization **(pick only one statement by inserting its number in the brackets):**

1: The line officer solves the problem using the information available. [ ]

2: The line officer obtains the necessary information from subordinates and then decides on the solution. [ ]

3: The line officer together with his/her subordinates generates and evaluates alternatives in an attempt to reach consensus decisions. [ ]

4: The line officer shares the problem with the relevant subordinates individually then makes the decision. [ ]

5: The line officer shares the problem with subordinates as a group then makes the decision. [ ]

2.00 PART II

2.10 MANAGERIAL PERFORMANCE

Kindly indicate the extent to which you agree with the statements that appear below:

2.11 PLANNING

2.111: The line officer plays a leading role in selecting missions, goals and objectives.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.112: The line officer plays a leading role in forecasting and programming.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.113: The line officer plays a leading role in establishing performance goals that challenge the workmates.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.114: The line officer plays a leading role in developing work assignments, the line manager allows colleagues

to try to experiment new ideas and provide the necessary support while they learn.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.115: The line officer plays a leading role in his/her endeavour to attain the desired objectives, the line manager acts as a nerve center, disseminator and spokesman for the university organization

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.12 ORGANIZING

2.121: The line officer plays a key role in defining, and structuring roles.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.122: The line officer plays a leading role in assigning responsibilities.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.123: The line officer plays a leading role in ensuring people have the necessary authority, tools and information to accomplish tasks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.124: The line manager discusses work assignments with colleagues in order for them to make sure that they understand how their part fits into the total picture

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.125: The line manager, in his/her endeavour to achieve desired objectives represents the organization in performing symbolic duties, interacting with other persons and establishing maintaining networks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.126: The line manager strives to promote values that make colleagues stronger both individually and collectively

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.127: When delegating, the line manager ensures that, whenever possible, that colleagues develop and grow from their experience
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.13: STAFFING.

2.131: The line manager enthusiastically pursues the efficiently selected goals by keeping the vacant positions filled in the organization unit of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.132: The line manager develops colleagues' potential by providing encouragement and removing barriers in the work environment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.14: DIRECTING

2.141: The line officer plays a leading role in giving commands, orders, and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.142: The line officer plays a leading role in giving, clarifying any uncertainties and risk
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.143: The line officer plays a leading role in providing knowledge, experience and judgment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.144: In directing, the line manager strives to clarify any uncertainties and risks, providing knowledge, experience and judgment

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.145 In directing the line manager endeavours to attain selected goals by giving commands, orders and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.15: CO-ORDINATING

2.151: The line officer plays a leading role in ensuring that the dominant goal of the university is defined clearly and communicated.
5 Strongly Agree [ ] 4 Agree [ ]
Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.152: The line officer plays a leading role in ensuring that individuals see how their jobs contribute to the goals of the university
5 Strongly Ag [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.16: REPORTING

2.161: The line officer plays a leading role in relaying information
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.162: The line officer plays a leading role in formulation of acquiring, advising and making known the activities of institution
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.163: The line manager plays a leading role in relaying information, acquainting, advising and making known the activities of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.17: BUDGETING

2.171: The Line officer plays leading role information of plans for future periods in anticipation of results in financial terms (revenue, expenses, capital)

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.172: The line manager plays a leading role in the formulation of plans in non-financial terms (direct labour hours, material number of students).

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.173: The line manager plays a leading role in the correlation of planning and allowing authority to be delegated without loss of control.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

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APPENDIX D

POSDCoRB-HIGHER EDUCATION: III

PART I

Kindly identify the appropriate response that corresponds to your circumstances:

1.00: PERSONAL DETAILS OF THE RESPONDENT PUBLIC UNIVERSITY STUDENT.

1.11: Academic and professional:
Indicate the highest level of Education attained from the list provided:
3) B.A./B.Ed./B.Sc[ ] 2) Diploma/ "A" Level/"O" Level [ ]
1) Other specify [ ]

1.12: Program of study
Indicate, in terms of years, your years of administrative experience from the list provided below:
1) Up to 3 years [ ] 2) 3 years-6 years [ ]
3) 6 years-9 years [ ] 4) 9years-12 years [ ]
5) Over 12 years [ ]

1.13: Gender:
Indicate your gender from the ones indicated below:
Female [ ] Male [ ]

1.14: Age:
Indicate your age bracket from the ones indicated below:
5) 26 - 30 years [ ] 2) 31 - 35 years [ ]
6) 36 - 40 years [ ]3) 41 - 45 [ ]
6) 46 - Above [ ]

1.15: Religion
Indicate your religious faith in the bracket from the ones indicated below:
1) Christian (Catholic)[ ] 2) Christian (Protestant) [ ]
3) Other (Specify).....

1.16: Marital status
Indicate your marital status in the bracket from the ones indicated below:
1) Married [ ] 2) Separated [ ]
3) Divorced [ ] 4) Widowed [ ]
5) Single [ ]

1.17: Organizational size

Indicate the size of your university in terms of student enrolment in the bracket from the ones indicated below:

1) Below 5,000 [ ] 2)5001-10,000 [ ]
3) 10,001-15,000 [ ] 4)15,001-20,000[ ]
5) 25,000-Above [ ]

1.180: Organizational Environment

Indicate, by circling or ticking, the statement that best describes how the managerial phenomenon identified below presents in your organizational environment:

1.181: Orientation

1) The main concern here is to develop people's competence and expertise. [ ]
2). People here are mainly concerned with following established rules and procedures [ ]
3). The main concern of people here is to help one another develop greater skills and thereby advance in the organization. [ ]
4). Achieving or surpassing specific goals seems to be the main concern of people here. [ ]
5) Consolidating one's own personal position and influence seems to be the main concern here. [ ]
6). The dominant concern here is to maintain friendly relations with others [ ]

1.182: Interpersonal Relationship

1). In this organization most informal groups are formed around experts. [ ]
2) Business like relationships prevail here; people are warm, but get together primarily to ensure excellence in performance. [ ]
3) People here have a high concern for one another and tend to help one another spontaneously when such help is needed. [ ]
4) In this organization strong clique protects their own interests. [ ]
5) Communication is often selective here; people usually give or hold back crucial information as a form of control [ ]
6) The atmosphere here is very friendly and people spend enough time in informal and social relations. [ ]

1.183: Supervision

1) In influencing their subordinates, supervisors here try to use their expertise and competence rather than their formal authority. [ ]
2) Supervisors here strongly prefer their subordinates improve to ask them for instructions and suggestions. [ ]

3) Supervisors here take pains to see that their subordinates improve personal skills and chances of advancement. [ ]
4) The purpose of supervision here is usually to check for mistakes and to catch the person making the mistake. [ ]
5) Supervisors here reward outstanding achievement. [ ]
6) Supervisors here are more concerned with maintaining good relations with their subordinates than with emphasizing duties and performance. [ ]

1.184: Problem Management

1) When problems are faced here, experts are consulted an they lay an important role in solving these problems. [ ]
2) When working on solutions to problems, people here keep in mind the needs of organizational members as well as society at large. [ ]
3) People here take problems as challenges and try to find better solutions than anyone else. [ ]
4) In dealing with problems, people here mostly consult their friends. [ ]
5) People here usually refer problems to their superiors and look to them for solutions. [ ]
6) Problems here are usually solved by supervisors; subordinates are notinvolved. [ ]

1.185: Management of Mistakes

1) Here, people seek the help of experts to analyses and preven mistakes. [ ]
2) Subordinates here expect guidance from their supervisors in correcting or preventing mistakes. [ ]
3) When the subordinate makes a mistake here, the supervisor treats it as a learning experience that can prevent failure and improve performance in the future. [ ]
4) Here the philosophy is that the supervisor can make no mistake and the subordinate dare not make one. [ ]
5) Usually people here are able to acknowledge and analyses their mistakes because they can expect to receive help and support from other [ ]
6) When people here make mistakes, they are not rejected. Instead, their friends show them much understanding and warmth. [ ]

1.186: Conflict Management

1) Experts are consulted and their advice used in resolving conflicts here. [ ]
2) In resolving conflicts here, appeal is made to principles, organizational ideals, and the larger goals of the organization. [ ]
3) Arbitration or third-party intervention (usually performed by experience or senior people) is sought and used here. [ ]
4) In a conflict situation here, those who are stronger force their points of view. [ ]

5) Most interpersonal and interdepartmental conflicts here arise as a result of striving for higher performance. In analyzing and resolving these conflicts, the over-riding consideration is high productivity. [ ]

6) Here, conflicts are usually avoided or smoothed over to maintain a friendly atmosphere. [ ]

1.187: Communication

1) People here ask for information from those who are experts on the subjects. [ ]

2) After due consideration, those in authority here issue instructions and expect them to be carried out. [ ]

3) Relevant information is made available to all who need it and can use it for the purpose of achieving high performance here. [ ]

4) Communication is often selective here; people usually give or hold back crucial information as a form of control. [ ]

5) People here communicate information, suggestions, and even criticism to others out of concern for them. [ ]

6) Most communication here is informal and friendly. It both arises from and contributes to warm relations. [ ]

1.188: Decision Making

1) Decisions here are made and influenced by specialists and other knowledgeable people. [ ]

2) Decisions are made at the top and communicated down-ward, and people here generally prefer this. [ ]

3) Decisions are made here by keeping in mind the good of the employees and society. [ ]

4) People who have demonstrated high achievement have a big say in the decisions made here. [ ]

5) Decisions here generally are made without involving subordinates. [ ]

6) While making decisions, people here make special attempts to maintain cordial relations with all concerned. [ ]

1.189: Trust

13) Specialists and experts are highly trusted here. [ ]

14) Those who can achieve results are highly trusted here. [ ]

15) Trusting and friendly relations are highly valued here. [ ]

16) Here, high value is placed on trust between supervisor and subordinate. [ ]

17) A general attitude of helping generates mutual trust here. [ ]

18) Only a few people here are trusted by management, and they are quite influential. [ ]

1.190: Management of Rewards

1) Knowledge and expertise are recognized and rewarded here [ ]

2) Here, the main thing that is rewarded is excellence in performance and the accomplishment of tasks. [ ]

3) The people who are rewarded here are those who help their junior colleagues to achieve and develop. [ ]
4) Loyalty is rewarded more than anything else here. [ ]
5) The ability to control subordinates and maintain discipline is afforded the greatest importance in rewarding supervisors here. [ ]
6) The ability to get along well with others is highly rated and rewarded here. [ ]

1.191: Risk Taking
1) In risky situations, supervisors here have a strong tendency to rely on expert specialists for their advice. [ ]
2) In risky situations, supervisors here strongly emphasize discipline and obedience to orders. [ ]
3) In responding to risky situations, supervisors here show great concern for the people working in the organization. [ ]
4) When confronted by risk situations, supervisors here seek the guidance and support of friends. [ ]
5) In responding to risky situations, supervisors here take calculated risks and strive above all to be more efficient or productive. [ ]
6) Supervisors here generally go to their supervisors for instruction in risky situations. [ ]

1.192: Innovation and Change
1) Innovation and change are initiated and implemented here primarily by experts and specialist. [ ]
5) Those who initiate innovation or change here demonstrate a great concern for any possible adverse effects on others (in the organization or outside) and try to minimize these effects. [ ]
3) Supervisors here seldom undertake innovations that disturb their existing friendships in the organizational or earn the enmity of organizational members. [ ]
4) Innovation or change here is mainly initiated and implemented through highly result-oriented individuals. [ ]
5) Before initiating innovation or change, supervisors here generally go to their supervisors for sanction and guidance. [ ]
6) Here, innovation or change is primarily ordered by top management. [ ]

1.200: LEADERSHIP BEHAVIOUR

Kindly identify the statement that reflects leadership behaviour, from the ones given below, in your organization **(pick only one statement by inserting its number in the brackets)**:

1: The line officer solves the problem using the information available. [ ]

2: The line officer obtains the necessary information from subordinates and then decides on the solution. [ ]

3: The line officer together with his/her subordinates generates and evaluates alternatives in an attempt to reach consensus decisions. [ ]

4: The line officer shares the problem with the relevant subordinates individually then makes the decision. [ ]

5: The line officer shares the problem with subordinates as a group then makes the decision. [ ]

2.00 PART II

2.10 MANAGERIAL PERFORMANCE

Kindly indicate the extent to which you agree with the statements that appear below:

2.11 PLANNING

2.111: The line officer plays a leading role in selecting missions, goals and objectives.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.112: The line officer plays a leading role in forecasting and programming.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.113: The line officer plays a leading role in establishing performance goals that challenge the workmates.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.114: The line officer plays a leading role in developing work assignments, the line manager allows colleagues

to try to experiment new ideas and provide the necessary support while they learn.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.115: The line officer plays a leading role in his/her endeavour to attain the desired objectives, the line manager acts as a nerve center, disseminator and spokesman for the university organization

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree[ ]

2.12 ORGANIZING

2.121: The line officer plays a key role in defining, and structuring roles.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.122: The line officer plays a leading role in assigning responsibilities.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.123: The line officer plays a leading role in ensuring people have the necessary authority, tools and information to accomplish tasks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.124: The line manager discusses work assignments with colleagues in order for them to make sure that they understand how their part fits into the total picture

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.125: The line manager, in his/her endeavour to achieve desired objectives represents the organization in performing symbolic duties, interacting with other persons and establishing maintaining networks.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.126: The line manager strives to promote values that make colleagues stronger both individually and collectively

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.127: When delegating, the line manager ensures that, whenever possible, that colleagues develop and grow from their experience
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.13: STAFFING.

2.131: The line manager enthusiastically pursues the efficiently selected goals by keeping the vacant positions filled in the organization unit of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.132: The line manager develops colleagues' potential by providing encouragement and removing barriers in the work environment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.14: DIRECTING

2.141: The line officer plays a leading role in giving commands, orders, and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.142: The line officer plays a leading role in giving, clarifying any uncertainties and risk
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.143: The line officer plays a leading role in providing knowledge, experience and judgment.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.144: In directing, the line manager strives to clarify any uncertainties and risks, providing knowledge, experience and judgment

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.145 In directing the line manager endeavours to attain selected goals by giving commands, orders and instructions.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.15: CO-ORDINATING

2.151: The line officer plays a leading role in ensuring that the dominant goal of the university is defined clearly and communicated.
5 Strongly Agree [ ] 4 Agree [ ]
Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.152: The line officer plays a leading role in ensuring that individuals see how their jobs contribute to the goals of the university
5 Strongly Ag [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.16: REPORTING

2.161: The line officer plays a leading role in relaying information
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree [ ]
1.Strongly Disagree [ ]

2.162: The line officer plays a leading role in formulation of acquiring, advising and making known the activities of institution
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.163: The line manager plays a leading role in relaying information, acquainting, advising and making known the activities of the university.
5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.17: BUDGETING

2.171: The Line officer plays leading role information of plans for future periods in anticipation of results in financial terms (revenue, expenses, capital)

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.172: The line manager plays a leading role in the formulation of plans in non-financial terms (direct labour hours, material number of students).

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

2.173: The line manager plays a leading role in the correlation of planning and allowing authority to be delegated without loss of control.

5 Strongly Agree [ ] 4 Agree [ ]
3 Agree Less [ ] 2 Disagree[ ]
1.Strongly Disagree [ ]

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