THE RELATIONSHIP BETWEEN EMPLOYEE SATISFACTION AND CUSTOMER SATISFACTION IN KENYATTA UNIVERSITY

BY
MATHENGE ROSE WANJIRU
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DECLARATION
This Research Project is my own original work and has not been presented for any degree or any other award in any other institution.

ROSE MATHENGE

SUPERVISOR(S)
I/We confirm the work reported in this Project was carried out by the candidate under my supervision as the student supervisor(s).

ISAAC W MUNGAI
Lecturer/Supervisor

CAROLINE NDERI
Lecturer/Supervisor

This research Project has been submitted for examination with my approval as the chairman, Department of Business Administration, Kenyatta University.

MR. BETT SHADRACK
Chairman Department of Business Administration
DEDICATION
This Project has been dedicated to my dear husband Joel Makori, our lovely daughter Tanesha Bitutu, my parents, my siblings and to all my family members and friends. God bless you so much for your continued support.
ACKNOWLEDGEMENT
I would like to acknowledge the following people whose support, cooperation and contribution brought this work to its successful completion.

My gratitude is first extended to my supervisor Isaac Mungai and Caroline Nderi who have been very supportive, understanding and has tirelessly provided guidance for the carrying out of this research.

My appreciation also goes to my dear husband Joel, and our lovely daughter Tanesha Bitutu, my parents, my brothers and sister for love and support. Christine, mwongeri, Asanteni! For all those I have not mentioned by name thank you so much.

Lastly but not least, I want to thank God for giving me good health, energy and the willpower to carry out this project.
This study was seeking to determine the relationship between employee satisfaction and customer satisfaction in Kenyatta University. The study concentrated on employees and the main customers of the university (main campus) who are the students. Thus this research examined the relationship between employee satisfaction and customer satisfaction.

The target population was 1177 KU main campus employees and 3868 institution based students who were enrolled in the session. Proportionate stratified random sampling was used to select the sample size. The sample size was 42 employees and 44 students. The study research design used two questionnaires as the research instrument. One of the questionnaires was used for the members of staff while the other questionnaire was used for the students who are the main customers.

The data was analyzed using the statistical package for social sciences (SPSS). The descriptive survey method was used to conduct the study. It is relevant because it involves specific predictions, with narration of facts and characteristics concerning the individual employee satisfaction. Data presentation is in the form of descriptive statistical such as means, standard deviations, multiple regression coefficient, frequency tables, pie charts and bar graphs.

A Standard multiple Linear Regression (MLR) was performed between customer satisfaction as the dependent variable and the four dimensions of employee satisfaction as independent variables. According to the regression equation established, taking all factors (recruitment, training and development and motivation) constant at zero, the relationship between employee satisfaction and customer satisfaction will be 0.779. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in recruitment process will lead to a 4.592 increase in customer satisfaction. A unit increase in training and development will lead to a 4.489 increase in customer satisfaction; a unit increase in motivation of employees will lead to a 3.694 success on customer satisfaction. This infers that the type of recruitment process of employees in the organization contribute more to customer satisfaction.

At 5% level of significance and 95% level of confidence, recruitment process had a 0.059 level of significance, training and development had a 0.463 level of significance, and motivation of employees showed a 0.181 level of significant hence the most significant factor of the relationship between employee satisfaction and customer satisfaction. The research findings revealed that universities employee satisfaction shows both extremes of satisfaction and dissatisfaction. It also showed that customers (students) satisfaction levels are acceptable. The research also revealed that both the employees and the customers are both satisfied and that their relationship is linear.

The research findings may be essential in helping the institution of higher learning to attract and retain employees of high caliber who will in turn help in maintain their current customers as well as attracting new customers.

Further research should be conducted to investigate the other factors which contribute to the relationship between employee satisfaction and customer satisfaction.
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ABBREVIATIONS AND ACRONYMS

HRD  Human Resource Development
ICT  Information Communication Technology
KU   Kenyatta University
MLR  Multiple Linear Regression
SPSS Statistical packages for social sciences
DEFINITION OF TERMS

Ability The capacity to learn and perform the tasks required.

Environment Acceptable working conditions, such as enough time and equipment to perform the job effectively.

Feedback Feedback from management that effectively communicates the status of the person's performance, based on measurable guidelines and tools.

Skill The information and expertise necessary to perform the job.

Motivation Incentives in place that positively reinforce performance.

Standards Expectations to achieve and guidelines by which to achieve them.
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CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Employee satisfaction has an important influence on the customers for the survival of any organization or firm. This is more so in a service organization (Bitner et al, 1990). Organisations strongly desire employee satisfaction for their employees. Employee satisfaction has been found to significantly influence job performance, absenteeism, turnover, and psychological distress. Dissatisfied workers are prone to excessive turnover and absenteeism. Understanding employee satisfaction thus may be linked to performance, organisational productivity and other issues, including labour turnover. All these points to customer satisfaction. Employee satisfaction is important to customer satisfaction in influencing organisational performance. Lee (1988) showed that employee satisfaction is among the best predictors of turnover. Employee satisfaction also influences customer perceptions of service quality. Additionally, it was further found that employee benefits influence employee satisfaction. Indirect costs associated with job dissatisfaction include training, recruiting and learning curve inefficiencies, as well as reduction in the client base. Conversely, employee satisfaction can improve productivity, reduce staff turnover and enhance creativity and commitment. Therefore, employee satisfaction should not be ignored as it influences customer and yet very few current employers take it seriously (Ulmer et al., 1999).

Customer satisfaction is an ambiguous and abstract concept and the actual manifestation of the state of satisfaction will vary from person to person and product/service to product/service. The state of satisfaction depends on a number of both psychological and physical variables which correlate with satisfaction behaviors such as return and recommend rate. The level of satisfaction can also vary depending on other options the customer may have and other products against which the customer can compare the organization's products and services (Küskü 2001). Akintoye (2000) describes that there are two (2) major types of customers in an organization; the internal customers who are mainly the employees of the company, they maybe the suppliers of the raw materials or those directly or indirectly involved in the production of a good or service. The external customers are the beneficiary of the product or the service or mainly the end users. An organization must first satisfy the
needs of the internal customers before they fulfill the needs of the external customers for it to be successful and for it to have a good foundation.

The objectives of higher education are to provide in-depth knowledge, seek academic development, educate students, and coordinate national development demands. Perkins (1973) proposed that university staff fulfill three major functions, namely teaching, researching and administration and management. Consequently, university staff satisfaction is related to the functions of higher education of disseminating information to the students as the main consumers of knowledge. Dalton and Pica (1998) found that the quality of faculty and instruction are important elements for satisfying current job undergraduates and graduates, and that current job placement and services were important to students. Similarly, in the higher education sector, Oshagbemi (1997a) investigated employee satisfaction among university professors. Hagedorn (1994) examined the satisfaction of academic staff using various variables, including salary, perceived support from colleagues, satisfaction with administration, enjoyment of student interaction and perceived stress levels. He concluded that all these had a strong influence on the students’ (customers’ satisfaction. This is because customer’s expectations can’t be met without first meeting the employees’ expectations to their satisfaction (Heskett et al, 1997). Thus a satisfied employee leads to a satisfied customer, and a satisfied customer will come again and again. Thus the organization’s primary objective of profit maximization will be met which will lead to attainment of other objectives.

Employees have their own expectations which include, good pay, opportunities for upward mobility, job security, safety, recognition and equity in all areas among others. The organization has its own expectations as shown through profit maximization, cost reduction, market leadership, sales maximization, ability, to withstand future’s rough times and competition. It is therefore imperative to marry the organization’s expectations with those of the employees as satisfied employees are the greatest assets of any organization. This is because they lead to customer satisfaction (Nebeker et al, 2001). To find the fit between the organization’s expectations and those of the employees is the point of employees’ satisfaction (Reichheld, 1996). Only at this point will the employees see that the organization isn’t taking them for granted and will work hard to satisfy their customers.

In the past, organizations have furthered their goals in total disregard of the employees’ interests. This has tended to be punitive to the employees to a point that employees have felt that they are only being used by the organizations. This has called for unnecessary
confrontations with the trade unions (Psychogios et al., 2010). In the end result, this has tended to be counterproductive to both the workers and the organizations as have been seen in the numerous go slows, strikes and lockouts, demonstrations, layoffs, high staff turnovers and failure to meet targets. All these have left the customers dissatisfied the more which have been manifested by refusal to buy the company products due to bad mouthing, ethical claims and solidarity with the affected workers. This has led to the desire to find the underlying factors accounting for employees' satisfaction in the organizations which has a greater influence on customer satisfaction (Evans, 1986).

Organizations strategies on employees' management have been performing dismally and this has led to a gap between the management and workers. This is as a result of their blind application by managers who are more interested in workers’ conformity to the organisation’s norms for profit sake at the expense of their employees’ satisfaction. This leads to the employees feeling being used by their management for profit sake with little regards to their welfare which leaves the customer further dissatisfied as an unsatisfied employee leads to a dissatisfied customer (Storey, 1995).

1.2 Statement of the Problem

Previous studies have proposed that employees are the greatest assets of a company, and that satisfied employees must satisfy customer requirements (Nebeker et al., 2001). Employee satisfaction influences organisational performance as it affects customer satisfaction. Employees are the internal customers of the current job; they satisfy the current working environment and are willing to cooperate with the current job to accomplish current job goals as per customer requirements. University staff are the employees of University organisations, and their satisfaction with the working environment can promote teaching and research quality hence satisfy the student who are the main customers. Therefore, the staff requirements must be fulfilled to improve the working environment and enable the staff to achieve outstanding research and teaching performance consummate with students’ requirements. In higher education, most studies focus on students as “customers”, and evaluate their level of satisfaction/dissatisfaction with their programs of study, while generally neglecting the staff work satisfaction. While several employee satisfaction studies have been performed, very few deal with university staff or academics in general. Since
employee satisfaction has been found to have important influence on the customers' (students) satisfaction, research on higher education quality has to consider academic and other staff satisfaction (Comm and Mathaisel, 2003).

There is an acute need by the university management to keep on improving the performance of their staff. However this has remained just a pipe dream as confrontations after confrontation have only worked to dampen the morale of the workers. Conflicts, suspicions and back stabbing still exist between the two such that any attempt by the university management to improve on performance raises many eyebrows with the workers to an extend that it definitely fails (Erkutlu and Chafra, 2006).

Kusku (2001) confirms that many task forces' recommendations by the government and university management have failed to get the root cause of the staff dissatisfaction in many universities. The result has resulted into massive expenditure on ways to improve on staff morale, output and image but with little results. Endless lockouts, looming industrial actions have been the order of the day. These have been transferred to their customers who are mainly the students. It is thus helpful to identify the effect of the staff satisfaction on the customer satisfaction (Legge, 1995). Therefore the factors accounting for employee satisfaction have been neglected for long in our Kenyatta University yet they are crucial in influencing customer satisfaction. The past studies on this topic have been based majorly on western countries particularly on advanced universities. Hence, there is a necessity of this study to investigate the influence of employees' satisfaction on customer satisfaction in Kenyatta University.

Thus literature on the influence of employee satisfaction on customer satisfaction remains highly immature. Therefore, employee satisfaction particularly in the higher education sector, still require study and survey as it has a strong influence on students' satisfaction. Consequently, it is against this background that this study is being undertaken to determine the influence of employee satisfaction on customer satisfaction with special reference to Kenyatta University.
1.3 Objectives of the Study

1.3.1 General Objective

The study was seeking to establish the relationship between employee satisfaction and customer satisfaction in Kenyatta University.

1.3.2 Specific Objectives

1. To establish the relationship between employee recruitment and customer satisfaction in Kenyatta University.

2. To establish the relationship between Training and development of the employee and customer satisfaction in Kenyatta University.

3. To establish the relationship between communication with the employee and customer satisfaction in Kenyatta University.

4. To establish the relationship between employee motivation and customer satisfaction in Kenyatta University.

1.4 Research Questions

This study was guided by the following research questions.

1. What is the relationship between employee recruitment and customer satisfaction in Kenyatta University?

2. What is the relationship between Training and development of the employee and customer satisfaction in Kenyatta University?

3. Is there any relationship between communication with the employee and customer satisfaction in Kenyatta University?

4. What is the relationship between employee motivation and customer satisfaction in Kenyatta University?

1.5 Significance of the study

Findings from the study might be of importance to the following stakeholders:

University management: The study may give insight to the universities’ management into the factors that affect satisfaction of their employees with a view of searching for better ways of increasing the customer satisfaction.
Universities employees: The study might help the university employees to discover themselves and their rights in view of engaging their employers in constructive dialogue to better their satisfaction as they seek to satisfy their customers.

Researchers: The study might provoke interest in the researchers in the area of employee satisfaction with a view to find out what affects employees' satisfaction and in turn the customer satisfaction in Kenyatta University.

The Government: The government being the regulator of the operations of the Kenyatta University might be expected to benefit by this study as it may get to know the relationship between employee satisfactions and customer satisfaction hence avoid future confrontations between the university administration and the university staff unions.

Academicians: The study might help the academicians to understand the relationship of employee satisfaction and customer satisfaction with a view to highlight the underlying theories, connections and principles.

1.6 The Scope of the Study

This study was seeking to establish the relationship between employee satisfaction and customer satisfaction of the employees in Kenyatta University (Main Campus) regardless of their cadre and the institutional based students.

1.7 Limitations of the study

The limitations that were encountered during the research process that may have affected the quality of the data collected included the following:

i. Sourcing data from the busy organization whose staff are ever busy and reluctant to provide information some employees and students not willing to give relevant information for fear of victimization. Attempts were made to guarantee the confidentiality of their responses.

ii. Biasness where some employees and students only give information that greatly favors their welfare. Attempts were made to talk to the staff and students before the filling in the questionnaires to explain how the research would benefit them.
1.8 Assumptions of the study

All the university employees were assumed to have knowledge of the motivation process in their institutions, and that they were conversant with the recruitment process in their institutions, and that they had thorough knowledge on the training and development opportunities and practices in their institution. They were also assumed to understand fully the communication process in their institution as well as being well versed with the organizational culture prevailing in their institution. In addition it was assumed that they had a thorough knowledge on the customer dynamics. The students were also expected to know their rights as customers of the university.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter will serve as the foundation for the development of the study. It discusses the literature related to the effect of employee satisfaction on customer satisfaction particularly focusing on the theoretical review and the past studies that have focused on the subject on the effort to highlight their relationship. The chapter capitalizes on the factors that influences the employee satisfaction as they indirectly influences the customer. These factors are: motivation, recruitment process, training and development of the staff, communication and organizational culture as the moderating variable. The above factors are considered as the pillars of this study.

2.2 Theoretical Review

2.2.1 Employee satisfaction and customer Satisfaction models

There are several employees’ satisfaction models for higher education. Oshagbemi (1997b) measured employee satisfaction for 566 university lecturers, as shown through teaching, research, administration and management, present pay, promotions, supervision/ supervisor behaviour, behaviour of co-workers, and physical conditions/working facilities. He found that all the above factors have an influence on customer (students) satisfaction.

Fosam et al. (1998) analysed police organisations to find a suitable employee satisfaction model taking the South Yorkshire Police (SYP) as an example. They researched on 606 employees of a private higher education organisation to identify the determinants of satisfaction within educational organisations. The findings were as follows: workload, work atmosphere, decision-making, ethics/fairness, customer focus, supervision, goals and objectives, training and development, pay and benefits. They also found out that these factors have an influence on customer.

Küskü (2001) proposed applying employee satisfaction surveys to the employees of a Turkish college, and applied the following dimensions for measuring their satisfaction, general satisfaction, management satisfaction, colleagues, other working group satisfaction, employee satisfaction, work environment and salary satisfaction.
Metle (2003) conducted employment satisfaction surveys on female employees in the Kuwaiti public government sector (KGS), and identified the following employment satisfaction factors: overall employee satisfaction, pay and security, co-workers, supervision, promotion and content of work. All these factors were found to influence customer satisfaction particularly the students. In conclusion since the satisfaction of higher education employees and in essence the customer satisfaction (students) has many contributing factors, no complete models can be followed.

2.2.2 Theories of Employee Satisfaction

Several theories have been advanced to explain the employees' satisfaction: the Needs Theory of Maslow (Maslow et al. 1998), the Two-Factors Theory of Herzberg (Herzberg 1966), the McGregor Theory X and Y and the Equity Theory. According to the needs theory of Abraham Maslow employees' satisfaction can be explained in terms of hierarchy of needs. He further explains employee satisfaction process at work as a process of trying to achieve a higher level needs once the lower needs has to be met. Thus he came with a hierarchy of needs. He further said that people want beings, who always want more and what they want depends on what they already have. Thus once an individual worker achieves a certain needs he/she finds himself desiring to satisfy the immediate higher need until self activation sets in. This is the point of employee satisfaction. The satisfied employee will then lead to a satisfied customer.

From his theory Herzberg (Herzberg 1966) developed a two factor theory to explain motivation. The two factors are: external factors-wages, working conditions, quality of supervision and motivators factors which includes status, opportunity for advancement, responsibility and challenging work. Thus this Herzberg 2 Factor Theory shows some people are motivated by inherent factors whereas other by motivators factors. Regardless of what motivates an employee to his/her satisfaction we will end up with satisfied customers.

Equity Theory proposes that some people are motivated by a social comparison of themselves with their peers. Thus if one feels that he is getting more from his job as compared to his peers in other jobs, he/she will perform better leading to a more satisfied customer and vice verse. Expectancy theory on the other hand suggests that people are more bend towards rewards such as bonuses. Thus if employees view that their actions might bring more
bonuses they will work hard and hence satisfy the customers and and vice versa (Herzberg 1966).

Douglas McGregor’s Theory X and Theory Y are other theories that explain human performance (McGregor, 2002). Theory X assumes that employees are inherently lazy and will avoid work if they can and that they inherently dislike work. As a result of this management believe that workers need to be closely monitored and comprehensive systems of controls developed. A hierarchical structure is needed with narrow span of control at each and every level. According to this theory, employee will show little ambition without an enticing incentive program and will avoid responsibility whenever they can. Given the proper condition, theory Y managers believe that employees will learn to seek out and accept responsibility and to exercise self-control and self-direction in accomplishing objectives to which they are committed. Thus employees under Theory X managers will be unsatisfied leading to unsatisfied customers and those under theory Y managers will be satisfied leading to more satisfied customers.

2.3 Empirical Review

2.3.1 Motivation of employees and its influence on customer satisfaction

The management of people at work is an integral part of the management process. To understand the critical importance of people in the organization is to recognize that the human element and the organization are synonymous. A well-managed organization usually sees an average worker as the root source of quality and productivity gains. Such organizations do not look to capital investment, but to employees, as the fundamental source of improvement. An organization is effective to the degree to which it achieves its goals. An effective organization will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. In order to make employees satisfied and committed to their jobs in academic and research libraries to bring about customer satisfaction, there is need for strong and effective motivation at the various levels, departments, and sections of the organization (Stoke, 1999).

Motivation is a basic psychological process. A recent data-based comprehensive analysis concluded that competitiveness problems appear to be largely motivational in nature (Mine et al 1995). Along with perception, personality, attitudes, and learning, motivation is a very
important element of behaviour. Nevertheless, motivation is not the only explanation of behaviour. It interacts with and acts in conjunction with other cognitive processes. Motivating is the management process of influencing behaviour based on the knowledge of what make people tick (Luthans, 1998).

Motivation and motivating both deals with the range of conscious human behaviour somewhere between two extremes: reflex actions such as a sneeze or flutter of the eyelids; and learned habits such as brushing one's teeth or handwriting style (Wallace and Szilag 1982: 53).

Managers and management researchers have long believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 1999). It includes the factors that cause, channel, and sustain human behaviour in a particular committed direction. Stoke, in Adeyemo (1999) goes on to say that there are basic assumptions of motivation practices by managers which must be understood. Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs.

Bernard in Stoner et al (1995), accords due recognition to the needs of workers saying that, "the ultimate test of organizational success is its ability to create values sufficient to compensate for the burdens imposed upon resources contributed." Bernard looks at workers in an organized endeavour, putting in time and efforts for personal, economic, and non-economic satisfaction. In this era of the information superhighway, employers of information professionals or university employees must be careful to meet their needs. Otherwise, they will discover they are losing their talented and creative professionals to other organizations who are ready and willing to meet their needs and demands.

These are the job rate, which relates to the importance the organization attaches to each job; payment, which encourages workers or groups by rewarding them according to their performance; personal or special allowances, associated with factors such as scarcity of particular skills or certain categories of information professionals or librarians, or with long service; and fringe benefits such as holidays with pay, pensions, and so on. It is also important to ensure that the prevailing pay in other library or information establishments is taken into consideration in determining the pay structure of their organization. (Stoke, 1999).
Studies on work motivation seem to confirm that it improves workers' performance and satisfaction leading to customer satisfaction. For example, Brown and Shepherd (1997) examine the characteristics of the work of employees in four major categories: knowledge base, technical skills, values, and beliefs. He reports that they will succeed in meeting this challenge only if they are motivated by deeply-held values and beliefs regarding the development of a shared vision. Hagedorn (1994) examine agency-influenced work and employment conditions, and assess their impact on social workers' employee satisfaction. Some motivational issues were salary, fringe benefits, job security, physical surroundings, and safety. Certain environmental and motivational factors are predictors of employee satisfaction. While Colvin (1998) shows that financial incentives will get people to do more of what they are doing, Silverthrone (1996) investigates motivation and managerial styles in the private and public sector. The results indicate that there is a little difference between the motivational needs of public and private sector employees, managers, and non-managers.

Working conditions that are similar to local and international standard (Oshagbemi, 2000), and extent to which they resemble work conditions of other professions in the locality. Other inclusions are the availability of power and status, pay satisfaction, promotion opportunities, and task clarity (Bolarin, 1993; Gemenxhenandez, Max, Kosier, Paradiso and Robinson, 1997). Similarly, the result of some other studies have shown meaningful relations between employee satisfaction and wages, management policy, working conditions, possibilities of promotion, gaining respect, the size of the organization and self development and achievement of the use of talents (Yincir, 1990). All these parameters points to motivation which have appositive impact on customer satisfaction.

This study has looked into the motivation of the employee and its relationship between customer satisfaction in general terms hence the need for an in depth study on how motivation influences customer satisfaction in Kenyatta university, particularly Kenyatta University Main Campus.

2.3.2 Recruitment and its influence on customer satisfaction

What recruitment sources should it use to reach the desired applicant population (for example, the Web versus job fairs)? When should the employer begin recruiting (e.g., at the start of a college student's senior year versus during the second semester)? What message should it convey to potential applicants (e.g., a good deal of job-related information versus
information on a few key aspects of the job)? In order for an organization to intelligently answer these basic questions, it must have a clear sense of what its recruitment objectives are so as to the objective of customer satisfaction (Breaugh, 1992).

For this reason, the establishment of objectives is the first phase of the recruitment process. In the past, it appears that many organizations have had the simple recruitment goal of attracting a large number of job applicants (Wanous, 1992). This is due a variety of reasons such as the cost of processing applications. Several researchers have questioned the wisdom of simply trying to attract a large number of applicants. Instead, it has been suggested (Rynes, 1991) that employers would be wise to consider a wider range of possible recruitment objectives. For example, some employers might be interested in trying to influence one or more post-hire outcomes by the way they recruit. Such post-hire outcomes include: the new employees’ employee satisfaction, their initial job performance, whether the organization is seen as living up to the psychological contract that has been established, and the first-year retention rate of new hires. In establishing recruitment objectives, organizations might also focus their attention on post-hiring outcomes that can be measured the day employees begin work (Breaugh, 1992). Such outcomes might include: the cost of recruiting, the speed with which jobs were filled, the number of individuals hired, and/or the diversity of the new employees. Although recruitment activities have been linked to some of these post-hire outcomes, some researchers such as Williams et al (1995), have argued that in recruiting many employers are not overly concerned with post-hire outcomes.

Therefore the first stage of the recruitment process should be the establishment of objectives. If clear objectives have not been established, it is difficult to develop a sound recruitment strategy (Dubrovski, 2001). Having established a core set of objectives, an organization can more intelligently answer the strategy development questions posed earlier (e.g. what recruitment sources to use?). Having developed a recruitment strategy, an employer can then undertake the reenactment activities that are likely to lead to its desired objectives. Although we believe that the recruitment process should proceed in the manner portrayed: recruitment objectives-strategy development-recruitment activities-recruitment results, it is useful to add Moderating/process variables to this model and to work backwards through the model. That is, in order to make decisions about what recruitment activities to undertake (i.e., strategy development), an employer needs to understand why certain recruitment activities may result in certain recruitment outcomes (kusku, 2001). We use the term moderating/process variable
as a label for the factors that have been hypothesized to explain the relationships between recruitment activities and outcomes of much importance being the employees, satisfaction. A number of potential moderating variables have been advanced.

In terms of generating applicants, it is critical that an employer's recruitment actions attract the attention of potential job applicants (Perkins, 1973). Research suggests that the following attributes are likely to generate attention: messages that are vivid in nature and include concrete language, messages that convey unexpected information, messages that provide personally relevant information, and messages that are conveyed in face-to-face conversations. In addition to attracting attention, recruitment communications need to be understandable and viewed as credible by the individuals whom the organization is interested in recruiting (Sekoran & Jauch, 1978). With regard to message credibility, Storey (1992), has consistently shown that communicator expertise and trustworthiness lead to a message's being believed. In terms of expertise, generally those who are closest to the work situation (e.g., job incumbents) are seen as being an informed source of job.

As noted by Rafaeli (1989), the recruitment process does not end with the generation of job applicants. An organization also should be concerned about maintaining the interest of job candidates and influencing their job choice decisions. With regard to moderating variables, many of the same ones that affect the generation of job applicants also are important for these later two stages of the recruitment process. For example, individuals are likely to remain job candidates if they continue to see a job opening as attractive and if they perceive themselves as likely to receive job offers as they move through the recruitment process (Rafaeli, 1989). Similarly, the attractiveness of a job (employee's satisfaction) opening should have a major influence on a job applicant's decision whether to accept a job offer.

In a nutshell, recruitment process affects the employees' employee satisfaction as it is the first point of contact between the new employees and the organisation. If it is not to the employee's satisfaction, his subsequent satisfaction within the organization will be affected which might compromise the customer satisfaction. This calls for great care in handling the entire process as it has great implication on employees' satisfaction.

In conclusion, the above studies are based on the western countries version of recruitment process especially in the private sector. This therefore calls for a study on the relationship
between the recruitment process and the customers' satisfaction in Kenyatta University with special consideration to Kenyatta University, main Campus.

2.3.3 Training and Development its influence on Customer satisfaction

Training is a learning experience which seeks a relatively permanent change in an individual that will improve the ability to perform on the job. It can involve the changing of skills, knowledge, attitudes, or behaviour. Training may mean changing what employees know, how they work, their attitudes toward work, or their interaction with their co-workers or supervisor (Ulmer, etal 1999).

Training is so important for both employees and organization due to the change in the work place and the work force brought out by increased use of technology, continuing shift from a manufacturing to a service economy and the increasingly global current job world which necessitates ongoing employee training (Gay 1992). Training also helps in maintaining competitiveness and improving productivity and thus it is essential for maintaining global competitiveness. Regulatory requirements also require companies to provide training.

Training needs are determined by doing analysis of the organization to determine its basic current job strategy, objectives and goals (Stoke, 1999).

The field of training and development has undergone changes that reflect the dynamic factors in the corporate world generally. The objectives continue to shift from a focus on programmed instructions (and behavioral and task analysis) to performance system analysis. Therefore trainers must engage in defining strategic goals, analyzing organizational processes and providing better system performance within the current job context (Berry et al, 1990).

Increased need for improved performance requires more efficient ways to identify, recruit, measure and improve the training and education of the workplace. As traditional, hierarchical organizational structures are increasingly transforming to self directed, cross functional, process oriented, and knowledge-models, both organizations and individuals are increasingly faced with new challenges to maximize the organizational competitive edge and to meet new standards of excellence of performance. Subsequently many organizations are adopting competency based models to meet the ever evolving goals and needs particularly that of customer satisfaction (Dalton, etal 1998).
different stages in the development of stated outcomes. Consequently, many public sector employees have experienced increased accountability within their workplaces. In theory, these organisations now operate similar to private sector organisations, with more effective organisational management and communication practices in place (Lam, et al. 2001).

In trying to compare the impact of organisational processes on outcomes post managerialism for employees, we need to focus on comparing the impact of communication practices on the level of employee satisfaction and commitment of public and private sector employees more so in customer satisfaction (undertaking similar tasks as public sector administrative employees). The second aim is to compare the impact of organisational communication practices on the level of employee satisfaction and commitment of public sector administrative staff compared with an example of a professional public sector (Heskett, et al. 1997).

As a result, a number of authors have developed instruments for measuring employee satisfaction with communication processes (Sinclair, et al. 2005). However, some of the communication variables are similar across instruments. In particular, numerous researchers suggest that it is important to examine the level of satisfaction with the relationship between managers and subordinates because it is a major indicator of efficiency and organisational effectiveness. For example, previous research has already examined the impact of the manager/subordinate relationship on the ability of employees to adequately process information, reduce ambiguity and coordinate actions within organizations. Therefore, the level of ambiguity felt by employees is in turn dependent on the quality of communication processes between employees and supervisors (Kusku, 2001).

According to McDougall (1992), it is management that is responsible for setting the organisational setting and conditions that determine the nature of the superior-subordinates relationship and in turn this ultimately impacts on employee commitment, performance and job attitudes. Moreover, there is a relationship between the quality of communication processes between management and employees, and the resultant level of employee motivation and performance. Therefore, managing the communication feedback processes is fundamental to achieve both perceived and real organisational communication effectiveness.

Kusku, 2001 argued that the way managers communicate work changes to employees can affect how employees perceive and receive the information. Furthermore, because employees interpret their work environment via the various dimensions that make up the organisational
constructs of a workplace; good quality organisational communication processes are the key to achieve organisational effectiveness. These messages can be communicated via written memos, meetings, formal presentations, e-mails and formal and informal conversations. In addition, the reason, assertiveness and/or sanctions accompanying communication affect employees' responses to the message. Furthermore, Yang (2002) identifies a positive relationship between employees' employee satisfaction and a participative management style used by superiors. Hence, if the content of the information was deemed relevant and "credible" to the employees and the information was given free of sanctions (threats of punishment) employees were more likely to listen to the information.

In conclusion, the above studies have concentrated so much on the effect of organizational communication processes on customer satisfaction on both the public and private sectors with little regard to the public universities. In addition they were based on the developed economies of Australia and USA hence the essence of this study to look into the factors that accounts for the employee satisfaction in Kenyatta University with reference to the Kenyatta University main campus.

2.3.5 Organisational Culture as a moderating variable

The link between organisational culture and employee satisfaction can be explained by the organisational justice theory and cognitive dissonance theory (Brown, et al 1993). The salient points are summarised below: Organisational justice which is central to understanding a wide range of human attitudes and behaviours in organisations. The underlying premise is that the justice perceptions of employees affect their job attitudes and organisational outcomes. The employees look more to the broader organisational environment than to their particular role in attributing their satisfaction to their job. In particular, as stated by Dalton (1998), perceptions of organisational justice affect job attitudes such as employee satisfaction and turnover intention. Organisational justice is often dichotomised into two components: distributive justice which addresses the fairness of managerial decisions relative to the distribution of outcomes such as pay and promotion; and procedural justice which focuses on how such managerial decisions are made all these have a bearing on customer satisfaction.

In view of the above, if employees perceive strong top management support for ethical behaviour, a favourable ethical climate, and a strong association between ethical behaviour and career success in the organisation, then they are also likely to have a higher level of employee satisfaction. The converse is also true. According to the cognitive dissonance
theory (Fosam etal 1998), individuals strive to minimise dissonance in their environment. This is because continued dissonance results in distress and dissatisfaction with the situation. Essentially, employees desire consistency between their ethical value system and the ethical climate of their organization, that is, organizational culture. Assuming that employees generally strive to be individually ethical, dissonance results if these employees perceive little top management support for ethical behaviour, an unfavourable ethical climate in their organisation, and/or little association between ethical behaviour and career success. This dissonance will, in turn, reduce employee satisfaction and hence customer satisfaction.

In addition to employee satisfaction affecting organisational commitment and current job performance, a recent study by Hagedorn et al. (1999) examined the role of employee satisfaction in employees’ reactions to problematic events in the organisation. Generally, employees can react to problematic events via exit (leaving the organisation), voice (suggesting solutions), loyalty (waiting for conditions to improve), and neglect (being absent from work). Both voice and loyalty are often categorised as constructive behaviours while exit and neglect as destructive behaviours. It is found that employee satisfaction promotes constructive reactions and suppresses destructive reactions to problematic events. Hagedorn et al. (1999), also speculated that organisational justice (which is expected to affect employee satisfaction as per this study, via organisational culture and ethics) may also be a motivator of constructive behaviours and suppressor of destructive behaviours.

The finding that favourable organizational culture and ethics (i.e., a positive ethical culture and climate) produces favourable organisational outcomes begs the question as to how an organisation can implement favourable organisational ethics.

2.4 Summary of Gaps

This study aimed at identifying the relationship between employee satisfaction and customer satisfaction in Kenyatta university particularly Kenyatta University main campus. Whereas other several studies have been carried out that are relatively similar in some aspects to this study, this study is unique in that the population that is targeted cannot be compared to others since none has been done in KU.

The past studies have identified employee as costs and expenditures that should be controlled to increase the number and quality of products and services and the subsequent sales. (Rafaeli, 1989).
Parasuraman and Berry (1991) felt that employee satisfaction should be narrowed only to increase in the monetary terms that are on the basic salary and allowances. The research in this study believed that employee have various levels of satisfaction and dissatisfaction which varies from one employee to another and therefore money alone is not enough to measure employee satisfaction.

The research also assumed that employees are beings with feeling and they should be handled with sensitivity if any organization is to desire satisfying its customers. The researcher have put more emphases on employee motivation and its relationship with customer satisfaction especially on the non-monetary factors of motivation not dismissing the fact that money is equally as important to the employees.

2.5 Conclusion

The following are possibilities in the establishment of a positive relationship between employee satisfaction and customer satisfaction. First, an organisation can embrace an organisational code of ethics. By setting down the ethical philosophy, rules of conduct and practices, the code can enhance corporate reputation and brand image, signal to internal and external parties that the organisation is committed to ethical behaviour, create a cohesive corporate culture, and guide and relationship behaviour within the organisation (Comm, C.L 2003). In the context of this paper, the code of ethics can demonstrate and reinforce top management support for ethical behaviour and help develop a favourable ethical climate and culture in the organisation. To have the intended effects, it is also important that the code of ethics be communicated, monitored and enforced. Further, it is essential that management shows commitment to the code of ethics. Interestingly, Yang, (2003) have found that the enforcement of a code of ethics is positively related to how important employees perceive the role of ethics and social responsibility in achieving long-term organisational effectiveness.

Second, related to the above, an organisation can appoint ethics officers and/or offer employee training programmes in ethics. Corporate ethics programmes can provide an effective means of setting and communicating expectations among employees for their action and behaviour. In addition, an ethics officer can play a major role in ethics training as well as the monitoring and enforcement of ethical behaviour and standards. These, too, can demonstrate and reinforce top management support for ethical behaviour and help develop a
favourable ethical climate and culture in the organization which may have a positive impact on customer satisfaction.

Third, the association between ethical behaviour and career success can be incorporated into the corporate culture, which usually encompasses the ways work and authority are organised, the ways people are rewarded and controlled, as well as organisational features such as customs, taboos, company slogans, heroes and social rituals. Besides the rewarding of ethical behaviour, the softer elements of corporate culture such as slogans, role models and social rituals, can also play an important role in communicating the message that ethical behaviour is highly valued by the organization (Heskett, et al 1997).

Finally, an organisation can integrate ethics into the normal channels of strategic decision-making and train managers in decision-making skills that incorporate ethical principles and values. It is expected that an organisation that does good does well and vice versa.

2.6 Conceptual framework

This shows the relationship between employee satisfaction and customer satisfaction variables.

Figure 2.4-1: Conceptual framework

Independent variable

- Recruitment
- Communication
- Training and Development
- Motivation

Influences

Dependent variable

- Loyalty,
- Increased sales,
- Good mouthing

The organizational culture

Moderating variable

Source: Researcher
Figure 2.4-1 above depicts the relationship between the independent variable and the dependent variable that formed the basis of this study.

The success of any organization depends on the understanding of how employees’ satisfaction relationships customer satisfaction and its dynamics. In understanding the relationship of employee satisfaction on customer satisfaction, it is essential to understand the factors that relate to (employees’ satisfaction) in Kenyatta University, Main Campus.

2.5.1 Motivation
The first variable concerns motivation for the purpose of this study. Motivation will encompass all the factors that work to encourage the Kenyatta University employees to work for the organization so as to achieve customer satisfaction. This includes monetary factors (salaries, allowances etc) as well as non monetary factors (promotion, benefits, employee relations etc).

2.5.2 Recruitment process
The second variable concerns recruitment process and of concern here is the process of acquisition of competent employees and their retention in the university until their separation and how it influences employee satisfaction and its relationship on customer satisfaction.

2.5.3 Training and development
The third variable is training and development. This is concerned with the inculcation of the necessary skills and knowledge necessary for the University staff to work in an environment that encourages a feeling of employee satisfaction to be encouraged to perform better with the aim of attaining customer satisfaction. It concerns with initial training and ongoing training.

2.5.4 Communication
The fourth variable is communication. These encompass communication channels, availability of feedback and whether the concerned are listened to or not. It is assumed that employees feel satisfied if they feel that they are listened to fairly which leads to achieving a higher level of customer satisfaction.

2.5.5 Increased sales
This is the first dependent variable indicators of the presences of customer satisfaction. When employees are satisfied the sales increases thus putting the organization to have a bigger market share trend from the other organization in the same industry.

2.5.6 Loyalty

22
When employees are satisfied they are able to serve their customers well, the satisfied customers will always come back for more services. The customers have no regrets after sale and they can always recommend a friend or another client to purchase the service or the product. The customers have good identification with the organization which have value for their money.

2.5.7 Organizational culture as an moderating variable

The fifth variable is the organizational culture. This covers all the relevant ethics, standards, practices, norms, attitudes, values and perceptions among others associated with the University. It is assumed that all these have a greater relationship on the University employees’ satisfaction and in essence customers. The organisational culture as the moderating variable which covers the general atmosphere in the University ranging from the administrative mood, the staff’s mood, the student’s mood and even the prevailing political mood in the country. The interactions of all these conditions determine the general stability of the University.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter presents the research design, target population, sampling design and procedure, research instruments, data collection techniques, method of data analysis and the expected output.

3.2 Research Design
The descriptive survey method was used to conduct the study. It was relevant because it involves specific predictions, with narration of facts and characteristics concerning the individual employee satisfaction and customer satisfaction (Sakaran, 2003). The descriptive survey studies are designed to obtain pertinent and precise information concerning the status of a phenomenon and whenever possible to draw valid conclusion from the facts discovered.

3.3 Target population
According to Mugenda and Mugenda (2003), population refers to an entire group of individuals, events or objects having common observable characteristics. The target population was all the 1177 University staff and 3868 institutional based students in Kenyatta University, Main Campus, distributed as tabulated below:

Table 3.3-1: Kenyatta University Staff Distribution

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>Frequency of Staff</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative staff</td>
<td>358</td>
<td>31</td>
</tr>
<tr>
<td>2. Teaching staff</td>
<td>556</td>
<td>47</td>
</tr>
<tr>
<td>3. Junior staff</td>
<td>263</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1177</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: HR Department, KU, (2010)
Table 3.3-2: Kenyatta University institutional based students’ distribution

<table>
<thead>
<tr>
<th>No.</th>
<th>Student Category</th>
<th>Frequency of Student</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1st years</td>
<td>816</td>
<td>21</td>
</tr>
<tr>
<td>2.</td>
<td>2nd years</td>
<td>742</td>
<td>19</td>
</tr>
<tr>
<td>3.</td>
<td>3rd years</td>
<td>709</td>
<td>18</td>
</tr>
<tr>
<td>4.</td>
<td>4th years</td>
<td>663</td>
<td>17</td>
</tr>
<tr>
<td>5.</td>
<td>Postgraduates</td>
<td>738</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3868</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Admissions database office (2010)

3.4 Sample size and procedure

Since the population targeted by this study was large and its members were scattered over all the departments, a sample was selected from the accessible population. Hence, the researcher used the following formula to calculate the sample size (n), from a given finite population (p) such that the sample was within plus or minus 0.05 of the target population proportion with a 95% confidence level as given by Krejcie and Morgan (1970).

\[ n = \frac{Z^2 \times (P) \times (1-P)}{C^2} \]

Where:

- \( n \) = sample size
- \( Z \) = Z value (which is 1.96 for 95% confidence interval)
- \( P \) = percentage picking a choice, given as 0.5
- \( C \) = confidence interval, in this case 0.05

The correction for finite population will then be computed as follows:
\[ S = \frac{n}{1 + \frac{n-1}{P}} \]

Where \( S \) = the corrected sample size

\( P \) = the population

This gave a sample size of 44 students out of 3868 institutional based students and 42 employees out of 1177 employees.

Stratified random sampling method was used to identify a representative sample where basic generalizations were deduced. This is because in stratified random sampling method, each member of the target population has an equal and independent chance of being included in the sample. Stratified random sampling technique is a technique that identifies sub groups in the population and their proportions and selects from each sub group to form a sample. It groups a population into separate homogeneous sub sets that share similar characteristics so as to ensure equitable representation of the population in the sample. (Sakaran 2003)

The strata were identified on the basis of staff duties for the employees and academic years for the student. Each category was then providing a proportion of randomly selected identified staff and a student to complete the questionnaires.

Stratified Random Sampling Technique was therefore used to get a representative of each stratum to ensure that the target population within each stratum is homogeneous and that each sub group was represented in the sample in a proportion equivalent to its size in the accessible population. This was therefore to ensure that each sub group characteristics was represented in the sample thus raising the external validity of the study. The sample population appeared as below:
Table 3.3 Sampling of employees

<table>
<thead>
<tr>
<th>Staff category</th>
<th>Sample population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administration staff</td>
<td>358</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td>2. Teaching staff</td>
<td>556</td>
<td>14</td>
<td>47%</td>
</tr>
<tr>
<td>3. Junior staff</td>
<td>263</td>
<td>15</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1177</strong></td>
<td><strong>42</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Research Data

Table 3.4 Sampling of the institutional based students

<table>
<thead>
<tr>
<th>Student Category</th>
<th>Frequency of Student</th>
<th>Sample size (%) of the element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1st years</td>
<td>816</td>
<td>13</td>
<td>30%</td>
</tr>
<tr>
<td>2. 2nd years</td>
<td>742</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>3. 3rd years</td>
<td>709</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td>4. 4th years</td>
<td>663</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>5. Postgraduates</td>
<td>738</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3868</strong></td>
<td><strong>44</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Research Data

3.5 Data Collection Tools

Both primary and secondary data were used in this study. Secondary data that was used includes information in journals, reports and books, Primary data that was collected through the method of a questionnaire. Two semi structured questionnaires were used to collect data from the 42 employees and the 44 students from Kenyatta University, Main Campus (see Appendix 2 and 3). Part 1 of the questionnaires included a short demographic questionnaire. Part 11 of the questionnaire included factors that relate to the employee satisfaction of Kenyatta University staff, Main campus and questionnaire 2 included customer satisfaction survey conceptualized in this study. The components which were included per factor were also considered to be indicators of employee and customer satisfaction,
3.6 Instrument Reliability
Reliability of measurement concern the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Mugenda and Mugenda, 2003). Gay (1993) noted that piloting is one way of checking reliability of instrument. The questions that were left blank or answered in ways the researcher won’t predict were modified and clear instructions given to respondents so as to avoid misinterpretation. Reliability of the instruments were also determined by establishing whether there was ambiguities in any of the items and whether the type of data was meaningfully analyzed in relation to research questions.

Ten University staff and students from Kenyatta University, main campus were selected for a pilot study where split half techniques for correlation was applied to the items. Each category of the instrument was scored by giving a mark for relevant response and a zero (no mark) for irrelevant or blank responses. Each category of the instrument was subdivided into two equal halves taking the odd-numbered items against the even-numbered.

3.7 Instrument validity
According to Sakaran (2003), validity refers to the extent to which an instrument measures what it is intended to measure. The research will be validated through application of content validity procedures. (Mugenda, 2003) further argues that content validity is a matter of judgment by the surveyor or researcher. The researcher will establish content validity by seeking expected judgment from her supervisors while developing and revising the research instruments. This will be done by holding discussions, making relevant comments and suggestions which will be synchronized.

3.8 Data collection procedure
The questionnaires were delivered by hand by the researcher to the staff in their specific department who in turn will filled them and then collected from them immediately or at convenient times not later than a week. The student questionnaires were administered from the students’ rooms.

3.9 Data Analysis
The gathered data was edited, coded and analyzed using SPSS (version 16). Bivariate correlation analysis using multiple regression correlation (r) will be performed on the collected data to establish the relationship between the independent variables (motivation,
recruitment process, training, communication,) and the dependent variable (the customer satisfaction of Kenyatta University). The formula for computing multiple regression correlation will be as follows; 

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon \]

Where:

- \( Y \) is multiple regression equation dependent variable, \( \beta \) is beta (constant) and \( X \) represent the independent variables.

3.10 Data presentation

The data results was presented using statistical techniques which include frequency distribution tables, measures of central tendency and graphical techniques which include pie charts, histograms, bar graphs and the qualitative data was presented by use of notes.
CHAPTER FOUR
RESULTS AND DISCUSSION

4.1. Introduction
Data analysis commenced immediately after the completion of the data collection as outlined in section three. Data analysis involved preparation of the collected data i.e. coding the, editing and cleaning of the data before processing using a personal computer. Data validation was then done before analysis. Analysis was carried out using Statistical Package for Social Sciences (SPSS) version 16.0 application software for Windows.

SPSS is a comprehensive package for the statistical analysis of data which allows easy input and validation of the data. It can take data from most types of file and use it to generate tabulated reports, charts and plots of distributions and trends, descriptive statistics and complex statistical analyses.

The analysis of the data was based on the two broad areas under study namely employee and customer (student) satisfaction. The data was processed by using Microsoft Excel and SPSS 16.0. The satisfaction level was obtained by measurement using scale interval.

4.2. Employee Data
The first part of the questionnaire on employee satisfaction sought to establish basic data on employees of the university namely gender, age, education and the duration the employee has been in the department and the university in general.

4.2.1. Response Rate
The study targeted 42 employees and 44 institutional based programmes students as the respondents in collecting data to establish the relationship between employee satisfaction and customer satisfaction in Kenyatta University. From the study in the employee survey 40 out of the 42 and 38 out of 44 students filled-in and returned the questionnaires making a response rate of 95% and 86% respectively. This reasonable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires.
4.2.2. Gender

Figure 4.1-1 shows the gender of the participants in the study. The figure shows that 68 percent of the participants were male while 32 percent were female.

**Figure 2-1: Gender of the Respondents**

![](image)

Source: Research Data

4.2.3. Age

The age of the respondents varied from 18 to 25 years representing 19 percent to 51 to 60 years representing 11 percent. However, the majority of the respondents were between the ages of 26 and 40 years representing 47 percent as shown in figure 4.1-2 below.

**Figure 2-2: Age of the Respondents**

![](image)

Source: Research Data
4.2.4. Duration with the current employer and department

The researcher sought to establish the duration the employee has been with the institution as well as the current department. This was crucial to the researcher in establishing whether the period was sufficient to enable the respondent to make informed choice based on his/her experience rather than hearsay. It is therefore gratifying to note that majority of the respondents have worked with the institution for more than 4 years.

Figures 4.1-3 and 4.1-4 below show the pie chart representing the duration with the current department and the organization.

Figure 2-3: Respondents duration with the current department

![Pie chart showing duration with the current department.]

Source: Research Data

Figure 2-4: Duration the respondent has worked with the organization

![Pie chart showing duration with the organization.]

Source: Research Data
4.2.5. Education level

The highest academic qualification of the respondent was a doctoral degree (5%), Masters degree (13%) and bachelor's degree (16%). Post secondary school qualification represented about 58 percent as shown in figure 4.1-5 below.

Figure 2-5: Age of the respondents

![Education Level Pie Chart]

Source: Research Data

4.3. Employee Satisfaction

The next section of the questionnaire dwelt on the satisfaction levels of employees with selected practices using a five point scale interval “To no extent at all” To a very little extent, To some extent, To a great extent and “To a very great extent” in the following broad areas Recruitment and selection, Training and Development, Motivation and Communication. Measures of central measures tendency and graphical techniques which include pie charts, histograms, bar graphs was used to analyze the responses from the employees while the qualitative data was presented by use of notes.

The respondents were asked to respond to two sets of similar questionnaire one on the extent of satisfaction with the practices associated with the selected services and two the extent to which the practices in the selected areas influence service delivery. The following is the result of the analysis presented as described in the preceding paragraph.
Scale 1 to 5 in the following histogram with normal curve represents the following satisfaction levels

1. To no extent at all
2. To a very little extent
3. To some extent
4. To a great extent
5. To a very great extent

4.2.1. Recruitment and selection

The measures of central tendency are shown on the top right hand side of the histogram.

Figure 3-1: Advertisement of vacancies

Source: Research Data

The generated histogram on the way vacancies are advertised suggests that the variable is nearly normally distributed.

Figure 3-2: Conduct of interviews
Source: Research Data

The generated histogram on the conduct of interviews suggests that the variable is nearly normally distributed.

Figure 3-3: Selection of qualified candidates

Source: Research Data

The generated histogram on the selection of suggests that the variable is skewed to the left and therefore not normally distributed.

Figure 3-4: Placement of successful candidates
4.2.2 Training and Development

The generated histogram on the placement of successful candidates above suggests that the variable is nearly normally distributed.

**Figure 3-5: job description**

The generated histogram on the satisfaction with job descriptions suggests that the variable is satisfactorily normally distributed.

**Source:** Research Data
The generated histogram on the induction process for new employees suggests that the variable is satisfactorily normally distributed.

**Figure 3-6: Induction process**

The generated histogram for the time and resources provided for training and development suggests that the variable is not normally distributed. The skewed left suggest dissatisfaction.

**Figure 3-5: Time and resources provided for training and development**
The histogram on the type and selection criteria of trainees is depicting extreme dissatisfaction and satisfaction. 

**Figure 3-6: Type and selection criteria for trainees**

Source: Research Data

### 4.2.3 Motivation

The histogram on the comparison of salary with similar institution is skewed to the left.

**Figure 3-7: Salary comparison**

Source: Research Data
The histogram on the comparison of benefits with similar institution fairly distributed as shown in figure 4.2-9 below. Figure 4.2-10 shows a similar scenario with provision of tools and equipment is depicted although the satisfaction levels are higher.

**Figure 3-8: comparison of benefits**

Your benefits with those at the same level in your organization?

![Histogram of benefits comparison](image)

Source: Research Data

**Figure 3-9: Provision of tools and equipment**

Provision of tool and equipment?

![Histogram of tool and equipment provision](image)

Source: Research Data
The type of promotion criteria?  

**Source:** Research Data

The histogram on the promotion criteria shows dissatisfaction to a greater extent.

### 4.2.4 Communication

The histogram on the flow of information, handling of grievances and the way job responsibility is defined and explained by my supervisor point to near normally distributed curve although slightly skewed to the right. The results are as shown in figures 4.2-11 to 4.2-14 in the succeeding pages.

**Figure 3-11: Information flow**
Source: Research Data

Figure 3-12: Grievance handling

Grievance handling procedure in your organization

Source: Research Data

Figure 3-13: Job description by supervisor

The way job description are defined and explained by your immediate supervisor?

Source: Research Data
4.4. Customer (Student) survey

4.4.1. Student data

The customers who participated in the study are students of Kenyatta University. A total of 33 students were surveyed. As shown in the pie charts in figure 4.3-1 - 4.3-3 below the students are a representative sample of the population under study. The following sections present the findings of the survey. Figure 4.3-1 shows the age bracket of the respondents. A majority, 79 percent of the respondents are between the ages of 18 to 40 years.

**Figure 1-1: Age of the respondents (customers)**

![Age Distribution Chart]

**Source:** Research Data

The above respondents are mainly undergraduate students pursuing various courses in different departments within the main campus of the university. Figure 4.3.1-2 below shows that about 70 percent of the students are undergraduates and 21 percent postgraduate.

**Figure 1-2: Level of study of the customers**
The year of study of the students (customers) ranged from 1\textsuperscript{st} year to 4\textsuperscript{th} year. A majority of the students who participated in the study are from the 2\textsuperscript{nd} year of study representing about 40 percent of the sampled population.

**Figure 1-3: Year of study of the customers**

4.4.2. Customer satisfaction levels

The extent of satisfaction of the customers was rated on a five point scale from “To no extent at all” to “To a very great extent” on the following selected services:

(a) Mastery of content by lecturers
(b) Type of teaching methods
(c) Availability of learning resources
(d) Attendance of classes by lecturers
(e) Variety of courses offered

(f) Registration process

(g) Marking of cats and exams.

Table 4.3.2-1 and figure 4.3.2-1 show the customer satisfaction rating on the above areas. The results show that the customers have raised the red flag on four areas namely Mastery of content by lecturers, Type of teaching methods, Rate of employee turnover and the marking of cats and exams. There is also a mixed feeling in the area Availability of learning resources, depicting extreme cases. The green areas, where the rating of satisfaction is acceptable are Attendance of classes by lecturer, Variety of courses offered, Training and development of staff and Salaries paid to staff.

Table 2-1: Customer satisfaction rating

<table>
<thead>
<tr>
<th>Area</th>
<th>To no extent at all</th>
<th>To a very little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>To a very great extent</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of content by lecturers</td>
<td>9.1</td>
<td>48.5</td>
<td>33.3</td>
<td>3</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Type of teaching methods</td>
<td>6.1</td>
<td>51.5</td>
<td>33.3</td>
<td>3</td>
<td>6.1</td>
<td>0</td>
</tr>
<tr>
<td>Availability of learning resources</td>
<td>21.2</td>
<td>6.1</td>
<td>45.5</td>
<td>3</td>
<td>24.2</td>
<td>0</td>
</tr>
<tr>
<td>Attendance of classes by lecturer</td>
<td>0</td>
<td>0</td>
<td>24.2</td>
<td>18.2</td>
<td>57.6</td>
<td>0</td>
</tr>
<tr>
<td>Variety of courses offered</td>
<td>0</td>
<td>6.1</td>
<td>3</td>
<td>57.6</td>
<td>30.3</td>
<td>3</td>
</tr>
<tr>
<td>Registration process</td>
<td>3</td>
<td>3</td>
<td>81.8</td>
<td>9.1</td>
<td>3.1</td>
<td>0</td>
</tr>
<tr>
<td>Marking of cats and exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring of competent staff</td>
<td>12.1</td>
<td>9.1</td>
<td>51.5</td>
<td>6.1</td>
<td>18.2</td>
<td>3</td>
</tr>
<tr>
<td>Provision of tools and equipment</td>
<td>6.1</td>
<td>0</td>
<td>75.8</td>
<td>6.1</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Training and development of staff</td>
<td>0</td>
<td>6.1</td>
<td>48.5</td>
<td>3</td>
<td>39.4</td>
<td>3</td>
</tr>
<tr>
<td>Salaries paid to staff</td>
<td>0</td>
<td>6.1</td>
<td>63.6</td>
<td>6.1</td>
<td>24.2</td>
<td>0</td>
</tr>
<tr>
<td>Methods of solving staff grievances</td>
<td>3</td>
<td>3</td>
<td>78.8</td>
<td>9.1</td>
<td>3</td>
<td>3.1</td>
</tr>
<tr>
<td>Rate of employee turnover</td>
<td>0</td>
<td>3</td>
<td>63.6</td>
<td>3</td>
<td>30.4</td>
<td>0</td>
</tr>
<tr>
<td>Recognition of best employees</td>
<td>9.1</td>
<td>3</td>
<td>39.4</td>
<td>6.1</td>
<td>42.4</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Research Data

There are also gray areas that need to move to the green areas. These include the registration process, provision of tools and equipment and the methods of solving staff grievances.
4.4.3. Area that need improvement

The opinion of the customers was sought on the areas of the institution needed to improve most. The various responses were that All areas 6.1 percent needed improvement while 12.1 percent think all areas are okay and there is no need to improve. Others are Computer lab 3 percent, Departments 6.1 percent, Finance 9.1 percent, Health unit 15.2 percent, Hostels 9.1 percent and the Library 36.4 percent. These points to high dissatisfaction level in the services offered by the library staff and the health unit. Figure 4.3.3-1 depicts the results graphically.

Figure 3-1: Areas that need improvement
### Area that need improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>12.1</td>
</tr>
<tr>
<td>Most of areas</td>
<td>3.0</td>
</tr>
<tr>
<td>Library</td>
<td>36.4</td>
</tr>
<tr>
<td>Hostels</td>
<td>9.1</td>
</tr>
<tr>
<td>Health unit</td>
<td>15.2</td>
</tr>
<tr>
<td>Finance</td>
<td>9.1</td>
</tr>
<tr>
<td>Departments</td>
<td>6.1</td>
</tr>
<tr>
<td>Computer lab</td>
<td>3.0</td>
</tr>
<tr>
<td>All areas</td>
<td>6.1</td>
</tr>
</tbody>
</table>

**Source:** Research Data

### 4.4.4. Overall rating

The overall rating of the customers was capped by the last two questions which sought the opinion of the customers on whether they would recommend the institution to a friend and if given a second chance they would enroll again at the institution.

Figure 4.3.4-1 and 4.3.4-2 show the pie chart obtained from the responses. A majority of the customers, 55 percent have indicated that they would recommend the institution to a friend while 58 percent indicated that they would enroll with the University if given a second chance.

**Figure 4-1: Recommending the institution**

**Source:** Research Data
The results from these two questions are encouraging but leave a lot of room for improvement of the indicated services in the previous section.

**Figure 4-2: enrolling again if given a second chance**

<table>
<thead>
<tr>
<th>Enroll again?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Research Data

**4.5. Relationship between Employee and Customer Satisfaction**

The following section analyses the relationship between employee and customer satisfaction using Multiple Linear Regression (MLR). The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study.

The first level was to establish the relationship by applying MLR to the independent (Recruitment, Motivation, Training and Development) and dependent (the opinion of the employees on customer satisfaction) variable on employee satisfaction. Similarly, the second level was to establish the student (Customer) satisfaction by applying MLR to the independent variables (recruitment, training and development etc) from the perspective of the students to the dependent variable (good mouthing by students). The researcher had used two dependent variables to elicit the desired reaction in the question: Would you recommend a friend to your institution? And given another chance would you still enroll at your institution? If the students (customers) are a satisfied lot then the researcher expects the students to:
(a) Saying positive things about the University to others
(b) Recommending the university or service to others
(c) Remaining loyal to the university. This can be demonstrated by expressing a preference for the university over others.

Table 4.1: Coefficient of Determination (R2)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.920</td>
<td>.846</td>
<td>.610</td>
<td>.80139</td>
</tr>
</tbody>
</table>

Source: Research Data

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (the relationship between employee satisfaction and customer satisfaction) that is explained by all the three independent variables (recruitment, motivation and training and development).

The three independent variables that were studied, explain only 84.6% of the relationship between employee satisfaction and customer satisfaction as represented by the $R^2$. This therefore means that other factors not studied in this research contribute 16.0% of the relationship between employee satisfaction and customer satisfaction. Therefore, further research should be conducted to investigate the other factors (16.0%) which contribute to the relationship between employee satisfaction and customer satisfaction.

Table 4.2: Multiple Regression Analysis
The researcher conducted a multiple regression analysis so as to determine the relationship between employee satisfaction and customer satisfaction and the three variable factors. As per the SPSS generated table 4.5, the equation \( Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon \) becomes:

\[
Y = 2.391X_1 + 2.281X_2 + 1.178X_3
\]

Where \( Y \) is the dependent variable (customer satisfaction), \( X_1 \) is the recruitment variable, \( X_2 \) is the training and development independent variable, \( X_3 \) is motivation variable.

According to the regression equation established, taking all factors (recruitment, training and development and motivation) constant at zero, the relationship between employee satisfaction and customer satisfaction will be 0.779. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in recruitment process will lead to a 4.592 increase in customer satisfaction. A unit increase in training and development will lead to a 4.489 increase in customer satisfaction; a unit increase in motivation of employees will lead to a 3.694 success on customer satisfaction. This infers that the type of recruitment process of employees in the organization contribute more to customer satisfaction.

At 5% level of significance and 95% level of confidence, recruitment process had a 0.059 level of significance, training and development had a 0.463 level of significance, and motivation of employees showed a 0.181 level of significant hence the most significant factor of the relationship between employee satisfaction and customer satisfaction.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction
The chapter focused on the data collected from the two distributed questionnaires which was coded then analyzed and interpreted according to the findings. This chapter dealt with the conclusions of the study, recommendations that would help improve employee satisfaction and customer satisfaction in the higher education sector and the limitations that were faced when carrying out the research.

5.2 Summary of the Findings

5.1.1 Recruitment and selection
While the advertisement of vacancies and conduction of interviews point to a normal distribution of the two variables, the selection of qualified candidates is skewed to the left. Further, the placement of candidates also is not normally distributed. The distribution curve for the job description points to normality. This may suggest that selection and placement is a gray area and points to employee dissatisfaction. The induction process is satisfactory although normalcy was not achieved.

5.1.2 Training and Development
The employees have registered dissatisfaction with the time and resources provided for training and development. The type and selection criteria of trainees are depicting extreme dissatisfaction and extreme satisfaction. These points to two distinct camps or groups where one group or camp is satisfied while the other is dissatisfied.

5.1.3 Motivation
Salary and benefits enjoyed by the employees are not comparable with similar organizations with dissatisfaction pointing to salary. This implies that the employees are fairly paid but enjoy more benefits than comparable organizations. Promotion and provision of tools and equipment is not satisfactory.

5.1.4 Communication
The employees have reported satisfaction with the flow of information, handling of grievances and the way job responsibility is defined and explained by their supervisor.

5.3 Conclusions
The study involved an investigation on the relationship between employee satisfaction and customer satisfaction. The main background dealt on the characteristics of the universities in the education sector and some of the activities that these universities engage in. Also stated in the background is the reason as to why the universities need to invest in their employees and if this investment help the employees when handling customers. It was from this curiosity that the research problem was developed.

Research objectives were then developed which were later used in preparing the literature review. This review discussed the various employee and customer satisfaction factors.问卷naires were then prepared based on the research objectives and stratified sampling was used as the sampling method.

The research findings revealed that universities' employee satisfaction shows both extremes of satisfaction and dissatisfaction. It also showed that customers (students) satisfaction levels are acceptable. The research also revealed that both the employees and the customers are both satisfied. Finally the results from the above two sections show that there is a relationship between employee satisfaction and the employee recruitment and selection, motivation and training and development. It was further shown that the customer (student) satisfaction was derived from proper recruitment process, training and development and motivation of employees. A significant positive correlation was found between employee satisfaction and customer.
5.4 Recommendation

a) In the case where management doesn’t support employee there will be problems in handling customers, it's recommended that the government together through the Ministries sensitize top management on how to increase and maintain employee satisfaction in the service industry.

b) Higher learning institutions should often train and develop employees in the service sector since it has been revealed that many employees do not get often training and development and this could be a major hindrance as they lend their service to customers.

c) Universities should also be sensitized on the need to fairly remunerate their employee and perhaps approach it with a more positive attitude. Since low levels of financial literacy can impact on the degree to which employees access formal sources of finance.

5.5 Suggestions for Further Research
Factors related to the choice between formal and informal communications to employee of higher institutions and Challenges faced by higher learning institutions in providing training and development to its employees.
REFERENCES


APPENDICES

Appendix I: Cover Letter

Dear sir/madam,

RE: EMPLOYEE SATISFACTION/CUSTOMER SATISFACTION SURVEY

You have been selected to participate in a study being conducted to investigate the relationship between the employee satisfaction and customer satisfaction in Kenyatta University, Main Campus. Kindly you are being requested to take your time to complete this questionnaire. The information you will give will be very vital to the success of this study whose result is meant to improve the satisfaction of University staff which will have an effect on customer satisfaction.

I am conducting this study to complete the requirements for the award of Masters in Business Administration (MBA) of Kenyatta University.

Your participation in this study is completely voluntary and will be strictly confidential. I thank you in advance for your cooperation and participation in this study.

Thank you.

Rose Mathenge
MBA Student
Appendix II: Employee Survey Questionnaire

Instructions: Kindly respond to the following questions as honest and accurate as possible. The information you will give will be useful for the purpose of this research.

SECTION A: General information

Please tick appropriately and indicate other responses required. This information will be kept strictly confidential and is collected for statistical purposes only.

1. What is your gender?
   [ ] Male  [ ] Female

2. What is your current age?
   [ ] 18 - 25 years  [ ] 26 - 40 years  [ ] 41 - 50 years  [ ] 51 - 60 years

3. How long have you worked in your current department?
   [ ] 0 - 3 years  [ ] 4 - 7 years  [ ] 8 - 11 years  [ ] more than 11 years

4. How long have you worked in your organization?
   [ ] 0 - 5 years  [ ] 5 - 10 years  [ ] 10 - 15 years  [ ] more than 15 years

5. What is your highest level of education?
   [ ] Primary school  [ ] Secondary school  [ ] certificate  [ ] Diploma  [ ] Bachelor
   [ ] Masters  [ ] Doctorate

SECTION B: Recruitment and Selection

6. In your own opinion please indicate the extent to which you are satisfied with the following practices in your organization, using the scale below:

   1 To no extent at all  
   2 To a very little extent  
   3 To some extent  
   4 To a great extent  
   5 To a very great extent

<table>
<thead>
<tr>
<th>A. Recruitment and Selection</th>
<th>To no extent at all</th>
<th>To a very little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way job vacancies are</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

58
<table>
<thead>
<tr>
<th>advertised</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduction of job interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of qualified candidates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement of successful candidates</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Training and Development**

Your job description

Induction process

Time and resources provided for training and development

The type of selection criteria of trainees

**C. Motivation**

Your salary comparing with those at the same level of responsibility elsewhere

Your benefits with those at the same level in KU

Provision of tool and equipment

The type of promotion criteria

**D. Communication**

Information flow from top management

Grievance handling procedure in the institution

The way job responsibility is defined and explained by my supervisor

7. In your own opinion do you think the customers in your organization are satisfied and to what extent?

[ ] To no extent at all  [ ] To a very little extent  [ ] To some extent  [ ] To a great extent  [ ] To a very great extent

60
8. In your own opinion to what extent do the following practices influence service delivery in your organization, using the scale below:

1 To no extent at all 2 To a very little extent 3 To some extent 4 To a great extent 5 To a very great extent

<table>
<thead>
<tr>
<th>a) Recruitment and Selection</th>
<th>To no extent at all</th>
<th>To a very little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way job vacancies are advertised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduction of job interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of qualified candidates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement of successful candidates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Training and Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your job description</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and resources provided for training and development</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The type of selection criteria of trainees</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your salary comparing with those at the same level of responsibility elsewhere</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Your benefits with those at the same level in KU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of tool and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The type of promotion criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information flow from top management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grievance handling procedure in the institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The way job responsibility is defined and explained by my supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What areas do your organization excels in satisfying you?

Thank you
Appendix III: Customer survey Questionnaire

Questionnaire No: ———

Instructions: kindly respond to the following questions as honest and accurate as possible. Please tick appropriately.

Part I

1. What is your gender?
   [ ] Male  [ ] Female

2. What is your current age?
   [ ] 18 – 25 years  [ ] 26 – 40 years  [ ] 41 – 50 years  [ ] 51 – 60 years

3. What is your Level of study?
   [ ] Certificate  [ ] Diploma  [ ] Bachelor’s level  [ ] Postgraduate

4. What is your current year of study?
   [ ] 1st year  [ ] 2nd year  [ ] 3rd year  [ ] 4th year  [ ] 5th year

Part II

5. In your own opinion please indicate the extent to which you are satisfied with the following services in your institution, using the scale below:
   1 To no extent at all  2 To a very little extent  3 To some extent  4 To a great extent  5 To a very great extent

<table>
<thead>
<tr>
<th>Services</th>
<th>To no extent at all</th>
<th>To a very little extent</th>
<th>To some extent</th>
<th>To a great extent</th>
<th>To a very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of content by lecturers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
methods

| Availability of learning resources |  |  |  |  |
| Attendance of classes by lecturers |  |  |  |  |
| Variety of courses offered |  |  |  |  |
| Registration process |  |  |  |  |
| Marking of cats and exams |  |  |  |  |

6. In your own opinion do the following human resource practices affect service delivery in your institution and to what extent, using the scale below:

1 To no extent at all  
2 To a very little extent  
3 To some extent  
4 To a great extent  
5 To a very great extent

<table>
<thead>
<tr>
<th>Hiring of competent staff</th>
<th>To no extent at all (1)</th>
<th>To a very little extent (2)</th>
<th>To some extent (3)</th>
<th>To a great extent (4)</th>
<th>To a very great extent (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of tools and equipment to staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and development of staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries paid to staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of solving staff grievances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate of employees turnover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition of the best employees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Would you recommend a friend to your institution?  [ ] No  [ ] Yes

8. Given another chance would you still enroll at your institution?
   [ ] No  [ ] Yes

9. What areas of your institution do you think improvement is needed most?

..............................................................................................................................................

Thank you.
## Appendix IV: Research budget

<table>
<thead>
<tr>
<th>Activity</th>
<th>No. of items</th>
<th>Cost per item (Ksh.)</th>
<th>Total cost (Ksh.)</th>
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</thead>
<tbody>
<tr>
<td>Typing and printing</td>
<td>10000</td>
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<td>10000</td>
</tr>
<tr>
<td>Questionnaire piloting</td>
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<tr>
<td>Stationary</td>
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<tr>
<td>Photocopying</td>
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<tr>
<td>Transport</td>
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<tr>
<td>Meals</td>
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<td>Data analysis</td>
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<td>Air time cost</td>
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<td>Project preparation</td>
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<td><strong>TOTAL BUDGET</strong></td>
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<td><strong>73000</strong></td>
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*Source: Researcher 2010*
## Appendix V: Work plan

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<th>ACTIVITY</th>
<th>AUGUST 2010</th>
<th>SEPTEMBER</th>
<th>NOVEMBER</th>
<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>DECEMBER</th>
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<tbody>
<tr>
<td>Proposal preparation and Literature review</td>
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<td>Presentation &amp; Defense of the proposal</td>
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<td>Prepare and present first Report</td>
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Source: Researcher 2010