

Dimensions of Kenyan University Academic Staff's Job Satisfaction in View of Various Managerial Leadership Practices

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Abstract

Attaining high levels of academic staff job satisfaction has proved to be challenging for university management. This paper is an excerpt of a study that investigated the magnitude of Kenyan University academic staff's job satisfaction based on various managerial leadership practices. The study focused on the Rift Valley Region (RVR) of Kenya. The study targeted 2,773 members of university management and lecturers in the chartered public and private universities with their main campuses in Rift Valley Region (RVR) with a sample of 605 participants. Convergent parallel mixed methods design was employed with census, random and systematic sampling used to select the respondents. Purposive sampling was also used to select information-rich cases. Questionnaires, interview and document analysis guides were the main data collection instruments. Data analysis was done by coding and categorizing qualitative data into themes while quantitative data was analysed using descriptive statistics, Pearson correlation coefficient, independent-samples t-test, One-way ANOVA and regression coefficients, with the use of the Statistical Package for Social Science (SPSS) version 20. The study established some managerial leadership practices that had strong association with lecturers' job satisfaction in Kenyan universities.

Keywords: Dimension, Managerial leadership practices, Job satisfaction, Academic staff, University.

1. Introduction

The managerial leadership practices are crucial for university management. Some of these practices as identified by Kouzes and Posner 1987 cited in Al-Sharafi and Rajjani (2013) include: "modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart", (pp. 47-48). These practices are expounded by Mirza (2005) thus: modelling the way means leaders should set high achievement and excellence standards, clarify values, and be role models for others to follow. Inspiring a shared vision refers to managerial leadership ability to spread ambitious vision regarding what a leader wants to ultimately achieve in long term. Challenging the process refers to the ability of the leader to question the status quo. Enabling others to act describes the leader's ability to build trust, foster collaboration, and support empowerment. In this practice, leaders encourage teamwork and actively involve others. Finally, Mirza defines encouraging the heart as the process of recognition and appreciation of workers' contributions and efforts. On the basis of the foregoing views, this paper discusses some of the managerial leadership practices employed by Kenyan Universities to ensure academic staff job satisfaction.

1.1 University Managerial Leadership Practices

A study by World Bank (2009) on the legal frameworks that guide African Universities analysed and compared the national higher education legislation and individual statutes of chosen public universities in twenty four Sub-Saharan countries for which relevant documentation could be obtained. It sought to pinpoint the range of practice in these documents regarding the specific governance and institutional diversification matters within the national higher education systems. Under governance, the specific areas of focus were: system governance; institutional governance; governing boards/councils; senior officers; academic governance; financial autonomy; and accountability. However, the World Bank study is not clear on the issue of university management performance in terms of application of relevant managerial leadership skills for driving the universities forward – which is the focus of this paper.

Al-Sharafi and Rajjani (2013) examined the relationship between leadership practices and Organizational Citizenship Behaviour (OCB) with organizational commitment as a mediator. The sample of their study was 160 non-managerial employees of 16 commercial banks in Yemen. The data was collected through

questionnaire from the 16 commercial banks (10 questionnaires at each organization). The findings of the study showed that leadership had the strongest positive influence on OCB. Moreover, results indicated that leadership practices can play a key role in increasing both OCB and organizational commitment among employees which leads to high productivity and innovation. The findings also showed that all of the leadership practices have an influence on organizational commitment. Again, results indicated that all of the practices have a positive effect on OCB. Generally, the relationship between leadership and workers that is characterised by setting a good example, trust, empowerment and appreciation will predict good organizational behaviour such as increased commitment, satisfaction, decreases **turnover intentions** and absenteeism. As a result, the current study attempted to establish the dimension of academic staff job satisfaction in view of various managerial leadership practices in universities in Kenya.

Bana and Khaki (2014) explored leadership practices of Principals of Government Elementary Colleges of Education across Pakistan. Their study focused on how the Principals understood their roles and responsibilities in the context of the changing role of teacher education in Pakistan. The study adopted an exploratory case study research design and semi-structured interviews were used as the main source for data collection. Findings of the study showed that the Principals' perceptions of their roles and responsibilities rotated mainly around the axis of 'control' of their institutions for smooth running. Thus, Principals perceived looking after the teaching and learning processes, being good role models and meeting requirements of their organizations as their prime roles and responsibilities. This study was a small-scale exploratory study and its findings were context-bound. Therefore, the study was limited specifically to the Principals in the study population. In Kenya, a case study was conducted by Mbeche *et al.* (2010) on the quality management practices in Kenyan educational institutions, particularly at the University of Nairobi (UoN). Focus was on the University of Nairobi's academic services in conjunction with the main Quality Management (QM) features. The study findings indicated that: the UoN had applied quality management and to a great extent had ensured that Quality Management Policy was appropriate to its purpose; public universities should remove the status quo to be supportive to any formulation of new ideas in order to respond to an ever-changing Higher Education environment; and, further recommended undertaking research to determine how QM can contribute to organizational financial performance and customer satisfaction.

A study by Gudo *et al.* (2011) which investigated how effectively university managers in selected universities in Kenya had played their role in quality assurance, does not indicate the influence of the management practices or processes (Teamwork, staff motivation, engaging staff in decision making and communication among stakeholders) on academic staff job satisfaction. Consequently, this paper establishes in view of managerial leadership practices the magnitude of academic staff job satisfaction in chartered universities in RVR, Kenya.

2. Materials and Methods

The author utilised mixed methods design, convergent parallel mixed methods in particular, which involved both quantitative and qualitative research methods. Many designs exist in the mixed methods field, but Creswell (2014) focuses on three basic mixed methods designs namely: Convergent parallel mixed methods, explanatory sequential mixed methods and exploratory sequential mixed methods. The study targeted all the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans, Head of Departments (HoDs) and lecturers in the chartered public and private universities in Rift Valley Region (RVR) of Kenya. The manner in which the university management discharges its duties and responsibilities directly affects lecturers in the context of either satisfaction or dissatisfaction with regard to their jobs. The study targeted 2,773 members of university management and lecturers in the chartered public and private universities with their main campuses in RVR. A sample size of 605 participants was then obtained through purposive sampling which enabled the author to select information-rich participants for the study. The study used three research instruments to collect data: questionnaire, interview guide and document analysis guide. Data analysis was done by coding and categorizing qualitative data into themes while quantitative data was analysed using descriptive statistics, Pearson correlation coefficient, independent-samples t-test, One-way ANOVA and regression coefficients, with the use of the Statistical Package for Social Science (SPSS) version 20.

3. Results and Discussion

3.1 Managerial Leadership Practices

This paper discusses the following managerial leadership practices: leading and supervising, working with people, innovation, planning, following instructions and procedures, understanding others, service orientation, organisational awareness, communication and conflict management, persistence and organising the work environment.

The findings were rated on a 5-point Likert scale ranging from: 1= Strongly Agree to 5= Strongly Disagree and the results summarised and presented. Job satisfaction represents a person's evaluation of his or her

job and work context (Weiss & Cropanzano, 1996). The Deans' (management) evaluation of their own performance and the lecturers' evaluation of management, based on given performance indicators were used to discuss whether they were satisfied in their jobs. In the discussions that follow, the averages of agree/strongly agree and disagree/strongly disagree responses are used to deduce conclusions.

3.1.1 Leading and supervising

The aspects of management that were examined included prompt decision making, trust of academic staff, empowerment of academic staff, inspiration and guiding of individuals and groups, leading by example and arousal of enthusiasm at work. To determine job satisfaction, the Deans were asked to rate various aspects of leading and supervising, and the results are displayed in Table 1.

Table 1: Deans' Attitude on Leading and Supervision (N= 119)

<i>Leading and supervising aspects</i>	SD %	D %	Av. %	A %	SA %	Av. %
I generally make decisions without too much delay	1.7	0.8	1.25	55.1	34.7	45
I trust academic staff		0.8	0.8	52.6	37.3	45
I empower academic staff				39.0	55.1	47
I inspire individuals and groups				31.4	55.9	44
I guide individuals and groups				44.1	51.7	48
I lead by example at work				34.7	58.5	47
I arouse enthusiasm at work		2.5	2.5	39.0	47.5	43
Total Average	1.7	1.4	4.6	53.5	48.7	46

Majority of the Deans rated themselves very highly in the tested skills. This showed a good mastery of handling leadership and supervision by management, creating a conducive work environment which raises staff motivation, hence, job satisfaction. Lecturers on the other hand rated various aspects of management's performance on leading and supervising as displayed in Table 2.

Table 2: Lecturers' Attitude on Leading and Supervision (N= 360)

Managerial aspects	SD %	D %	Av. %	A %	SA %	Av. %
Management generally makes decisions without too much delay	12.4	28.4	20	35.5	5	18
Management trust us as lecturers	5.2	11.3	8	50.1	11	31
Management empowers us as lecturers	4.7	22	13	42.7	8.8	26
Management inspires individuals and groups	25.5	26.2	26	33.6	5.5	20
Management leads by example at work	8.5	24.2	16	35.5	7.2	21
Management arouses enthusiasm at work	8.8	28.7	19	27	4.7	16
Total Average	11	23	17	37	6	22

The study established that lecturers contrasted the opinion of Deans and showed that there was delay in decision making. This has to do with either rigid administrative policies that require wide consultations before making a decision or procrastination effects - one of Herzberg's dissatisfiers which affects job satisfaction. An area that qualitative information confirmed delays in decision making concerned administrative policy; for example, very long procedures in termination of an employee, application for annual leave and house allocation. An interviewed Registrar confirmed this finding by revealing that there was need to reduce the red tape as "everything, for example, annual leave and house allocation has to go through the University Management Board. I am seeking changes in this process to reduce the red tape and save time" (R3, personal communication, December 9, 2014). In addition, a Vice Chancellor revealed a different frustration as follows:

It is very difficult to sack someone in a public university due to lengthy procedures. The Chairperson of Department (CoD) must report the person followed by show cause letter, second warning, third warning, show cause letter, disciplinary meeting and then one final warning. This process can take years, hence it leads to fatigue. This encourages poor discipline because the wrong doer says 'I will not be sacked'. A firm and committed Governing Council can deal with cases of indiscipline expeditiously and vice versa. Prompt decision making solves the problem of fatigue caused by time-consuming procedures and delays (VC1, personal communication, December 3, 2014).

This finding is similar to one by Mbogo (2015) who found that institutional leaders and supervisors delayed decision making because they lacked a first-hand experience which brought antagonism among the students. Such delays affected the running and quality of the programmes. She found that sometimes leaders took too long to act until a matter became a crisis.

The Dean's opinion on whether they trusted lecturers in their faculty gave an average of 45% in agreement. The lecturers on the other hand depicted an average of 31% agreeing. This showed that management trusted lecturers. This is a good practice as it is one of Herzberg's motivators which can be used to enhance job satisfaction.

Empowerment was another aspect of managerial practice of which Deans indicated an average of 47%

empowerment by management. Lecturers' rating of agreement was at an average of 26%. It is thus clear that management empowered lecturers, one of Herzberg's motivators which can be used to enhance job satisfaction.

Confirming this practice was input from a Vice Chancellor, who expressed that "the involvement of the lecturers in the university processes improves their ownership of the university. The lecturers are incorporated in various committees handling various university matters. Enabling others to act describes the leader to build trust, foster collaboration, and support empowerment" (VC1, personal communication, December 3, 2014).

In this practice, leaders encourage teamwork and actively involve other people they work with (Mirza, 2005). Research conducted in the private sector as well as in the public sector organizations of Bahawalpur City with the objective of knowing what affects job satisfaction had 150 employees respond to the questionnaire. They found that employee empowerment has a significant positive relationship and it contributes more than 37% of job satisfaction. Therefore, when an employee is given autonomy in business decisions, then his satisfaction level will rise (Javed *et al.*, 2014).

Another aspect of leadership and supervisory practices included inspiring individuals and groups in their faculty to which Deans' response was at an average of 44% agreement while lecturers' gave a contrary opinion as they disagreed an average of 26%. Thus management did not inspire individuals and groups. The supervisory role of management needs a review to avoid little accomplishment by academic staff - one of Herzberg's dissatisfiers, which can affect job satisfaction. Inspiring a shared vision refers to managerial leadership ability to spread ambitious vision regarding what a leader wants to ultimately achieve in the long term future (Mirza, 2005). This finding therefore implied that there is a lack of direction and ambition towards attainment of the vision.

Other practices included guiding individuals and groups; leading by example at work; and arousal of enthusiasm at work as shown in table 1 and 2. To shed more light on the effects of enthusiasm was interview data from a Vice Chancellor with regard to the role of department leaders and the effects their kind of leadership can bring as follows:

The CoDs are the academic and administrative heads of the departments. They convene the departmental meetings at least once per semester. For example, they convene a meeting at the beginning of the semester for course allocation and hold Authority to Incur Expenses (AIE) hence prepare and implement the budgets. Thus, the CoD plans the departmental activities. A good chairperson makes the lecturers happy and motivated whereas a lousy one causes them to be unhappy and demotivated (VC1, personal communication, December 3, 2014).

3.1.2 Teamwork

Teamwork is a management practice that is encouraged for the betterment of any institution so that all the organs pull together instead of pulling apart for the attainment of the goals pursued. In this study, the Deans (management) and lecturers were asked their opinion on several aspects touching on teamwork as shown in table 3 and 4 respectively.

Table 3: Deans' Attitude on Teamwork (N=119)

Teamwork attributes	SD %	D %	Av. %	A %	SA %	Av. %
I provide support to academic staff		.8	.8		46.6	46.6
I sympathise with colleagues when they have personal problems	0.8	2.5	1.7	36.4	54.2	45
I value cooperation more than competition between lecturers				31.4	63.6	48
I seek to understand the reasons for lecturers behaviour		1.7	1.7	48.3	39.8	44
I seek contribution from lecturers in order to make a decision	1.7	2.5	2	43.2	44.1	44
I create group synergy in pursuing collective goals	0.8		0.8	38.1	50.8	45
Total Average	1	2	1	39	50	45

Table 4: Lecturers' Attitude on Teamwork (N=358)

Teamwork attributes	SD %	D %	Av. %	A %	SA %	Av. %
Management provides support to academic staff		14.4	16	15	48.2	9.6
Management values cooperation more than competition between lecturers		3.0	15.2	9	44.1	14.3
Management seeks to understand the reasons for lecturers behaviour		9.6	30.6	20	24.2	6.9
Management seeks contribution in order to make a decision		16	29.2	23	26.4	5.8
Management creates group synergy in pursuing collective goals		9.1	22.3	16	33.3	5.5
Total average		10.4	23	17	35.2	8.4

As portaryed in tables 3 and 4 above, it was found that management provided support to academic staff, this according to Herzberg is a motivator to enhance job satisfaction. However, this finding fell under a shadow of doubt when in light of interview data from a Registrar's response to the question on ways to enhance job satisfaction as it revealed a lack of support in kind; "In our university, academic staff do not have adequate space

in terms of offices. Sufficient space affords lecturers opportunity to prepare adequately for their duties and responsibilities” (R2, personal communication, December 9, 2014).

An enabling work environment should be set up to provide opportunities for greater variety in teaching methodologies, autonomy in work schedules and increased responsibility so that maximum potentials for the lecturers can be unleashed. If an enabling environment is not provided for the lecturers, they will have increased frustration, lower performance and lower job satisfaction, tardiness and higher turnover (Okumbe, 2007). Workers who perceive the university as providing them with interesting and meaningful jobs, and a friendly and supportive environment are likely to have high levels of commitment, are more satisfied with their jobs and turnover less (Rogers *et al.*, 1994 cited in Kipkebut 2010). Management should therefore improve on the working environment so as to enhance their support of academic staff.

The study shows that management sympathised with their colleagues when they have personal problems - a motivator that enhances job satisfaction according to Herzberg. In a study done in Kampala International University (KIU) by Puleet *et al.* (2014) with the aim of describing differences in human resource policies and job satisfaction among the indigenous and expatriate staffs found that KIU had a high level of organizational efficiency which was attributed to employees being committed at work because they felt the university cared about them. They also found that employees were contented with the extrinsic values such as recognition for success, respect and teamwork.

It is also evident that management valued cooperation more than competition between lecturers. However, response from a Vice Chancellor indicated a presence of power struggles:

These lead to creation of camps and attempts to out-do one another. As a result, it becomes extremely difficult to have a team of academic staff members for the good of the institution. Time, energy and resources are used to fight wars that are unprofitable to the university. These undermine the achievement of the desired outcomes within departments, faculties/schools, divisions and the entire university (VC1, personal communication, December 3, 2014).

These camps create a jungle-like environment where only those who are able to out-do their counterparts will be happy, which is hostile to close relationships and does nothing to boost the spirit of teamwork. This greatly affects motivation of academic staff as Lacy and Sheehan (1997) established. They used a sample of 12,599 respondents to examine aspects of lecturers’ satisfaction with their job across eight countries; Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK and USA. The study also examined job satisfaction and dissatisfaction patterns more closely for the Australian data, and examined working climate and atmosphere, on general job satisfaction levels. The results of this research indicated that environmental factors in which academics work, such as morale, relationships with colleagues, sense of community and university atmosphere, were the greatest predictors of job satisfaction.

Information from one of the interviews with one of the Vice Chancellors showed that understanding people was necessary in management. He said “I should have taken a course in Psychology since management requires understanding people. Before you give an assignment, you should know what kind of person you are dealing with. If you want to get the most from a person, you should understand him or her” (VC1, personal communication, December 3, 2014). Misunderstanding people brings rise to discontent. Okumbe (1998) contends that if an enabling environment is not provided for teachers, they will have increased frustration, lower performance and job dissatisfaction, increased work restriction, tardiness and high turnover. Management therefore needs to improve on understanding reasons for lecturers’ behaviour.

Management needs to be more inclusive in their decision making as teamwork and collaboration are an important aspect to the general staff job satisfaction in universities. Information from one of the interviewed Registrars, illustrated the importance of teamwork and its effects on staff job satisfaction through the following practices:

Involve people for generation of ideas prior to decision-making because going solo, most of the time, leads to failure - you sell your ideas, others own and lead to success [through] calling teaching staff often to brainstorm and establish what can work. Faculty Department Forum meets on a monthly basis to chart the way forward [because] academic staff job satisfaction is good as a result of participatory approach. They are satisfied because it has led to the generation of new ideas and the faculty members own the process of decision-making and ultimately, decisions made (R5, personal communication, January 15, 2015).

Participation in decision making was found to be a positive predictor of job satisfaction in a study by Kipkebut (2010) on organisational commitment and job satisfaction in higher educational institutions in Kenya. Involving employees in decision making process and keeping them informed on what is happening in their universities and departments sends a message to the employees that they are valued and trusted. In addition, allowing employees to have input about how their jobs are to be accomplished allows employees to be more effective at their jobs, leading to increased pride and hence, greater job satisfaction (Lambert and Paoline (2008) cited in Kipkebut (2010). Phillips and Cornell (2003) argued that employees should get the opportunity to

participate in decision making that concerns them. It can be concluded on teamwork that management created group synergy in pursuing collective goals, which translates to motivation of academic staff, hence high level of job satisfaction according to Herzberg.

3.1.3 Innovation

Innovation is an essential practice in higher education, therefore, the deans (management) and lecturers were asked to give their perspectives on managements' performance on the stated elements of Innovation as shown in table 5 and 6.

Table 5: Deans' Attitude on Innovation (N=119)

Innovation aspects	SD %	D %	Av. %	A %	SA %	Av. %
I am creative	.8	1.7	1	55.1	35.6	45
I rarely question conventional methods	25.4	26.3	26	16.1	7.6	12
I dislike change in work routine and appreciate stability	27.1	33.1	30	23.7	5.9	15
I see some relevance in applying theories to problem solving	.8	5.1	3	45.8	37.3	42
Total Average	14	17	15	35	22	29

Table 6: Lectures' Attitude on Innovation (N=361)

Innovation aspects	SD %	D %	Av. %	A %	SA %	Av. %
Management is creative	28.0	24.8	26	30	8	19
Management questions conventional methods	4.1	25.3	15	28.4	3.6	16
Management likes a small amount of change in routine work	5	19.8	12	34.4	8.8	22
Management sees relevance in applying theories to problem solving	15.0	21.8	18	30.3	5.5	18
Total Average	13	23	18	31	7	19

The discussions that follow on innovation are based on the results displayed on Table 5 and Table 6. Historically, institutions of higher learning have been viewed as conserving traditional values (Stensaker & Norgard, 2001, cited in Mbogo, 2015). Leaders of higher institutions of learning have to be more intentional in creating innovative work environments if institutions have to cope with escalating change and continue to thrive (Covey, 2004, cited in Mbogo, 2015). Lack of creativity engenders environments characterised by monotony, boredom and lack of mental challenges - one of Herzberg's dissatisfiers which can affect job satisfaction.

The study established that management liked a small amount of change in routine. Change brings about new challenges and provokes thought as people look for innovative ways to adapt to the challenge, which creates a thought provoking atmosphere, an obvious motivator for people in academia. It is also clear that management need to come out more strongly on their application of theories to problem solving as this is expected of academic staff as it creates an atmosphere of critical thinkers who contribute significantly to addition of new knowledge, hence, motivation.

In the area of innovation, management got credit in most of the examined aspects, which translated to academic staff job motivation, hence, job satisfaction as follows: questioning conventional methods, appreciating change in work routine and, application of theories to problem solving. The area that management needed to improve upon was creativity. These examined aspects, when performed well create a challenging environment that enables the academic staff to raise their levels of mental output which in turn leads to more achievement - one of Herzberg's motivators which enhance job satisfaction.

3.1.4 Planning

Planning is a very important aspect for managers. Areas examined in order to show managements' performance in this area were as depicted in table 7 and 8 for deans and lecturers respectively.

Table 7: Deans' Attitude on Planning (N=119)

Likert items	SD %	D %	Av. %	A %	SA %	Av. %
I take a strategic perspective when planning				51.7	37.3	45
I pay much attention to details when planning		1.7	1.7	45.8	44.9	45
I place low priority on monitoring plans against deadlines	32.2	33.1	33	15.3	5.9	11
I set ambitious goals for the Faculty/School/Department	3.4	5.9	5	47.5	29.7	39
Total Average	17	13	13	40	29.4	34.9

Table 8: Lecturers' Attitude on Planning (N=362)

Attitudes on Planning	SD	D	Av.	A	SA	Av.
	%	%	%	%	%	%
Management takes a strategic perspective when planning	2.8	14.3	8.6	49.6	14.3	32.0
Management pays much attention to details when planning	2.5	18.7	10.6	37.2	13.8	25.5
Management places a high priority on monitoring plans against deadlines	4.1	18.5	11.4	35.3	12.1	23.7
Management sets ambitious goals	4.1	12.4	8.3	42.1	21.5	31.8
Total Average	3.4	16	10	41	15	28

Based on the findings on table 7 and 8, management took a strategic perspective when planning. Response from one Registrar confirmed the following on planning:

We are doing very well. We have our performance contracts and strategic plan. Our strategic plan development was participatory. We are ISO certified in quality management system 90001:2008. All the staff members are trained. Performance contracts are monitored on a quarterly basis and ISO is monitored every six months by Kenya Bureau of Standards (KBS) to confirm that we are adhering to the ISO document (R₁, personal communication, February 23, 2015).

Stefanovska-Petkovska *et al.* (2014) did a research on the role of participatory management in fostering job satisfaction among public administration employees from four cities in Republic of Macedonia and found that employees who perceive that they are part of the strategic planning process report higher levels of job satisfaction. As evidenced in this finding, the area of planning is well done, creating a quality environment - one of Herzberg's motivators which enhance job satisfaction. Management also paid much attention to details when planning. This implies that academic staff enjoy an environment with few frustrations and a lot of room for advancement, which is a motivating environment. There is also an indication that management placed a high priority on monitoring plans against deadlines. This was confirmed during interview by one Registrar when he said they had "signed performance contract and it was a must for every lecturer to sign a performance contract/work plan on what to be done by a specific time. Performance contracts are monitored on a quarterly basis" (R₁, personal communication, February 23, 2015). However, a different Registrar revealed that there were complaints from the academic staff because "the VC wants things done now. Impractical deadlines make the staff unhappy, scared and demotivated" (R₃, personal communication, December 9, 2014).

It was further established that management set ambitious goals for the faculty. This allows the lecturers to achieve much, hence high levels of job satisfaction. This was confirmed by a response from a Registrar who observed the following:

Setting targets is part and parcel of academic staff work. We assess the performance of our lecturers through performance appraisal. This is a consultative process between the lecturer and his/her supervisor. We circulate forms to all the supervisors which they return at the end of the year. Upon setting their targets and completing filled forms. The targets are based on the core functions and values of the university (R₄, personal communication, December 11, 2014).

Despite the good practices by management on planning, ambitious goals set by the faculty, like expansion, may not have reflected well on proper planning. Kiambi (2004) cited in Kipkebut (2010) observed that against the backdrop of reduced government budgetary allocation, public universities have been forced to embrace the concept of the "entrepreneurial" university by marketing what they know best, namely, teaching, research and service in order to supplement their budgetary deficits. This can be said to be innovative though its disadvantage was that consequently, Kenyan universities are in a 'massification' race and competing to acquire middle level colleges in the pretext of meeting higher education demands and indiscriminately opening campuses in remote parts of the country with inadequate physical and human resources, with the aim of attracting many Kenyans who are desperate for a university education (Abagi, 2007 cited in Kipkebut, 2010). A recent move by Kenya's Commission for University Education to close 10 out of 13 Kisii University campuses, some of which were situated in RVR, because they scored less than 50% in the evaluation criteria shows consequences of lack of planning in higher education. The shortcomings of these universities were that some were in areas not compatible with a learning environment as they were close to; either bars, brothels or casinos. Others were located in noisy areas such as bus stops, airports or near quarries, dumpsites and factories (Gicobi, 2016).

Unplanned increase in student population and creation of more public universities over the last two decades without commensurate increase in funds, have led to the extreme pressure on the human and physical resources. These have made it difficult for these universities to maintain respectable level of performance in relation to their core mandates of teaching and research. Universities should insist on optimal level of student intake to avoid excessive workload on their employees and compromising the integrity of their programmes (Kipkebut, 2010).

3.1.5 Following Instructions and Procedures

Management and lecturers were assessed in their performance on adherence to instructions and procedures by

looking at the following practices and the results shown in table 9 and 10 respectively.

Table 9: Deans' Attitude on Following Instructions and Procedures (N=120)

Attributes of Instructions and Procedures	SD %	D %	Av. %	A %	SA %	Av. %
I follow Instructions from superiors		.8	.8	32.2	60.2	46
I am not always to be restricted by rules, procedures and regulations	15.3	22	14	31.4	11.9	22
I place a low priority on keeping to agreed schedules	49.2	26.3	38	10.2	3.4	7
I like some variety and new experience balanced with an appreciation of routine	1.7	2.5	2	55.9	25.4	41
Total Average	22	13	4	32	25	29

Table 10: Lecturers' Attitude on Following Instructions and Procedures (N=361)

Attributes of Instructions and Procedures	SD %	D %	Av. %	A %	SA %	Av. %
Management is not always to be restricted by rules, procedures and regulations	12.9	23.7	18	28.7	5.8	17
Management places a high priority on keeping to agreed schedules	4.7	17.1	11	43.8	11	27
Management likes new experience balanced with an appreciation of routine	4.4	20.4	12	35.3	8.8	23
Total Average	7.3	20.4	41	36	8	22

The findings indicate that management followed instructions from superiors. This is however, was countered by input from an interviewee; a Vice Chancellor, who indicated that one of the challenges management faced was that "the chairpersons of departments do not report those who abscond their duties." In addition, "the professors are a challenge. Some of them are arrogant. This causes problems here and there. Professors, at times insubordinate their Chairpersons of departments (CoDs)." However, "once academic staff members know that rules and procedures are followed and that fairness is emphasized, they will be happy" (VC1, personal communication, December 3, 2014). Ignoring procedures can have painful consequences as illustrated by Kenya's Commission for University Education when it refused to recognize doctorate degrees awarded to five Kisii University Students because the PhD admission criteria was highly irregular as it was based on a post graduate transfer policy that was not provided for in either the Kisii University Statute or the University Standards and Guidelines (Gicobi, 2016).

Other positive findings that pointed at job satisfaction of academic staff in the area of following instructions and procedures were a high priority on keeping to agreed schedules and management's appreciation of variety and new experience balanced with routine. However, the practice of following instructions from superiors was challenged by interview contribution that revealed challenges faced by management to be as follows: Chairpersons of departments' neglect of disciplinary procedures concerning absconding of duty and professors' arrogance and insubordination of chairpersons. In addition, the study established that management was restricted by rules, procedures and regulations, which, if left unrectified, becomes a possible trigger of job dissatisfaction as it implies frustration and helplessness which is brought about by ineffective policies that bring about dissatisfaction and affects the smooth running of functions of institutions of higher learning.

The study established other leadership practices as: Understanding Others, Service Orientation, Communication and Conflict Management, Change Management, Developing others, Emotional awareness, Self-control, Achievement drive, Persistence and Organising the work environment all of which portrayed a positive effect to job satisfaction.

Furthermore, management displayed resilience in the face of setbacks and stayed focussed under pressure. However, it did not keep disruptive emotions in check. In the section of achievement drive, management endeavoured to meet set standards of excellence; centered attention on getting results; had its spotlight on setting tough objectives; focussed on taking calculated risks and on achieving goals. Similarly, in the aspect of persevering, management persevered with an activity despite obstacles; persevered with an activity despite set-backs and, operated from quest for success rather than fear of failure.

On organizing the work environment, management provided pleasant physical working conditions and technology to improve teaching, learning and research. However, lack of necessary working tools and materials, high lecturer - students ratio, workoverload, lack of an ideal number of lecturers for new courses and replacements and unfair resource distribution needed improvement.

Finally, the study found that the majority of lecturers, 34%, were very satisfied with the performance of management. Moreover, 31% were satisfied whereas 12% and approximately 2% were dissatisfied and very dissatisfied, respectively. Table 11 shows the findings on academic staff job satisfaction.

Table 11: Academic Staff Job Satisfaction

Academic job satisfaction		Frequency	Percent
	Very dissatisfied	6	1.7
	Dissatisfied	44	12.1
	Satisfied	112	30.9
	Very satisfied	123	33.9
	Total	285	78.5
Missing	System	78	21.5
Total		363	100.0

Table 12: Managerial Leadership Practices Ratings by Lecturers and Deans

Performance	Lecturers			Deans	
	Scale	Frequency	Percent	Frequency	Percent
Poor performance	67 – 133	26	7.2	-	-
Satisfactory performance	134 - 200	182	50.1	2	1.7
Very good performance	201 - 267	144	39.7	48	39.7
Excellent performance	268 - 335	9	2.5	69	57

From the correlation results, it was found that the managerial leadership practices had a significant positive effect on staff job satisfaction in the universities in Rift Valley ($r = 0.515$, $\alpha = 0.000$). Using a 5% significance level, the test results showed that the managerial leadership practices play a significant role in the university staff job satisfaction, with p value of 0.000 which is less than 0.05. Therefore, the null hypothesis H_0 which stated that there is no significant relationship between university management performance and lecturers' job satisfaction failed to be accepted. The study concluded that the research finding was thus statistically significant.

4. Conclusion

The study identified some major managerial leadership practices used in the Kenyan universities as: leading and supervising, teamwork, innovation, planning, following instructions and procedures. Other practices included understanding others, service orientation, communication and conflict management, change management, developing others, emotional awareness, self-control, achievement drive, persistence and organising the work environment all of which portrayed a positive effect to job satisfaction. The university managerial leadership practices were therefore rated as satisfactory.

5. Recommendation

Further research should be carried out on university academic staff empowerment with regard to the effects of autonomy on management and staff.

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