

**A COMPARATIVE STUDY OF FACTORS INFLUENCING EQUAL  
EMPLOYMENT OPPORTUNITIES PRACTICES IN PUBLIC UNIVERSITIES**

**(A Case Of Non-Teaching Staff in U.O.N, K.U and J.K.U.A.T)**

**BY**

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## DECLARATION

This project report is my own work and has not been presented for examination in any study program of/and or any degree in any other university. No part of this proposal may be reproduced without the prior permission of the author and/or Kenyatta University.

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*A comparative study  
of factors*



2009/338376

## **DEDICATION**

I dedicate this research project report to my loving husband Gabriel my daughter Melody and my son Emmanuel. Thank you for your support.

## ACKNOWLEDGEMENT

More people than I can possibly hope to thank here have contributed to the completion of this research project. An academic endeavor of this magnitude cannot be attained single handedly. It calls for consolidated support from intellectual authorities, colleges, family members and friends.

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## ABSTRACT

The promise of equal opportunity is a legal right afforded to all of our nation's workers and job applicants, and should be woven into the fabric of every organisation's dream. This is the only way individuals workers would be helped realize their dream. Equal opportunity in the Kenyan workplace is a matter of social justice and a national economic imperative.

Kenyan public Universities plays an important leading role in today's global marketplace. To continue that role, we must make full use of the University's human capital by promoting workplace practices that allow all workers to achieve their highest potential. Today's emerging workplace issues are vastly different from those of a decade ago the condition is affected by Technological advancements, unprecedented economic growth, the globalization of world markets and profound demographic shifts which are reshaping the workplace.

All institutions of higher learning should be committed to maintaining an inclusive community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of their goal of academic excellence, the universities should seek to develop and nurture their diversity. Diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

The Universities should promulgate policies and programs to ensure that all persons have equal access to its employment opportunities. All aspects of the employment relationship, including recruitment, selection, hiring, training, professional development, tenure, promotion, compensation, and separations, should be administered in accordance with the

"Statement of Principles and Values" and this equal employment opportunity policy. Additionally, Universities are to promote the full realization of equal employment opportunity through a comprehensive affirmative action program applying to all units.

This study is an investigation the factors that affect equal employment opportunity practices for non-teaching staff in the institutions of higher learning as stated in the Act of Employment. The equal opportunity policy should spell out the organizations determination to give equal opportunities to all, irrespective of sex, race, creed and marital status. It could also state that the organization will use its best endeavors to provide equal opportunities to for all. (Armstrong 2003).

This study targeted the non-teaching staff of three public universities near Nairobi, which include Nairobi University, Jomo Kenyatta University of Agriculture and Technology (JKUAT), and Kenyatta University (KU). The study will focus on those in the middle and senior level cadres. This is a comparative study that analyzes and evaluates the factors that influence EEO practices in various public universities. This study was aimed at collecting qualitative information that captures the experience of staff in the workplace and provides insight into the nature and causes of inequitable access to employment opportunities that can be used in EEO planning in public Universities. The study is a descriptive survey research. In the study both secondary and primary data was used. Data collected was analyzed using both descriptive and inferential analysis. The findings of the research are expected to be useful to relevant authorities concerned with regular review of Universities management policies.

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## DEFINITION OF OPERATION TERMS

In this study unless the context otherwise require:

WORD	MEANING
<b>Non-Teaching staff:</b>	Employees employed in the University to provide administrative support in the running of the university.
<b>Culture:</b>	Culture can be defined as a system of norms, attitudes values, beliefs and customs that govern the behaviour of people within an organization
<b>Equal Employment Opportunity</b>	Equal Employment Opportunity (EEO) is about making sure that workplaces are free from all forms of discrimination and harassment by having workplace rules, policies, practices and behaviours that are fair and do not disadvantage people because they belong to particular groups. In such an environment, all workers are valued and respected and have opportunities to develop their full potential and pursue a career path of their choice
<b>Discrimination</b>	It is treatment that is obviously unfair. giving preference of employment to one group of people over another; giving access to training and development of one category of staff in preference to another. Discrimination is treating someone unfairly or inequitably because they belong to a particular group.
<b>Diversity</b>	Recognizing and valuing differences in our employees and using those differences to make the organization more efficient and effective.
<b>Disability</b>	A physical or mental impairment, which substantially limits one or more major life activity.

## **ACRONYMS AND ABBREVIATIONS**

<b>EEO:</b>	Equal employment opportunity
<b>EOS:</b>	Equal opportunities standards
<b>EPA:</b>	Equal pay Act
<b>EEOC:</b>	Equal employment opportunity commission.
<b>JKUAT:</b>	Jomo Kenyatta University of Agriculture and Technology
<b>KU:</b>	Kenyatta University
<b>U.O.N:</b>	University of Nairobi
<b>ILO:</b>	International Labour Organisation
<b>UNTESU:</b>	University non-teaching staff Union
<b>KUDHEHIA:</b>	Kenya Union of Domestic, Hotel, Educational Institutions, Hospitals and allied workers.
<b>HR:</b>	Human Resource
<b>NSW:</b>	New South Wales

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 BACKGROUND OF THE STUDY

The genesis of public Universities in Kenya can be traced back to the early 60s when the University of Nairobi then known as Royal Technical College was transformed into the second University College in East Africa on 25th June 1961. Other public Universities established since then include Kenyatta University, Moi University, Egerton University, Jomo Kenyatta University of Agriculture and Technology and Maseno University.

As provided by the Act of parliament the President of the Republic of Kenya appoints the Chancellors of the Universities who are the heads of the University. The public Universities have for a long time relied on Government funding till late 90s when the self sponsored University courses were introduced due the growing demand of higher education, this has allowed the universities to generate income that subsidises the government funding.

There has been rapid growth in public universities and this has led to increased demand of personnel for both teaching staff and the non-teaching staff. This study is focused on the six public universities that have a workforce of about sixteen thousand (16,000) employees, Five thousands (5,000) being the Teaching staff and eleven thousands (11,000) being the non-teaching staff. The study will deal mainly with the non-teaching staff.

Each Public University has a major challenge of managing large numbers of the non-teaching staff that comprises of the largest population of its employee. This group of staff is further broken down into various categories such as unskilled and semi skilled workers, middle grades, senior library, technical and administrative staff. This therefore calls for well established work policies and procedures that ensure that the Human Resource is well catered

for by providing work policies and procedures that are fair and allow for equitability in employment opportunities.

The continued litigations in Industrial courts from various categories of staff represented by their Unions such as KUDHEHIA, UNTESU is enough evidence that the non teaching staff in public universities have grievances related to the HR practices.

In this age of competition with the private universities, the public universities must also realize the need to develop and recognize every staff member; and encourages each individual to strive to reach his or her own potential, this the only way that the public universities will have a motivated and productive manpower, for the success of the entire operation of the university.

Each public University may have its unique way of handling the Human Resource matters, however the purpose of this is to find out whether public universities give equal employment opportunities in regard to HR practices to all its staff and what are the factors that influence EEO practices in public universities.

## 1.2 STATEMENT OF THE PROBLEM

As noted in the background of the study the rapid growth in public universities has called for increased demand of personnel not only for the teaching staff but also the non-teaching staff who offer the required support in learning institutions. The questions are, are the universities management prepared for this rapid personnel growth? Are there are clear-cut work policies and procedures in regard to training, career development, promotion and compensation for the non-teaching staff in the universities?

There has been a continued complaint by the non-teaching staff of inequitable access in most aspects of employment relationship and particularly training, professional development, promotion and compensation in public universities. The public universities work policies and procedures do not satisfactorily cater for all categories of staff. The culture in the public university is that which do not fully realize the input of the non-teaching staff towards the progression of the university mandate.

All employees should also be given equal opportunities for training and development. While there is elaborate training, scholarships and sponsorship opportunities for academic staff the same is lacking for the staff under consideration in most public universities. Most staff in this category have not had opportunities for further training or development. Training for staff policies also need to be examined since training provides access to promotion and every member of staff should have equal opportunities for training, scholarships or sponsorships that are made available.

Many staff members in the universities are not clear of what is expected of them due to the different forms of promotion/appointment criteria and the varying academic and professional requirements of the various categories of staff under consideration. The appraisal systems

within the university are not regular or systematic and are likely to contribute to unequal employment opportunity and this lead to a de-motivated, unproductive workforce.

There are distortion and discrepancies in the compensation of mainly the middle level non-Teaching staff at the country's six public universities. UNTESU, the non-teaching staff union is demanding that salaries be regularized and rationalized since some of their members earned less than their juniors.

This therefore points out on unsuitable working conditions that lead to staff being de-motivated and therefore affecting the overall performance of the public universities in business efficiency, competitiveness and profitability. Every staff member is a critical strategic asset to the University goal and necessary for corporate success. A management concerned to reinforce equal opportunity policy must not only check its formal procedures but must discover by a process of questioning what is really going on, what are the real reasons for the perpetuation of discrimination.

The purpose of this study is therefore to find out the emphasis given by top management on the non teaching staff on EEO in all aspects of the employment relationship and particularly training, professional development, promotion and compensation. The focus will mainly be on the middle level and the senior level staff. And establish the factors that affect EEO practices in public Universities.

### **1.3 OBJECTIVE OF THE STUDY**

#### **BROAD OBJECTIVE**

This study was carried out with the main purpose of investigating the factors that influence effectiveness of Equal employment opportunity practices in public universities.

The specific objectives of the study are:

- i. To find out whether EEO strategies for are included in corporate planning of public universities.
- ii. To identify the discrepancies that exists in various public universities in regard to EEO for the non-teaching staff.
- iii. To find out whether top leadership influences EEO practices.
- iv. To find out if there are workplace cultures (behaviors and practices) that hinder Equal employment opportunity for the non-teaching staff.
- v. To investigate whether non-teaching staff are given EEO when it comes to employment relationship aspects such as training, promotion and compensation.
- vi. Investigate whether there are employment policies and procedures that allow for discriminatory workplace practices for the non-teaching staff.
- vii. To identify the environmental changes that influences EEO demands for non-teaching staff.

#### **1.4 RESEARCH QUESTIONS**

**The study will seek to address the following questions.**

- i. Do the public universities include EEO strategies in corporate planning?
- ii. Are there discrepancies that exist in various public universities in regard to EEO for the non-teaching staff?
- iii. Does top leadership influences EEO practices?
- iv. Are there workplace cultures (behaviors and practices) that hinder Equal employment opportunity for the non-teaching staff?
- v. Are the non-teaching staff are given EEO when it comes to employment relationship aspects such as training, promotion and compensation?

- vi. Are there employment policies and procedures that allow for discriminatory workplace practices for the non-teaching staff?
- vii. Do the environmental changes influence EEO demands for non-teaching staff?

## **1.5 THE SIGNIFICANCE OF THE STUDY**

The findings of this study will provide invaluable information to the following interested parties;

- i. Top management in public Universities would use the information to plan effectively and formulate strategies for Equal employment opportunities for all staff.
- ii. It will act as a non- technical introduction to this topic, which will enable those in industry and government as well as students to understand the topic better.
- iii. It will provide vital information to all the groups both National and International Agencies on specifically Equal Employment Opportunities in work places.
- iv. Is to identify those practices that would be seen to be fair and non- discriminatory or without harassment in work place.
- v. The study will be of use to other public universities in other parts of the world, other public institutions of learning, Government of Kenya through Ministry of Education, Commission of Higher Education and donor communities
- vi. Enlighten the University community on their role and responsibility to maintain an all inclusive, fair and non-discriminatory workplace.
- vii. Give the policy and scholarly communities new tools for assessing the factors that affect equal employment opportunity practices that would form a basis of change of Public institution of higher learning.

## **1.6 SCOPES AND LIMITATION OF STUDY**

The study is limited to the main campuses of three public universities within Nairobi Area. This will include University of Nairobi (Main campus), Jomo Kenyatta University of Agriculture and Technology (JKUAT) (Main campus), and Kenyatta University (KU) (Main

campus),. The study is focused on the senior and middle level non-teaching staff in the three public universities.

### **LIMITATIONS OF STUDY**

1. Due to financial constraints and other logistics, the study did not include all public Universities. However generalization can be made to other institutions but with a caution as each university has a different approach regarding handling human resources matters.
2. The busy schedule of staff limited responses, however the researcher will assured them that only little of that time will be taken. For those who were not available to respond substitution arrangements were made.
3. Some respondents were constrained by the University policies of not disseminating information that is considered confidential.
4. Some staff feared that the study will expose them and their views to top management. The questionnaires were made anonymous to encourage honesty. They were also assured of confidentiality.
5. Some of the respondents misplaced the questionnaires and therefore delayed the process of acquiring the required information. However new questionnaires were issued.

### **1.7 ASSUMPTIONS OF THE STUDY**

The researcher operated within the following assumptions;

- i) The respondents will provide honest and sincere views.
- ii) The respondents will be co-operative and avail the required data during data collection.
- iii) Will investigate factors that affect EEO practices in public Universities.
- iv) The information to be gathered from the field will be of great help to the policy makers and other interested groups.

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

#### Introduction

The chapter will review literature related to EEO, workplace Discrimination, factors influencing EEO practices and expected outcomes in EEO strategies.

#### 2.1 EQUAL EMPLOYMENT OPPORTUNITY (EEO)

Equal Employment Opportunity (EEO) is about making sure that workplaces are free from all forms of unlawful discrimination and harassment. This means having workplace rules, policies, practices and behaviours that are fair and do not disadvantage people because they belong to particular groups. In such an environment, all workers are valued and respected and have opportunities to develop their full potential and pursue a career path of their choice. NSW Public Sector, (2002).

The challenges of discrimination in the labour market that encircle equality of opportunity in promotion, training and recruitment have been persistent and this end up affecting the performance of staff and de-motivating work force in the work place. The EOS has stressed the importance of all relevant parties including government department nationalized industries, local Researcherities, professional organization of the employers and trade unions, playing a positive role in implementation of equality of opportunity rather than merely compliance with the law. Brian & Peter; (1982).

The Civil Rights Act targeted discrimination in the workplace. Discrimination is treating someone unfairly or inequitably because they belong to a particular group. It is unlawful to discriminate against people on the grounds of their race, colour, nationality, descent, ethnic or ethno-religious background or because of their relatives, friends or work colleagues. ILO (1998). Discrimination occurs when an employee suffers unfavorable or unfair treatment due

to their race, religion, national origin, disabled or veteran status, or other legally protected characteristics. This group could also include employees who suffer reprisals for opposing workplace discrimination or for reporting violations to the Researcherities. Federal law prohibits discrimination in a number of work-related areas, including recruiting, hiring, job evaluations, promotion policies, training, compensation and disciplinary action.

Discrimination can be direct or indirect. Direct discrimination is easily recognized. It is treatment that is obviously unfair. Examples of direct discrimination include: giving preference of employment to one group of people over another; giving access to training and development of one category of staff in preference to another. (Studholme, 1994).

Discrimination may also be indirect and, therefore, not as easily recognized. Indirect discrimination means treating someone according to the requirements or rules that are the same for everyone, but have disproportionate effect on a particular group, even if there was never any intention to discriminate. For example, not considering an employee's overseas skills and training when determining his or her level of pay. NSW Government Personnel Handbook, (2002).

Articles 70 to 86 of the current Constitution of Kenya deal with fundamental rights.

Basically the Constitution guarantees fundamental rights and freedoms of the individual.

Among these fundamental rights, a range of general principles underpinning labour rights are anchored in the Constitution itself. The Constitution provides for principles, such as the prohibition of inhuman treatment (Art. 74) and the protection from slavery and forced labour (Art. 73). Related to an employee's freedom are also the protection of right to personal liberty (Art. 72), his or her freedom of movement (Art. 81), and the protection from discrimination (Art. 82). Art. 82 (3) specifies the anti-discriminatory provision prohibiting different treatment on the enumerative grounds of race, tribe, place of origin

or residence or other local connection, political opinions, colour, creed or sex. (Current Constitution of Kenya)

According to the United States Equal Employment Opportunity Commission the Discriminatory Practices Under Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA), and the Age Discrimination in Employment Act (ADEA), it is illegal to discriminate in any aspect of employment, including:

- hiring and firing;
- compensation, assignment, or classification of employees;
- transfer, promotion, layoff, or recall;
- job advertisements;
- recruitment;
- testing;
- use of company facilities;
- training and apprenticeship programs;
- fringe benefits;
- pay, retirement plans, and disability leave; or
- other terms and conditions of employment.

Discriminatory practices under these laws also include:

- harassment on the basis of race, color, religion, sex, national origin, disability, or age;
- retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and

- denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

**Fig. 2.1 MAJOR FEDERAL LAW GOVERNING EQUAL EMPLOYMENT OPPORTUNITY (EEO)**

<b>Major Equal opportunity Law</b>	<b>Objectives</b>	<b>Jurisdiction</b>
Equal Pay Act	Equal pay for equal work regardless of sex	Employers engaged in Interstate commerce and most employee of federal state, and local government
Title VII of civil Rights Act (1964) as amended in 1972	EEO for different races, colors, religions, sexes and National origins	Employer with fifteen or more employees, unions, employment agencies, union hiring hall, institutions of higher education, federal state and local governments
Age Discrimination in employment Act (1967) (amended from age 65 to 70 in 1978)	EEO for ages 40 to 70	Employer with twenty or more employees, unions, employment agencies, union hiring hall, institutions of higher education, federal state and local governments
Vocational Rehabilitation Act (1973)	EEO and reasonable affirmative action for handicapped people	Federal government agencies and government contracts of \$2500 or more
Pregnancy Discrimination Act (1978)	EEO during pregnancy	Same as the civil rights act

*Source: Keith Davis and John W. Newstorm, Human Behavior at work: Organization Behavior (New York: McGraw-Hill Company 1985), p. 402*

## **2.2 FACTORS AFFECTING EEO PRACTICES**

There are various factors that affect EEO practices in every organization, this study looks at factors such as corporate planning, Organisation structure, leadership, culture, environments, work policies and procedures and funding.

### **2.2.1 THE ROLE OF CORPORATE PLANNING IN EEO PRACTICES**

Drucker defined Corporate Planning as the continuous process of making present risk-taking decisions systematically and with the greatest knowledge of their futurity; organising systematically the efforts needed to carry out these decisions, and measuring the results of these decisions against the expectations through organised, systematic feedback. Corporate planning is the basic process by which we can use to see our EEO goals and determine the means to achieve them. It is thus concerned with ends, means, and conduct.

Corporate planning forms the basis from which all future management actions arise, and the manager who ascertains and knows what goals to establish and what steps must be taken to achieve desired results, what results must be attained, and what basic elements will be required is reasonably certain to gain greater accomplishments than if he operated on a day-to-day, a guessing, or a hit-or-miss basis. George R. Terry (1968).

A study done by Jahan shows there is urgent need to integrate the EEO management plan into broader University strategic planning process. It is worth looking at what 'integration' might mean. Jahan makes a useful distinction between two ways in which an EEO agenda might be integrated or 'mainstreamed'. One is 'add-on' and the other 'agenda-setting', with the latter implying 'a more transformative approach whereby adopting [EEO] issues and concerns would promote a fundamental change in the mainstream' Razavi and Miller, (1995).

Such a change is the organizational aim underpinning the EEO function. The institutionalization (or 'mainstreaming') of EEO would, ideally, lead to a situation where direct, indirect and systemic discrimination are being carefully addressed, over time, through organizational decision-making and planning processes in every part of the university.

It is important to note that the organization Mission and Vision that is what the organization exists for may dictate the EEO strategic decisions it takes.

### **2.2.2 THE ROLE OF ORGANISATION STRUCTURE IN EEO PRACTICES**

An organization structure plays an important role in organization effectiveness. An effective organization structure facilitates the completion of tasks derived from the strategy chosen by the organization to achieve its objectives. An organization structure conveys how work is divided and assigned to people and how activities of people performing their duties are coordinated. The nature of work is determined by the firm's organization strategy and the organization structure must follow the firm's organization strategy, e.g. a firm that has a simple business will use the functional structure, as it grows and gets new businesses it will adopt the multidimensional structure. Cythia Hardy (1999).

The more the organizational structure is suited to the firm's current strategy the easier the task of strategy implementation. A functional organization structure tends to be effective in EEO strategy implementation. Whenever a firm's critical tasks and key activities revolve around well-defined skills and areas of specialization, there is in-depth specialization and focused concentration on performing the development of a distinctive competence. Generally speaking, organizing by functional specialties promotes full utilization of the most up-to-date technical skills and helps a business capitalize on the efficiency gains to be had from using specialized manpower, facilities, and equipment.

Organisations are to maintain a reporting structure that provides the organisation's staff with regular access to the organisation head and other senior management officials for reporting on the EEO effectiveness, efficiency and legal compliance.

### **2.2.3 THE ROLE OF LEADERSHIP IN EEO PRACTICES**

According to Kent (1998) public universities like any other organization are complex. In a study of three Mexican public universities Kent concludes that management reforms and renewal of leadership are crucial preconditions for rebuilding institutional capacity. It takes successful leaders to push the process in a new direction and grasp the opportunities to institutionalize new values. The leader will have to capitalize the experience of those who have participated in EEO reforms and recruit new talents to begin supplanting members of old guard.

Any strategy no matter how well conceived is doomed to failure unless it is effectively implemented. The role of a leader in EEO practices is to Demonstrate Commitment in EEO Leadership. The organisation heads and other senior management officials must to demonstrate a firm commitment to equality of opportunity for all employees and applicants for employment. Even the best workplace policies and procedures will fail if they are not trusted, respected and vigorously enforced. Leaders must translate equal opportunity into every day practice and make those principles a fundamental part of agency culture.

This commitment to equal opportunity must be embraced by leadership and communicated through the ranks from the top down. It is the responsibility of each head to take such measures as may be necessary to incorporate the principles of equal employment opportunity into the organizational structure. NSW Government Personnel Handbook, (2002).

According to a study by New South Wales government Sydney (2000) examples of EEO strategies that a leader who values EEO practices would be involved in will include:

- Include EEO outcomes in business planning
- Set targets for EEO group representation and distribution
- Insist on EEO group representation on decision-making bodies
- Promote diversity in management teams
- Enforce merit-based selection
- Set and monitor EEO accountabilities for senior executives
- Personally communicate EEO progress and hear employees' views
- Endorse fair grievance and harassment policies and procedures, and monitor results
- Researcherize work and family policies and provisions
- Researcherize resources for EEO group development and targeted recruitment
- Intervene to ensure retention of EEO groups during restructuring

In a study by Inter- University council of E.A ( 2002/3) it was found out that African Universities and their leadership need to be reengineered to make them more focused, efficient and effective. That there is urgent need and demand for leadership and management training for leaders and senior Administrators of various universities in the region.

## **2.2.4 THE ROLE OF ORGANISATION CULTURE IN EEO PRACTICES**

The effectiveness of EEO strategies is influenced by the organization culture. Organization Culture affects the way the managerial functions of planning, organising, staffing, leading and controlling are carried out. According to Heinz and Harold (1993) Culture is the general pattern of behaviour, shared beliefs, and values that members have in common. Culture can be inferred from what people do and think within an organization setting.

Herskovits has defined culture as that complex whole, which includes knowledge, belief, art, morals, customs, and any other capabilities and habits acquired by man as a member of society. Corporate culture can be defined as a system of norms, attitudes values, beliefs and customs that govern the behaviour of people within an organization. It is the sum total of how people in an organization think and act as member of the organization.

Members of an organization often take its culture for granted and do not truly evaluate its impact on decisions, behaviors, and communication or consider the symbolic and structural boundaries of organizational culture until external forces test it. Therefore, when initiating transformation efforts it becomes critical to understand and explicate the values and personal meanings that define organizational culture.

One way to think about corporate cultures was suggested by Jeffrey Sonnenfeld and included four typed of culture-base ball team, club, academy, and fortress. Each culture has somewhat different potential for supporting s healthy, successful company and has a different impact on the satisfaction and careers of employees.

**Fig. 2.2 ENVIROMENTALLY ADAPTIVE VERSES UNADAPTIVE CORPORATE CULTURE**

	<b>Adaptive corporate Culture</b>	<b>Unadaptive Corporate Cultures</b>	<b>Environmentally Adaptive versus Unadaptive Corporate Cultures</b>
<b>Visible behavior</b>	Managers play close attention to all their constituencies, especially customers, and initiate change when needed to serve their legitimate interests, even if it entails taking some risks.	Managers tend to behave somewhat insularly, politically, and bureaucratically. As a result, they do not change their strategies quickly to adjust to or take advantage of changes in their business environments.	
<b>Expressed Values</b>	Managers care deeply about customers, stockholders, and employees. They also strongly value people and processes that can create useful change (e.g., leadership initiatives up and down the management hierarchy).	Mangers care mainly about themselves, their immediate work group, or some product (or technology) associated with that workgroup. They value the orderly and risk-reducing management process much more highly than leadership initiatives.	

*SOURCE: John P.Kotter and James L. Heskett, Corporate Culture and performance (New york: The Free Press, 1992), 51.*

The importance of organization culture for implementing culture is that it influences the behavior of employees, and motivates them to achieve or suppress organization objectives.

Culture is an important ingredient in success of an organization. However an ingrained culture could suggest an inability to challenge existing ways of looking at the environment and firms need to question that basic culture from time to time to ensure it does still meet their needs (G.A Cole) 2003.

The corporate culture of a firm can be a major strength if it is consistent with its organization EEO strategy. However managers will experience difficulty implementing a strategy at odds with the corporate culture.

EEO Strategists cannot ignore organization culture because it will have a significant impact on the success or failure of EEO strategy. EEO strategists must recognize the major shifts that in the firm's organization strategy (Social, corporate, business, or functional) will require supportive corporate culture that may be radically different from the old corporate culture and that steps must be taken to cross-gaps between the current and the needed culture.

Organizational culture can facilitates or hinders the firm's strategic actions. Recent study shows that firms with strategically appropriate culture out performed selected other corporation with less appropriate culture

Illustrations of organization culture are listed in the table below. Given a choice, most people would probably prefer to work in an organization such as environment B, in which one can participate in Decision making process, one is evaluated on the basis of performance criteria rather than friendship, one has open communication channels in all direction, and one has the opportunity to exercise great deal of self control.

**Fig. 2.3 ILLUSTRATION OF ORGANISATION CULTURE AND MANAGEMENT**

**PRACTICE**

ENVIROMENT A	ENVIROMENT B
<b>PLANNING</b>	
Goals are set in an autocratic manner Decision Making is Centralized	Goals are set with great deal of participation Decision making is Decentralized
<b>ORGANIZING</b>	
Researcherity is centralized Researcherity is narrowly defined	Researcherity is decentralized Researcherity is broadly defined
<b>STAFFING</b>	
People are selected on the basis of friendship Training is a narrow defined speciality	People are selected on the basis of performance criteria Training is in many functional areas
<b>LEADING</b>	
Managers exercise directive leadership Communication flow is primarily top-down	Managers practice participative leadership Communication flow is top-down, bottom-up, horizontal, and Diagonal
<b>CONTROLLING</b>	
Superiors exercise strict control Focus is on financial criteria	Individuals exercise a great deal of self-control Focus is on multiple criteria

*Source: Heinz Wehrich and Harold Koontz, Management: A Global Perspective (New York: McGraw-Hill Company 1993), p. 334*

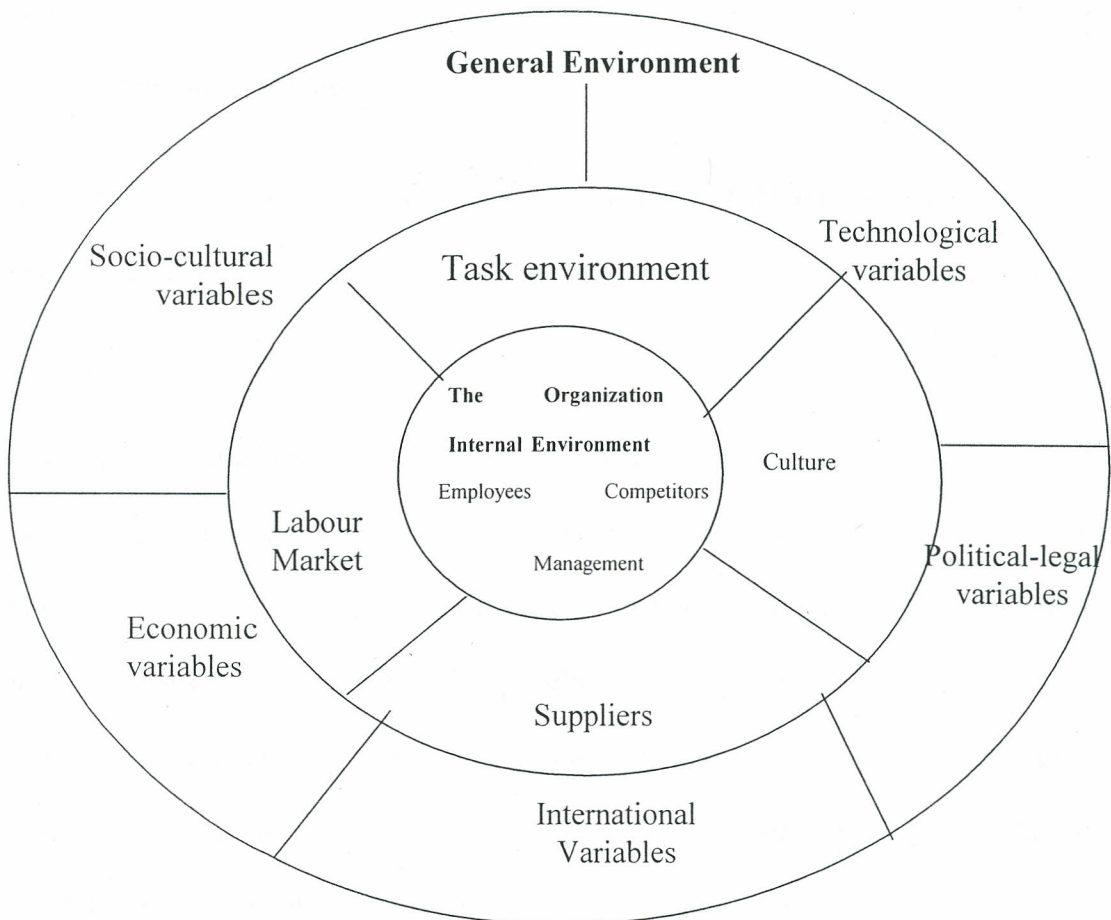
According to a study Larry N. Vanderhoef in his Article on Returning to Our Roots, (2000).

He writes "Our campus cultures are fragmented from decades of operating in diverse arenas where the academic traditions of the past attempt a peaceful co-existence with a future that pulls us in multiple directions. The "uni-versity" has become a collection of city-states departments, disciplines, and cultures that, too often, operate in a vacuum with little common direction. Now, as we embark on a new century, it is time we re-examine the cultural core of our institutions and make a commitment to work toward repairing the fragmentation that threatens to impede our ability to effectively serve the public."

### 2.2.5 THE ROLE OF ENVIRONMENTS IN EEO PRACTICES

Both organizational internal and external environments influence EEO practices. The external environments includes all elements existing outside the boundary of the organization that have the potential to affect the organization. The environment includes the competitors, resources, technology, and the Economic condition that influence the organization. The external environment can be further conceptualized as having two layers: general and task environment as illustrated in **Fig. 2.5**

**FIG. 2.4 LOCATION OF THE ORGANIZATION'S GENERAL, TASK, AND INTERNAL ENVIRONMENTS**



*Source: Richard L. Daft, Management: Fourth Edition (The Dryden Press any 1997), p. 75*

The general environment includes social, demographic, and Economic factors that affect EEO equally. The dimensions of general environment include international, technological, social cultural, economic and legal-political. These events do not directly change day-to-day operations. The task environment is closer to the organization and includes competitors, suppliers, and customers.

The organization has an internal environment, which includes elements within the organization's boundaries. It is composed of current employees, management, and organization culture. According to Kent (1998), like any other organization, public universities are complex, messy, and strewn with ambiguities. Skepticism about the ability of public universities to change are not uncommon and the society continue to demand better, quality and ample coverage.

#### **2.2.6 THE ROLE OF WORK POLICIES AND PROCEDURES IN EEO PRACTICES**

This includes control systems such as reward systems, pay incentives, budgets for allocating resources, information systems, and the organization rules policies and procedures.

The HR policies are continuing guidelines on the approach the organization intends to adopt in managing its people. A policy provides general guidelines concerning various aspects of employment. A procedure spells out precisely what action should be taken in line with the policy. (Armstrong 2003). HR policies help to ensure that when dealing with a matter concerning people an approach in line with corporate value is adapted through out the organization. They are meant to provide equity in the way people are treated. According to Armstrong employment policies cover the following areas, HR planning, Quality of employees, promotion, employability, equal opportunities, etc. According to Heinz and Harold (1993), Rules spell out specific required action or nonaction, allowing no discretions.

They are usually the simplest types of plans. Procedures are plans that establish a required method of handling future activities. They are chronological sequences of requires action.

Equal Employment Opportunity is an important element of people management practice, which is fundamental to business performance. Fair policies and procedures form the basis of good people management and acceptable conduct in workplace. Transparency, Integrity and fairness in process and outcomes reduce internal conflicts, creating an organizational climate conducive and productivity. NSW Government Publication,( 2001).

According to recommendations by NWS Publication, (2001). People management policies should be regularly reviewed to match EEO objectives, in particular to ensure that policies and procedures do not result to unlawful direct and indirect discrimination. This include policies and procedures affecting: Promotions, open competitive and merit-based recruitment and selection, performance management, study leave, sick leave, termination of employment, workload agreement, job evaluation, codes of conduct, workplace communication, voluntary redundancy etc.

According to state Service Commission Report of 1997,Bias can occur at either the design or implementation stage of human resource policies and practices, or at both. This means that evaluation of existing policies and practices has to include both stages to be effective in identifying both areas for improvement and gaps where new policies and practices are required. However, there was evidence that, in general, this was not being done and that departments were continuing to introduce new policies and practices without much evaluation of those already in existence.

### **2.2.7 THE ROLE OF FUNDING AVAILABILITY IN EEO PRACTICES**

The availability of resources especially financial resources allows organizations the choice of EEO strategies. Lack of money constrains the project range, possibilities of investments and also hire of qualified diversified staff.

The public universities have for a long time relied on Government funding until late 90s when public university introduced the self sponsored courses that bring income to the institutions. However the Government financial support has also declined though the influence of the government in decision-making process of the institutions is maintained. Sifuna (1998) investigated the issues in public Universities and saw the need to de-politicize governance and decision making in public universities. The donor community and the Government should not have an upper hand on financial decisions in public universities. Barnise et al (1989) suggest that appropriate financial analysis provide long term and optimizing basis for strategic decisions. There is need for credible systems based on improved management and planning that will highly embrace EEO strategies

### **2.3 EMPIRICAL STUDIES**

Sawyer (1999) studied the various challenges facing African Universities and established that they were complex and are not separate from the complex environment within which higher Education is undertaken. This includes low participation rate, inequitable access, reduced resources, and pressure from powerful interested parties among others.

In the study by Perry et.al, (2000) showed that discrimination could be portrayed in different ways. It can occur in accessing employment, in promotion or in the treatment of an employee or disability discrimination among others. Studholme (1994) gives the following example of access discrimination "...indirect discrimination is the employer who rejects those

individuals who did not have a full drivers license, even though it was not a requirement of the job”.

According to the study by Perry et.al, (2000) various discriminations occur as shown;

### **2.3.1 Discrimination preventing access to employment**

Access discrimination can occur through:

- Failure to hire due to reasons irrelevant to the job
- Lower salary offered
- Lack of access to career development and higher skilled jobs
- Failure to recruit people for certain positions, e.g. not wanting to employ a disabled person as a receptionist because of fear of negative customer/public attitude.

### **2.3.2 Treatment discrimination**

Treatment discrimination occurs during employment through:

- Being overlooked for promotion opportunities
- Not being offered challenging projects
- Getting fewer training opportunities.

A study by Perry et al (2000) comparing the experiences of college students with and without physical impairments suggested that while the disabled students experienced more access discrimination, they did not experience more treatment discrimination.

### **2.3.3 Disability discrimination**

Discrimination is also directly related to an individual's disability in the following ways:

- The visibility of the disability
- The severity of the disability
- The type of disability

Non-disabled employees are usually rated more employable than disabled people (Bricout & Bently, 2000).

### **2.3.4 Experience Discrimination**

It works both ways and goes hand in hand with ageism. You don't have enough experience, so you have less chance for certain jobs. You have too much experience so have less chance for certain jobs. You are too young for a position of Researcherity or responsibility, or you are too old to be considered a "good long term investment". (Scott Boyd , Jobseekers Advice, 2004)

### **2.3.5 Job Role Discrimination**

Each individual in an organisation has a role to perform and just because your role is deemed to be "less skilled" than others, doesn't take away the fact that it is as vital as any other in the organisation. (Scott Boyd , Jobseekers Advice, 2004)

## **2.4 CRITICAL REVIEW OF MAJOR ISSUES**

To ensure EEO practices in Public Universities the top management must be committed to:

1. Ensuring that no applicant or employee receives less favourable treatment on grounds that cannot be shown to be justifiable. It must take steps to ensure that no-one receives less favourable treatment because of her or his:

- sex and marital status: this includes family status, responsibility for dependants, sexual orientation and gender;
- colour or race: this includes ethnic or national origin or nationality;
- disability;
- religious or political beliefs, or trade union affiliation;
- other unjustifiable factors, for example, age or language difficulties.

2. Seeking to employ a workforce, which reflects the multi-cultural nature of the population.
3. Using only job related criteria in recruitment and selection.
4. Ensuring that all aspects of the pay systems are free of bias.
5. Providing a workplace which is environmentally compatible and accessible to people with disabilities.
6. Treating all employees and job applicants with dignity and respect and provide a working environment free from harassment.
7. Utilising the expertise and skills of all employees and ensure their development through training and other career opportunities.

It is also important to note that unfair treatment does not necessarily equal unlawful discrimination. Treating a person differently from others violates Equal Employment Opportunity (EEO) laws only when the treatment is based on the presence of a protected characteristic, rather than on job performance or even on something as arbitrary as an employee's personality. Keep in mind, however, that discrimination claims can be highly subjective. To avoid discrimination, you do not have to extend preferential treatment to any employee. The law requires only that you extend the same employment opportunities and enforce the same policies for each employee.

## **2.5 SUMMARY AND GAPS TO BE FILLED BY THE STUDY**

Equal employment opportunities is a powerful way to increase business efficiency, competitiveness and profitability. By supporting EEO strategies that encourage merit-based management and people practices, organisations get the people they need to be successful. EEO allows employees to develop in ways that respect their abilities and needs as

individuals, and respects them as a critical strategic asset to the business. An inclusive and tolerant workplace motivates employees to perform to the best of their ability. It promotes understanding between people creating a stronger and more focused team.

The vision of EEO strategy is a workforce with diverse background and skills, working in a discrimination and harassment free environment. The diverse and skilled workforce of the public universities will have capabilities to deliver quality teaching, learning, and research to all communities.

## **Benefits of implementing EEO**

### **(i) Improved recruitment**

EEO practices can help attract the best talent in a competitive labour market and also beat the skills shortage to ensure workplaces effectively tap into the diverse talent pool.

### **(ii) Greater business productivity**

EEO practices acknowledge people as critical strategic assets. A multi-skilled and versatile workplace is tolerant, open to change, innovative, more effective, efficient and competitive.

### **(iii) Increased staff retention**

EEO strategies encourage a two-way respect between employers and employees. This often results in increased loyalty and satisfaction hence reduced turnover rates. As well as saving on recruitment costs, EEO ensures a better return on skills investment and maximises corporate knowledge.

### **(iv) Reduced absenteeism**

Case studies show that in numerous organisations where workplace policies relating to flexible time, leave and sickness are in place, there has been a reduction in absenteeism.

#### **(v) Attracting new customers**

EEO can be a powerful tool to ensure organisations effectively recruit and manage people who can attract new customers. Diversity in the workforce reflects an increasingly diverse customer base.

#### **(vi) Better customer service**

EEO policies often improve staff satisfaction and morale, and ultimately sales and performance. A multi-skilled and diverse workforce reflects the wider population and can improve the interaction between employees and their target audience.

#### **(v) Enhanced company image**

Workplaces that have adopted EEO and committed to practices that encourage diversity are seen as good corporate citizens or "Employers of Choice". Doing the right thing with the right people for the right reasons often translates to higher average returns on investments. There is a better public image with customers, clients and the public

#### **(vi) Reduced risk of claims**

Implementing a good EEO strategy helps create an open and non-prejudiced culture where discrimination is not tolerated.

#### **(vii) Better health and safety**

Workplace discrimination leads to stress for all involved, increasing the risk of health and safety issues. EEO and work-life initiatives aim to create a healthier work environment.

#### **EEO is designed to achieve these outcomes:**

##### **(1) A diverse and skilled workforce**

- Diversity in the workforce reflects the diversity of the community to which you provide services

- Employee diversity across salary levels and occupations to support improved services to our community

(2) Improved employment access and participation by EEO groups,

- Selection success for EEO group members
- Retention of EEO group employees during restructuring

(3) A workplace culture displaying fair workplace practices and behaviours.

- Policies and procedures are nondiscriminatory
- Workplace relations are based on respect for others
- Workplace is free from discrimination and harassment
- Work and family provisions are available for staff at all levels

EEO principles, such as merit selection, will help the Public universities to attract and retain the best people from all those available in our diverse communities to deliver high quality services. EEO aims to achieve fair practices and behaviour in the workplace, including:

- Recruitment, selection and promotion practices, which are, open, competitive and based on merit. Merit assessed by clearly defined, job-related criteria ensures that the best applicant is selected for the job
- Access for all employees to training and development
- Flexible working arrangements that meet the needs of all employees and create a productive workplace
- Grievance handling procedures that are accessible to all employees and deal with workplace complaints promptly, confidentially and fairly

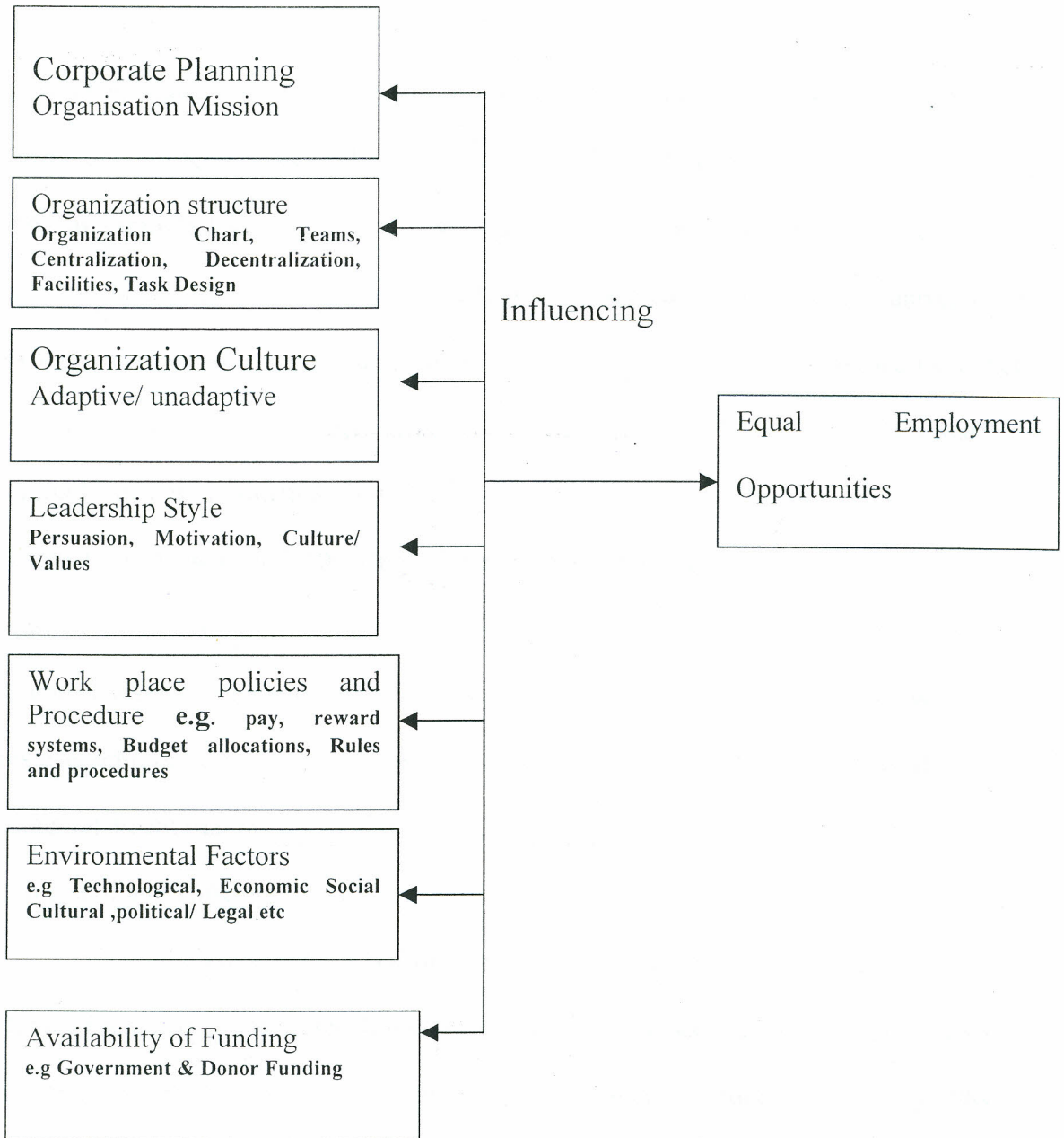
- Communication to give employees access to information and allow their views to be heard
- Management decisions made without bias
- No unlawful discrimination or harassment in the workplace, and
- Respect for the social and cultural backgrounds of all employees and customers.

Every employee is responsible for helping prevent unlawful discrimination in his or her workplace. Employers are required to post notices to all employees advising them of their rights under the laws EEOC enforces and their right to be free from retaliation. Such notices must be accessible, as needed, to persons with visual or other disabilities that affect reading.

**FIG. 2.5 Conceptual Framework**

**INDEPENDENT VARIABLES**

**DEPENDENT VARIABLE**



*Source: Researcher 2006*

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 THE STUDY AREA

The study was conducted in three public Universities, University of Nairobi (UON), Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Kenyatta University (KU) in the republic of Kenya. JKUAT is situated along Thika – Nairobi highway. It was founded in 1981 as a middle level college following a technical agreement between the government of Kenya and Japan. In 1988 it was elevated to a constituent college of Kenyatta university. In 1994 Parliament of Kenya enacted an Act in November 1994, which transformed the college into a full-fledged University. JKUAT has 525 teaching staff and 1019 non-teaching staff.

Kenyatta University is situated about 23 kilometres from the city of Nairobi on the Nairobi-Thika dual carriageway on 1,100 acres of land. Following an Act of Parliament of 1970, Kenyatta College became a constituent College of the University of Nairobi. Consequently, the name changed from Kenyatta College to Kenyatta University College. The University status was achieved on August 23, 1985, when the Kenyatta University Act received Presidential assent making the Institution a full - fledged University. KU has over 700 teaching staff and 1661 non-teaching staff.

The inception of the University of Nairobi is traced back to 1956, with the establishment of the Royal Technical College, which was transformed into the second University College in East Africa on 25th June, 1961 under the name Royal College Nairobi. On 20th May 1964, the Royal College Nairobi was renamed University College Nairobi. In 1970, the University College Nairobi transformed into the first national university in Kenya and was renamed the University of Nairobi. The University currently has six campuses.

### 3.1 RESEARCH DESIGN

The research design that was used is the descriptive survey design. The descriptive survey was considered to be appropriate for this study given the anticipated mass of numerical data to be collected and interpreted. The descriptive survey allows for a considerable amount of information to be obtained from a large sample. The data is organized and summarized in a way that it can be easily understood and communicated using descriptive statistics and Figures to compare the factors influencing EEO in sample public universities.

### 3.2 THE STUDY POPULATION

The research population constitute of the senior and middle level non-teaching staff of three public universities mainly U.O.N, JKUAT and KU. According to Mugenda et al (1999) population means all elements in research area of interest. The characteristic of the population is as indicated in the table 3.3.1.

**Table 3.3.1 shows the study Target population:**

<b>Institution (Main Campuses)</b>	<b>SENIOR LEVEL STAFF</b>	<b>MIDDLE LEVEL STAFF (Grade A-F)</b>	<b>Total</b>	<b>Percentages</b>
U.O.N	176	844	<b>1020</b>	<b>44.1%</b>
JKUAT	111	474	<b>585</b>	<b>25.2%</b>
KU	152	560	<b>712</b>	<b>30.7%</b>
<b>TOTAL</b>	<b>439</b>	<b>1878</b>	<b>2317</b>	<b>100%</b>

Source (The personnel Department, Employees Data, 2006)

### 3.3 SAMPLING PROCEDURE

A representative sample of the three representative universities from various categories was drawn from the research population using stratified random sampling ratio of 0.1(10%). According to Gay (1983) for descriptive studies, a ten percent (10%) of the accessible population is enough to sample. By use of the staff data records from the respective universities a simple random sampling was done to select staff participating in the study in order to give an equal chance of inclusion in the sample.

**Table 3.3.1 Table of the sample size**

<b>Institution (Main Campuses)</b>	<b>Total Population of Senior Level Staff</b>	<b>Representative Sample per university at the Ratio of 0.1</b>	<b>Total Population of Middle Level Staff (Grade A-F)</b>	<b>Representative Sample per university at the Ratio of 0.1</b>
U.O.N	176	18	844	84
JKUAT	111	11	474	47
KU	152	15	560	56
<b>Total Representative Sample</b>		<b>44</b>		<b>187</b>

Source (The Researcher 2006)

### 3.4 DATA COLLECTION INSTRUMENTS

The researcher used closed –ended and open-ended questionnaires and interviews as instruments of data collection. The researcher distributed the questionnaires to the various respondents. Researcher also obtained primary data by conducting oral interviews with some of the respondents. Secondary data, which included books, journals, published and unpublished thesis and dissertations, Magazines, Computer Internet search.

### **3.5 DATA ANALYSIS**

The mass of raw data collected was coded for analysis by scoring questionnaire responses. Descriptive statistics mainly frequencies e.g. Mean, mode, percentages, Figures for comparison purposes and cross tabulation was used to analyze the data. To enhance the data analytical process a computer with data management software Statistical package for social scientist (S.P.S.S) was used. Content Analysis was used to analyze the qualitative content of data collected. Percentages and Figures was be used to determine the magnitude of issues dealt with in the research. From the findings, appropriate interpretations and recommendations were done.

### **3.6 ANTICIPATED OUT PUT**

The anticipated output was achieved since qualitative information was collected that captured the experiences of staff in the workplace and provided insight into major factors influencing EEO practices and this information can be used in EEO planning in public Universities.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 INTRODUCTION

This chapter presents the findings of the study. It details the background characteristics of the respondents, the effectiveness of Equal Employment opportunities in employment opportunities in regard to HR practices and the external and internal factors that influence EEO practices and in three public universities. The table below shows the overall respondents in the three public universities.

**Table 4.0 Frequency Distribution of All Respondents**

<b>UNIVERSITY</b>	<b>Frequency</b>	<b>Percent</b>
JKUAT	52	22.51
<b>KU</b>	64	27.71
<b>UON</b>	78	33.77
<b>Total Respondents</b>	194	<b>84.00</b>
<b>Non-respondents</b>	37	16.00
<b>Total</b>	231	<b>100.00</b>

Source: (Researcher, 2006)

The researcher's target population was a total of 231 non-teaching staff in both senior and middle levels. The researcher collected responses from a total of 194 respondents, which is 84% of the total target population and 16% non-respondents as shown in table 4.0.

## 4.1 Background Characteristics of Respondents

The background characteristics evaluated in the study include sex, age, marital status, staff category, work experience, level of education and terms of employment.

### 4.1.1 Sex

The results presented in table 4.1 indicate that females formed the largest proportion (51.5 percentage) of respondents relative to males (48.5 percentage). This trend is evidence that the more female are now competing with male counterparts in formal employment.

**Table 4.1 Frequency Distribution of Respondents by Sex**

Sex	Frequency	Percent
<b>Female</b>	100	51.5
<b>Male</b>	94	48.5
<b>Total</b>	194	100.0

Source: (Researcher, 2006)

### 4.1.2 Age

Table 4.2 shows the largest proportion (44.9 %) of respondents were aged 36-45 years, followed by 26-35 years (33.1 %), 46-55 Years (15%) and above 55 Years (4.5%). This is because those below 25 years may not have acquired training or skills that would allow them to secure employment in a public university and many exit employment by the time they are over 55 years.

**Table 4.2: Frequency Distribution of Respondents by Age**

Age (Years)	Frequency	Percentage
25 Years and Below	5	2.5
26- 35 Years	64	33.1
36- 45 Years	87	44.9
46-55 Years	29	15
Over 55	9	4.5
<b>Total</b>	<b>194</b>	<b>100</b>

Source: (Researcher, 2006)

#### 4.1.3 Marital status

Table 4.2 shows the largest proportion (71.1 %) of respondents are married while only 27.8% are single. This shows that public universities mainly have a mature workforce who can settle and be productive if they are well motivated to work.

**Table 4.3: Frequency Distribution of Respondents by Marital status**

Marital status	Frequency	Percent
<b>Single</b>	54	27.8
<b>Married</b>	138	71.1
<b>Total</b>	<b>192</b>	<b>99</b>
<b>Not indicated</b>	2	1
<b>Total</b>	<b>194</b>	<b>100</b>

Source: (Researcher, 2006)

#### 4.1.4 Staff Category

The study targeted mainly the non-teaching staff in the middle level and senior levels. The results presented in table 4.4 shows that the largest proportion were the middle level with an average of (77.2%) while the senior level Academic Grades consisted of an average of

(22.8%) in all the three public Universities. In the Universities staff establishment there are more provisions for staff in middle level grades than they are for the senior Academic equivalent grades.

**Table 4.4: Frequency Distribution of Respondents by staff category per University**

Staff Category	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
Non Teaching staff Senior Level (Academic Equivalent Grades 11 - 15)	12	23.07%	13	20.30%	19	24.40%
Non Teaching staff Middle Level Grades 5(A) - 10(F)	40	76.93%	51	79.70%	59	75.60%
<b>Total Respondents</b>	<b>52</b>		<b>64</b>		<b>78</b>	

Source: (Researcher, 2006)

#### 4.1.5 Work Experience

The table below shows that most non-teaching in public Universities have worked for over 8 Years. A proportion of (53.6%) have a working experience of 8 years and above and only a proportion of (14.9%) has less than three years experience. This gives an indication that most employees in public university have on-the job acquired skills to carry out their duties.

**Table 4.5: Frequency Distribution of Respondents by work experience**

Duration Worked in the University	Frequency	Percent
Less than 3 years	29	14.9
3 - 7 years	56	28.8
8-12 years	34	17.5
13-17 years	39	20.6
18-24 years	19	9.7

25-29 years	10	5
30 years and above	7	3.5
Total	194	100

Source: (Researcher, 2006)

#### 4.1.6 Level of Academic Qualification

The table 4.7 shows that the largest proportion (33.8%) of the respondents in the study had a Bachelors Degree, followed by Diploma (30.5%), followed by Masters Degree (16.9%), Higher Diploma (12.3%). Only three respondents proportion of (1.9%) had the highest Education Qualification of a Doctorate Degree.

**Table 4.6 Distribution of Respondents by Level of Academic Qualification**

Academic Qualifications	Frequency	Percent
Doctorate Degree	3	1.9
Masters Degree	26	16.9
Bachelors Degree	52	33.8
Higher Diploma	19	12.3
Diploma	47	30.5
A-level	1	0.6
Certificate	2	1.3
O-level	2	1.3
EACE	2	1.3

Source: (Researcher, 2006)

#### 4.1.7 Terms of Service

The table below shows that most non-teaching employees in public Universities are employed on permanent basis. A proportion of (85%) are on permanent employment and only a proportion of (15%) are on Temporary/ contractual employment.

**Table 4.7 Distribution of Respondents by Terms of Service**

<b>Terms of Service</b>	<b>Frequency</b>	<b>Percent</b>
<b>Temporary/Contract</b>	29	15
<b>Permanent</b>	165	85
<b>Total</b>	194	100

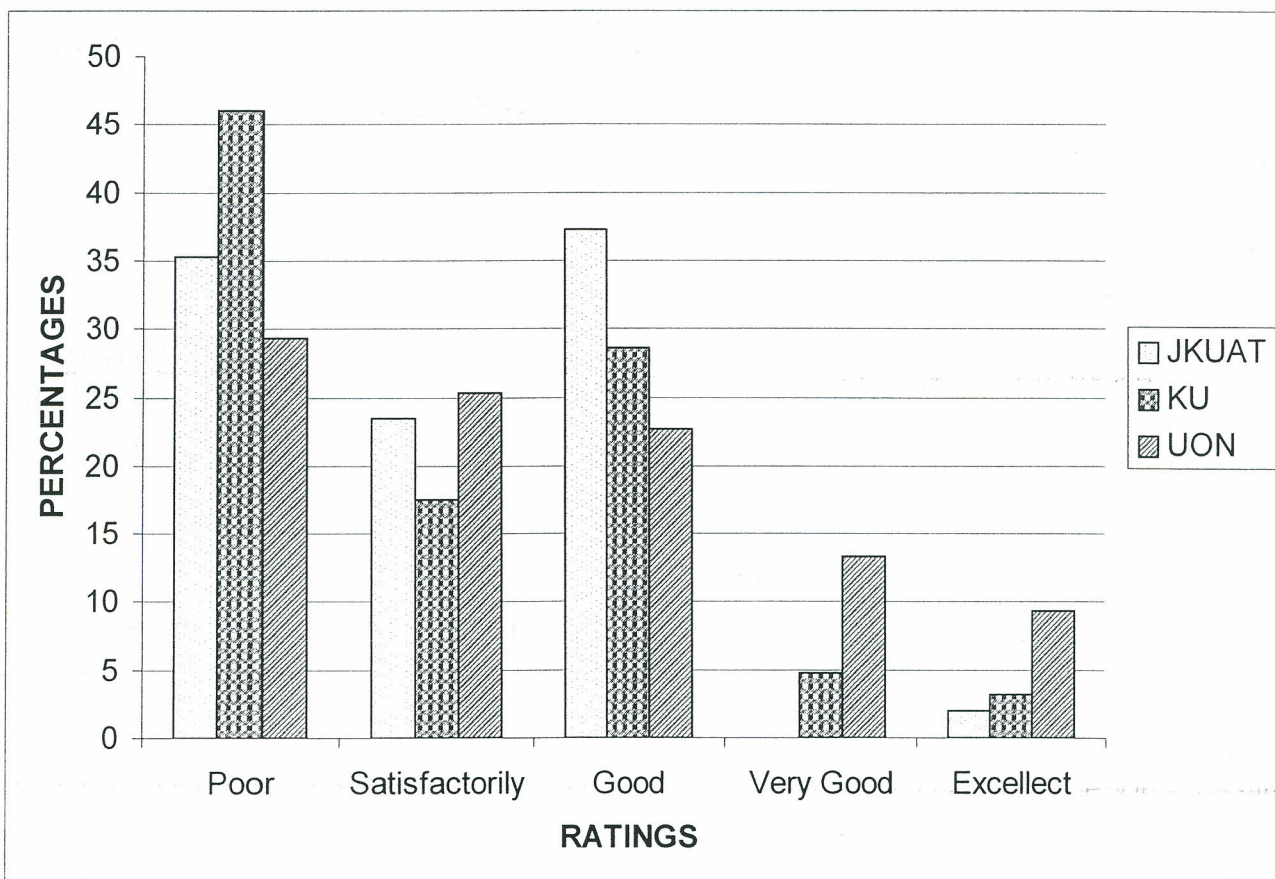
#### 4.2 Effectiveness of EEO Practices in Public Universities

The results presented in the Table and Figure below indicated a proportion of (46%) in KU, (35.3%) in JKUAT, (29.3%) in UON rated the effectiveness of EEO on public universities as poor, (23.5%) in JKUAT, (17.5 %) in KU, (25.3%) in UON rated it as satisfactory, (37.3%) in JKUAT, (28.6%) in KU, (22.7%) in UON rated it as Good, (0%) in JKUAT, (4.8%) in KU, (13.3 %) in UON rated it as Very Good, (2%) in JKUAT, (3.2%) in KU, (9.3%) in UON rated the effectiveness of EEO as excellent.

**Table 4.8 Rating Of The Effectiveness Of EEO In Public Universities**

Rating of EEO effectiveness in the University	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
	Poor	18	35.30%	29	46.00%	22
Satisfactorily	12	23.50%	11	17.50%	19	25.30%
Good	19	37.30%	18	28.60%	17	22.70%
Very Good			3	4.80%	10	13.30%
Excellent	2	3.90%	2	3.20%	7	9.30%

**Figure 4.1 Rating of Effectiveness of EEO**



Source: (Researcher, 2006)

The two main aspects considered to compare the effectiveness of EEO in employment opportunities are training and promotion of the non-teaching staff in the three public universities

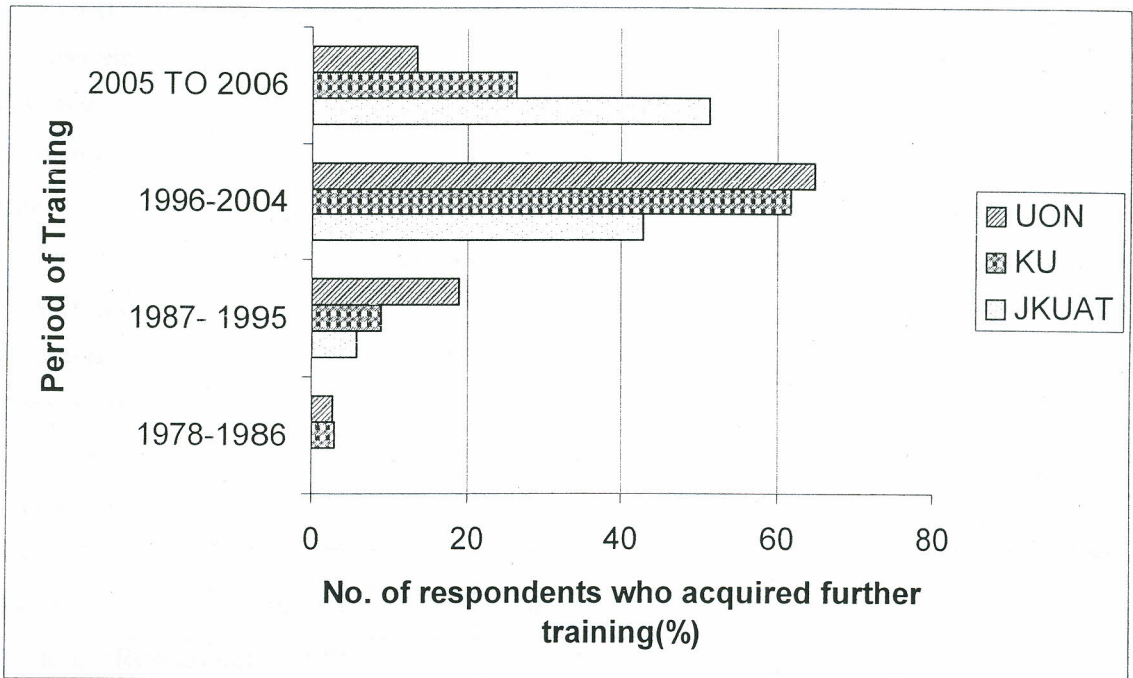
#### 4.2.1 Training

According to the results in the table and Figure 4.9 below the period 1996- 2004 shows the highest acquisition of further training in the proportion of (64.7% UON), (61.8% KU) and (42.9% JKUAT). In the period 2005-2006 JKUAT had the highest proportion of (51.4%), (26.5% KU) and (13.5% UON). In the period 1987-1995 (18.9% UON), (8.8% KU) and (5.7% JKUAT). In the period 1978-1986 the proportions are (2.9% KU), (2.7% UON) respectively.

**Table 4.9 Findings of Respondents who have acquired further training between 1978-2006**

PERIOD OF TRAINING	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
1978-1986	0	0	1	2.9	1	2.7
1987- 1995	2	5.7	3	8.8	7	18.9
1996-2004	15	42.9	21	61.8	24	64.7
2005 TO 2006	18	51.4	9	26.5	5	13.5

**Figure 4.2 Findings of Respondents who have acquired further training between 1978-2006**



Source: (Researcher, 2006)

The table below shows the type of courses the non-Teaching staff are currently pursuing in the various universities. It is evident that more non-teaching staff are seeking to improve their skills in their various areas of training or operation and also seeking after higher academic qualifications. This is due to the changes in both the internal and external environments of the public universities.

**Table 4.10 Findings of Respondents undertaking courses currently**

Course being taken currently	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
Phd			1	4.50%	1	3.30%
Masters Degree	10	55.60%	4	18.20%	4	13.30%
Bachelors Degree	4	22.20%	4	18.20%	10	33.30%
Diploma	1	5.60%	1	4.50%	1	3.30%

CPA			2	9.10%	4	13.30%
ACCA	1	5.60%	1	4.50%	1	3.30%
CPS					1	3.30%
Secretarial management	1	5.60%	1	4.50%	3	10.00%
Administration			2	9.10%	1	3.30%
Journalism					1	3.30%
Computer Course			2	9.10%	1	3.30%
CISCO	1	5.60%			1	3.30%
Supplies and purchases					1	3.30%
Theological education			1	4.50%		
Library science			2	9.10%		
Counseling			1	4.50%		
<b>Total</b>	<b>18</b>		<b>21</b>		<b>29</b>	

Source: (Researcher, 2006)

The table 4.11 shows that the largest proportion of (70.7%) in UON, (66.7%) in KU, (62.5%) in JKUAT, of the respondents were self-sponsored. Those sponsored by the Universities included (34.4%) in JKUAT, (33.3%) in KU and (26.8%) in UON.

**Table 4.11 Findings of Sponsors of Training**

Sponsor of Training	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
Self	20	62.50%	20	66.70%	29	70.70%
University	11	34.40%	10	33.30%	11	26.80%
World Bank	1	3.10%				
Church organization					1	2.40%

Source: (Researcher, 2006)

#### 4.2.2 Promotion

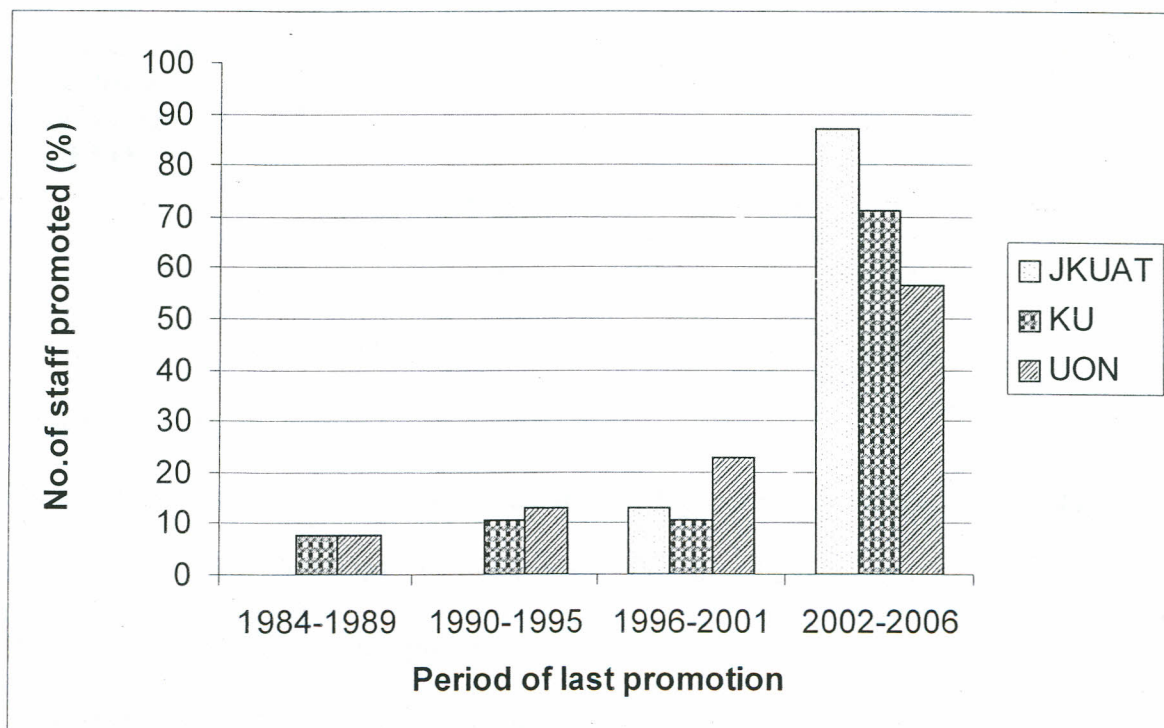
According to the results below the period 2002- 2006 shows the highest proportion of promotion in all the three universities (87%) in JKUAT, (71%) in KU and (56.6%) in UON. In the period 1996-2001 UON had the highest proportion of (26.6%), (13%) in JKUAT and (10.5%) in KU. In the period 1990-1995 a proportion of (13.2%) in UON, (10.5%) in KU and (0%) in JKUAT were promoted. In the period 1984-1989 the proportions are (7.89%) in KU, (7.5%) in UON respectively. JKUAT was transformed into a full-fledged University in 1994. There has been reasonable improvement on staff promotion in all the three public universities in the past 4 years, this must have been necessitated by the competitive labour market the highest improvement being in JKUAT.

**Table 4.12 Findings of Respondents who have been promoted (1984-2006)**

<b>PERIOD OF PROMOTION</b>	<b>JKUAT</b>	<b>KU</b>	<b>UON</b>
1984-1989	0	7.89%	7.50%
1990-1995	0	10.5%	13.20%
1996-2001	13.0%	10.50%	26.6%
200-2006	87.0%	71.00%	56.60%

Source: (Researcher, 2006)

**Figure 4.3 Findings of Respondents who have been promoted**



Source: (Researcher, 2006)

### 4.3 INTERNAL FACTORS INFLUENCING EEO

Internal factors influencing EEO that are considered in this study include organization culture, planning, Leadership, work policies and procedures.

#### 4.3.1 University Culture

Culture in an organization should not be taken for granted, it impact on decisions, behaviors, and communications in organization operations.

The results presented in the table below indicate that the highest proportion of respondents (60.7%) in KU indicated that the organization culture does not encourage EEO followed by (54%) in JKUAT and (50%) in UON. The respondents who indicated that University organization culture encourages EEO is (50%) in UON, (46.00%) in JKUAT and (39.30%) in KU.

**Table 4.13 Rating of whether Public Universities Culture encourage EEO**

Does Organization culture encourage EEO?	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
No	27	54.00%	37	60.70%	37	50.00%
Yes	23	46.00%	24	39.30%	37	50.00%

Source: (Researcher, 2006)

The results presented in table 4.14 indicate that the highest representation of staff (83.7%) in JKUAT, (81.6%) in UON, (73.2%) in KU rated the culture in public Universities as unadaptive (Rigid). The largest proportion of those rating it as adaptive was (26.8%) in KU, (18.4%) in UON and lastly (16.3%) in JKUAT.

**Table 4.14 Rating of Public Universities Culture**

Description of University culture	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
Adaptive corporate culture	8	16.30%	15	26.80%	14	18.40%
Unadaptive corporate culture	41	83.70%	41	73.20%	62	81.60%

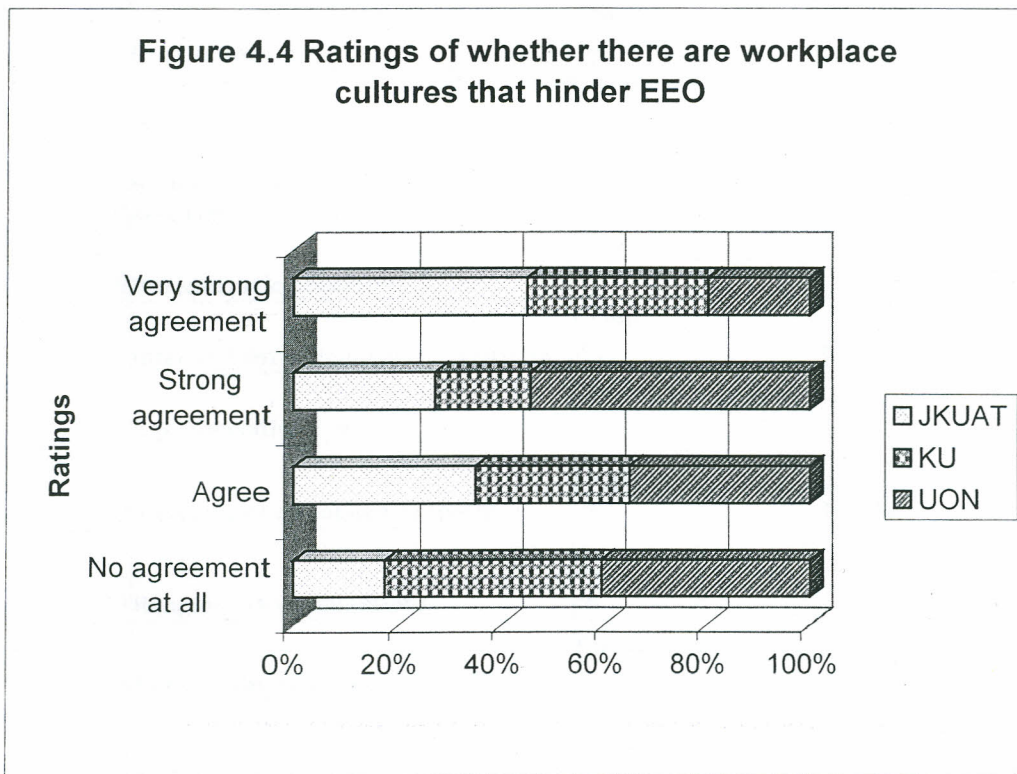
Source: (Researcher, 2006)

The table and Figure below indicates the representation of respondent's views on whether there are workplace cultures that hinder EEO. The largest proportion with very strong agreement (47.9%) in JKUAT, (37.5%) in KU, and (20.8%) in UON. (29.2%) in KU, (29.2%) in JKUAT and (25%) in UON agreed. The largest proportion of those with no agreement at all was (30.4%) in KU, (29.2%) in UON and (12.5%) in JKUAT.

**Table 4.15 Rating of whether there are workplace cultures that hinder EEO**

Are there workplace cultures that hinder EEO?	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
No agreement at all	6	12.50%	17	30.40%	21	29.20%
Agree	14	29.20%	14	25.00%	21	29.20%
Strong agreement	5	10.40%	4	7.10%	15	20.80%
Very strong agreement	23	47.90%	21	37.50%	15	20.80%

Source: (Researcher, 2006)



Source: (Researcher, 2006)

**(i) Workplace Cultures in Public Universities that hinder EEO**

The various workplace cultures that hinder Equal Employment Opportunities for the non-Teaching staff in the public Universities are as shown below. JKUAT and KU have more cultures that hinder EEO than UON according to the findings.

**Table 4.16 Workplace Cultures in Public Universities that hinder EEO**

	Work place cultures that hinder EEO		JKUAT	KU	UON
1	Nepotism	Count	14	10	17
		%	42.40%	43.50%	45.90%
2	Tribalism/Ethnicity	Count	11	8	18
		Column %	33.30%	34.80%	48.60%
3	Priority given to Teaching staff	Count	7	9	6
		%	21.20%	39.10%	16.20%
4	Emphasis on Academic Qualifications and ignoring professional qualifications	Count		4	4
		%		17.40%	26.70%
5	Gender discrimination	Count	5	3	2
		%	15.20%	13.00%	5.40%
6	Corruption	Count		1	8
		%		4.30%	21.60%
7	Workplace Politics	Count	1		1
		%	4.80%		6.70%
8	Rigidity of Human Resource department to changes	Count	3		
		%	9.10%		
9	Bureaucratic processes	Count		1	1
		%		4.30%	2.70%
10	Inter and intra department transfers	Count	2		
		%	6.10%		
11	Age discrimination	Count	2		
		%	6.10%		
12	Adverts not circulated properly	Count	2		
		%	6.10%		
13	Religious Discriminations	Count		1	
		%		4.30%	
14	Not sticking to policies	Count		1	
		%		4.30%	
15	Tailor made adverts	Count		1	
		%		4.30%	
16	Lack of feedback on Performance	Count		1	
		Column %		4.30%	

17 Interview taking long	Count			1
	%			2.70%

Source: (Researcher, 2006)

### 4.3.2 University Planning

It is important to note that the organization Mission and Vision that is what the organization exists for may dictate the EEO strategic decisions it takes. A study done by Jahan shows there is urgent need to integrate the EEO management plan into broader University strategic planning process.

The results in the table below indicate that the highest proportion of the respondents are in agreements that giving Equal Employment opportunities to all staff is a priority of university planning. Those in agreement were in proportion of (44%) in JKUAT being the highest, (27.4%) in UON and (24.6%) in KU. Those in strong agreement were (17.8%) in UON (13.1%) in KU, (6%) in JKUAT. Very strong agreement KU rated highest with 16.4%), (16%) in JKUAT and (9.6%) in UON. Those who did not agree at all are (45.9%) in KU, (45.2%) in UON, and (34%) in JKUAT.

**Table 4.17 Rating of whether giving EEO to all staff is a priority in University planning**

Giving EEO to all staff is a priority in University planning	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
<b>No agreement at all</b>	17	34.00%	28	45.90%	33	45.20%
<b>Agree</b>	22	44.00%	15	24.60%	20	27.40%
<b>Strong agreement</b>	3	6.00%	8	13.10%	13	17.80%
<b>Very strong agreement</b>	8	16.00%	10	16.40%	7	9.60%

Source: (Researcher, 2006)

Table 4.19 indicates that the staff in all sampled universities are not in agreement at all that Non-Teaching staff are given EEO in all aspects of employment relationships, the largest proportion is (68%) in KU followed by (56%) in JKUAT and (47.8%) in UON. Those in very

strong agreement are (17.4%) in UON followed by (6%) in JKUAT and (5%) in KU. Those who agree with the statement the largest proportion is (32%) in JKUAT followed by (27.5%) in UON and finally (18.3%) in KU.

**Table 4.18 Rating of whether non-Teaching staff are given EEO in all aspects of employment relationship**

	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
<b>Non-Teaching staff are given EEO in all aspects of employment relationships</b>						
<b>No agreement at all</b>	28	56.00%	41	68.30%	33	47.80%
<b>Agree</b>	16	32.00%	11	18.30%	19	27.50%
<b>Strong agreement</b>	3	6.00%	5	8.30%	5	7.20%
<b>Very strong agreement</b>	3	6.00%	3	5.00%	12	17.40%

Source: (Researcher, 2006)

**(i) Performance Evaluation plan**

The results presented in the table 4.19 indicate most of the respondent's performance is not evaluated at all. The highest proportion is (70.2%) in JKUAT, (63.5%) in KU and (8.2%) in UON. Those evaluated every 6 months to 1 Year are mainly from UON (69.9%), (23.4%) in JKUAT and (11.5%) KU. According to the respondents UON have implemented the performance evaluation plan for staff unlike in JKUAT and KU.

**Table 4.19 Findings on Frequencies of Performance Evaluation in Universities**

How often is staff performance evaluated?	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
Every 6months - 1 year	11	23.40%	6	11.50%	51	69.90%
1 - 2 years	2	4.30%	5	9.60%	16	21.90%
2 - 4 years	1	2.10%	8	15.40%		
Not at all	33	70.20%	33	63.50%	6	8.20%

Source: (Researcher, 2006)

### 4.3.3 Work place policies and procedures

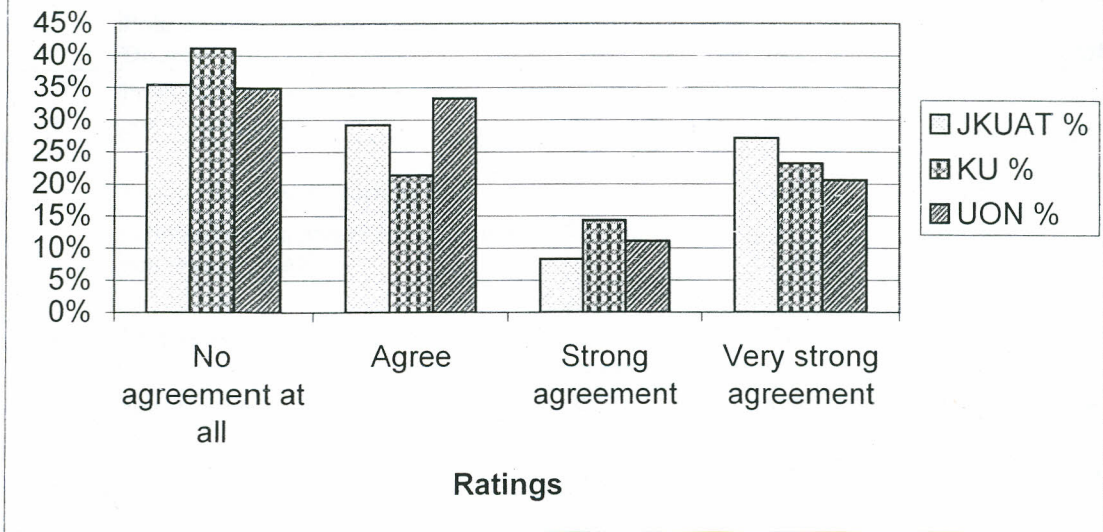
Work place policies and procedures are meant to provide equity in the way people are treated. Fair policies and procedures form the basis of good people management and acceptable conduct in workplace.

**Table 4.20 Findings on whether there are employment policies and procedures that allow discriminatory practices**

There are employment policies and procedures that allow for discriminatory workplace practices	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
No agreement at all	17	35.40%	23	41.10%	22	34.90%
Agree	14	29.20%	12	21.40%	21	33.30%
Strong agreement	4	8.30%	8	14.30%	7	11.10%
Very strong agreement	13	27.10%	13	23.20%	13	20.60%

Source: (Researcher, 2006)

**Figure 4.5 Ratings on Employment Policies and Procedures that allow for discriminatory practices**



Source: (Researcher, 2006)

The results presented in the Figure and table above indicates that the largest proportion of respondents are in agreement with the statement that there are employment policies and procedures that hinder EEO in public universities (33.3%) in UON and (29.2%) in JKUAT and (21.4%) in KU agree that they are there. Those who strongly agree are (27.1%) in JKUAT followed by (23.2%) in KU and (20.6%) in UON. However a considerable proportion of (41.1%) in KU followed by (35.4%) in JKUAT and (34.9%) in UON are not in agreement at all.

**(i) Employment Policies and procedures allowing Discriminatory practices**

The findings on employment policies and procedures that allow for discriminatory practices are as stipulated in the table 4.23 below.

**Table 4.21 Employment Policies and Procedures that allow for discriminatory practices in Public Universities that hinder EEO**

	<b>Policies and procedures allowing Discriminatory practices</b>		<b>JKUAT</b>	<b>KU</b>	<b>UON</b>
1	Promotion criteria policies not clear for non teaching staff	Count	9	9	7
		%	42.90%	39.10%	46.70%
2	Policies that favor Teaching staff	Count	7	6	6
		%	33.30%	26.10%	40.00%
3	Scholarships/no proper policy on training non teaching staff	Count	3	7	3
		%	14.30%	30.40%	20.00%
4	No provision for Duty free cars for all	Count	7		8
		%	21.20%		21.60%
5	Selective training policies	Count	3	1	1
		%	14.30%	4.30%	6.70%
6	Discriminatory pension scheme	Count	3	3	1
		%	9.10%	13.00%	2.70%
7	Not granted study leave	Count	3	1	
		%	14.30%	4.30%	
8	Discriminatory medical scheme	Count	3	1	1
		%	9.10%	4.30%	2.70%
9	No overtime compensation policies	Count	2	1	2
		%	6.10%	4.30%	5.40%
10	Grading system policies	Count	1	2	1
		%	3.00%	8.70%	2.70%
11	Lack of well stipulated EEO policy	Count	3		
		%	14.30%		
12	Working as casuals for long time	Count	1		1
		%	4.80%		6.70%
13	Gender balancing not considered	Count		2	
		%		8.70%	
14	Policies on Staff with disability	Count	1		
		%	4.80%		
15	Inadequate facilities in some work stations	Count	1		
		%	4.80%		
16	Discriminatory insurance scheme	Count		1	
		%		4.30%	
17	Giving staff contract before retirement	Count		1	
		%		4.30%	
18	Low progression in job mobility	Count	1	1	1
		%		4.30%	
19	Lack of representation of non teaching staff in policy making	Count		1	
		Count		1	
20	Over discretion by top management	Count		1	
		%		4.30%	

Source: (Researcher, 2006)

### 4.3.4 University Leadership

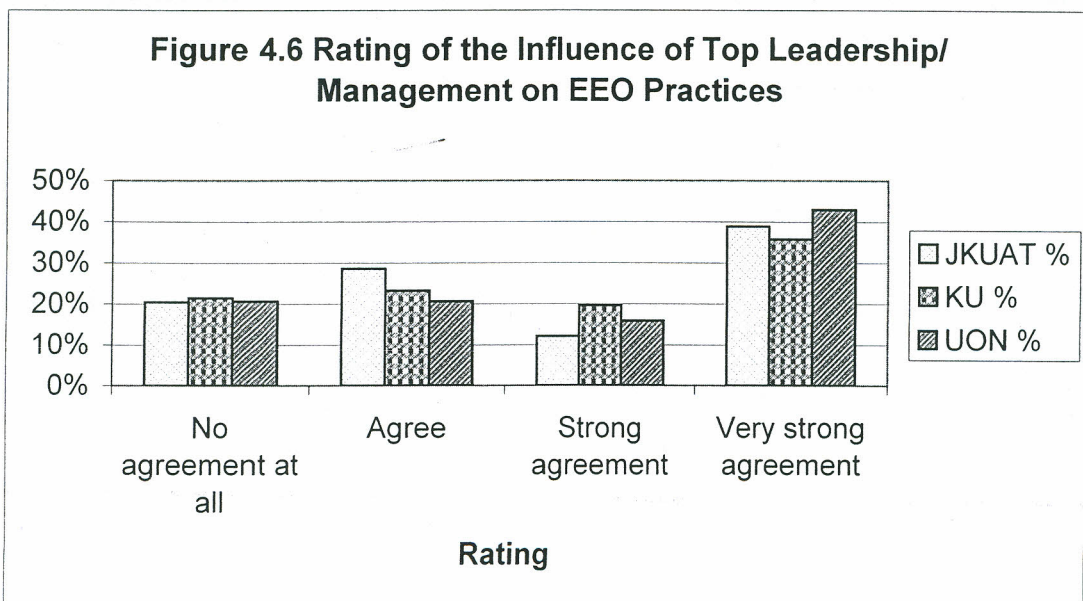
The organisation heads and other senior management officials must demonstrate a firm commitment to equality of opportunity for all employees and applicants for employment.

The Table and Figure 4.25 below indicates that the predominant numbers of respondents either agree, strongly agree and very strongly agree that Top leadership/ Management influence EEO practices. The largest proportion of very strong agreement is (42%) in UON followed by (38.8%) in JKUAT and (35%) in KU.

**Table 4.22 Rating of whether Leadership/Top Management influence EEO practices**

Top Leadership/ management influences EEO	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
No agreement at all	10	20.40%	12	21.40%	13	20.60%
Agree	14	28.60%	13	23.20%	13	20.60%
Strong agreement	6	12.20%	11	19.60%	10	15.90%
Very strong agreement	19	38.80%	20	35.70%	27	42.90%

Source: (Researcher, 2006)



Source: (Researcher, 2006)

According to the findings Top Leadership/ Management influences EEO practices mainly because they are the decision makers in all employment practices. They make decisions on whom to employ, when to advertise, whom to promote, whom to train, which policies to enact, what information to disseminate etc.

#### **4.4 External factors influencing EEO practices in Public Universities**

The external environment includes all elements existing outside the boundary of the organization that have the potential to affect the organization.

According to the findings below JKUAT more than any other sample university seem to be adversely affected by the external forces in most of the factors. New Information and communication Technology has the greatest effect with (59.1%) in JKUAT followed by (58.2%) in UON and (48.9%) in KU. The least affecting factor is that of clients needs becoming more complex with (36.2%) in KU followed by (34.1%) in JKUAT and (20.1%) in UON. In the findings, competition from other universities affects to the proportion of (45.5%) in JKUAT and (38.3%) in KU and only (22.4%) in UON. Political Influences adversely affect JKUAT (56.8%) and (44.8%) in UON and KU the least with (34%).

**Table 4.23 Rating of External Environment Factors influencing EEO practices a Great Deal**

Rating of External Factors influencing EEO practices a great deal	University			
		JKUAT	KU	UON
1.New information & communication technology	Count	26	23	39
	Column %	59.10%	48.90%	58.20%
2.Socio-cultural beliefs and attitudes	Count	26	25	33
	Column %	59.10%	53.20%	49.30%
3.Political influences	Count	25	16	30
	Column %	56.80%	34.00%	44.80%
4.Changes in the labour market	Count	24	18	25
	Column %	54.50%	38.30%	37.30%
5.Economic variables and changes in funding from donors and government	Count	16	19	25
	Column %	36.40%	40.40%	37.30%
6.Pressure to have world class standards	Count	20	20	20
	Column %	45.50%	42.60%	29.90%
7.Competition from other universities	Count	20	18	15
	Column %	45.50%	38.30%	22.40%
8.Higher expectations from clients	Count	16	20	14
	Column %	36.40%	42.60%	20.90%
9.Client's needs becoming more complex	Count	15	17	14
	Column %	34.10%	36.20%	20.90%

Source: (Researcher, 2006)

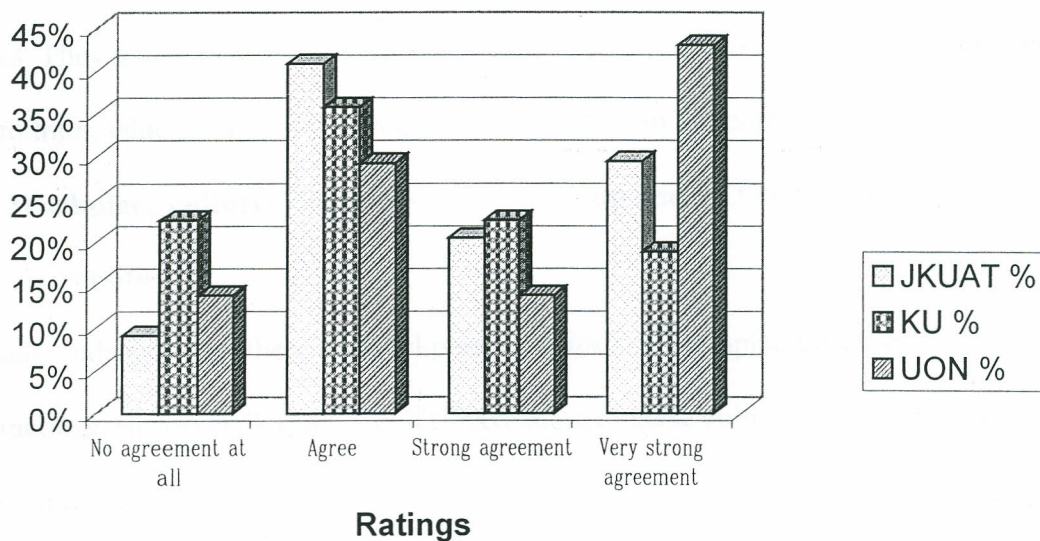
The Figure and table 4.27 below indicates that the predominant numbers of respondents agree, strongly agree and very strongly agree that External environmental changes affect EEO demands for the non-teaching staff. The highest proportion for strong agreement is (43%) in UON, (30%) in JKUAT, (19%) in KU. Those who agree are (41%) in JKUAT, followed by (36%) KU and (29%) UON. Not agreeing at all is (23%) in UK, (19%) in UON, (9%) in JKUAT.

**Table 4.24 Findings on how External Environment affect EEO Demands**

EEO is influenced by external environmental changes	University					
	JKUAT		KU		UON	
	Count	%	Count	%	Count	%
	No agreement at all	4	9.10%	12	22.60%	8
Agree	18	40.90%	19	35.80%	17	29.30%
Strong agreement	9	20.50%	12	22.60%	8	13.80%
Very strong agreement	13	29.50%	10	18.90%	25	43.10%

Source: (Researcher, 2006)

**Figure 7 Ratings of how External Enviromental Changes affect EEO Demands**



Source: (Researcher, 2006)

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 GENERAL ANALYSIS OF THE FINDINGS

This chapter presents the summary of the findings, conclusion, and recommendations of the study. It details the answers to the research questions that necessitated the study, draws conclusions and recommendations besides suggestions for further study.

##### 5.1.1 EEO Planning in public Universities

Majority of the respondents agreed that giving Equal Employment opportunities to all staff is a priority of university planning headed by JKUAT. Nearly half of respondents in KU and UON in did not agree at all.

##### 5.1.2 Influence of Top Leadership on EEO practices in public Universities.

The findings in this study indicate that top leadership in all sampled universities greatly influences EEO practices. According to the findings Top Leadership/ Management influences EEO practices mainly because they are the decision makers in all employment practices. They make decisions on whom to employ, when to advertise, whom to promote, whom to train, which policies to enact, what information to disseminate etc.

##### 5.1.3 Workplace cultures (behaviors and practices) and EEO practices in public Universities

The results indicated that there are workplace cultures in all sampled universities that hinder EEO practices. However JKUAT and KU have more of these cultures than UON according to the findings.

The study also indicated that the culture in public universities is un-adaptive (rigid and bureaucratic) and do not encourage EEO practices.

#### **5.1.4 Non- Teaching Staff and EEO Practices in public Universities**

The results indicated clearly that Non-Teaching staff are not given EEO in all aspects of employment relationships, this mainly affects KU and JKUAT. The position of UON is fairer. According to findings the non-teaching felt that most policies in the public universities favor the teaching staff and that they were basically treated as subordinates of the teaching staff. Most of the staff who have undertaken further training in all sampled universities are not sponsored for training, they are not granted study leave, they do not have regular performance evaluations except for UON, and have no standard promotions criteria according to the study.

#### **5.1.5 Workplace Policies and procedures and EEO practices in public Universities**

According to the results there are employment policies and procedures that hinder EEO in public universities. This is mainly due to lack of clear understanding of policies to staff or having policies and procedures that are not clearly stated leading to staff disappointment e.g. the training policy and promotion policy for the non-teaching staff is a major problem in all the sampled universities.

#### **5.1.6 External environmental changes and it's influence on EEO demands**

The results of this study indicated that external environments affect greatly the non-teaching staff EEO demands in all the sampled universities. The UON and JKUAT are more conscious of their external environment and its effects on their EEO demands than KU. The new information and communication technology is one main factor that is adversely affecting all the sampled universities. Competition from other universities affects is mainly felt at JKUAT followed by KU and least in UON.

## **5.2 CONCLUSIONS**

1. All sampled Universities do not all consider EEO planning equally in overall corporate planning.
2. Top leadership greatly influences EEO practices in all sampled universities
3. The culture in public universities is un-adaptive (rigid and bureaucratic) and do not encourage EEO practices. There are workplace cultures in all sampled universities that hinder EEO practices.
4. There are employment policies and procedures that hinder EEO in all sampled public universities.
5. External environments affect greatly the non-teaching staff EEO demands in all the sampled universities. External factors also influence EEO practices in all public Universities.

## **5.3 RECOMMENDATIONS**

1. It is recommended that public Universities integrate the EEO management plan into broader University strategic planning. Their mission and vision should dictate the EEO strategic decisions in all their planning process. The public universities to also formulate a written Equal Opportunities Policy.
2. It is recommended that public Universities top leaders and other senior management officials must demonstrate a firm commitment to equality of opportunity for all employees and applicants for employment. All employees to be represented in decision-making processes.
3. It is recommended that public universities make a commitment to work toward replacing their cultures and adapt a supportive corporate culture i.e. (a culture that will encourage EEO practices). This culture may be radically different from the old

culture that exists and that steps must be taken to cross-gaps between the current and the needed culture. The corporate culture of a firm is a major strength if it is consistent with its organization EEO strategy.

4. It is recommended that Public Universities work policies and procedures should be regularly reviewed and fair to match EEO objectives, in particular to ensure that policies and procedures do not result to unlawful direct and indirect discrimination. This include policies and procedures affecting: Promotions, open competitive and merit-based recruitment and selection, performance management, study leave, training and development, termination of employment, workload agreement, job evaluation, codes of conduct, workplace communication, voluntary redundancy etc. Work place policies and procedures are meant to provide equity in the way people are treated.
5. It is recommended that public universities recognize the effects of external environments and realizes that management of innovation and change is a challenge to every person in the organization. University management should therefore develop positive attitudes towards changes and to support these by means of appropriate learning and action by facilitating employees to acquire new skills or to modify existing competences in this age of stiff competition.

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

Further research should be undertaken in the following areas:

Equal employment opportunity and the management of diversity in public universities.

Replication of a similar study in private universities.

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APPENDIX A:

TIMETABLE OF EVENTS

JUNE – JANUARY 2007

P H A S E	ACTIVITY	P E R I O D	JUNE –JULY 2006				AUGUST- SEPTEMBER 2006				OCTOBER- NOVEMBER 2006				DECEMBER 2006			
I	PROBLEM DEFINATION	3 W E E K	■	■	■													
II	PROPOSAL WRITING	5 W E E K		■	■	■	■	■										
III	DATA COLLECTION	5 W E E K S							■	■	■	■	■					
V	DATA ANALYSIS	6 W E E K S								■	■	■	■	■	■			
VI	REPORT WRITTING	5 W E E K S												■	■	■	■	■
VI I	PRESENTATIO N		<b>JANUARY 2007</b>															

**APPENDICES**

**APPENDIX B: BUDGET**

<b>ITEMS</b>	<b>NO</b>	<b>KSH</b>	<b>KSH</b>
<b>PERSONAL EMOLUMENT</b>			
i. Research Assistant	1	3000	3000
ii. Copy typist	1	4000	4000
iii. Data Analysis	1	4000	4000
<b>MAJOR EQUIPMENT</b>			
i. Desktop Computer	1	35,000	35,000
ii. Printer	1	10,500	10,500
iii. Stapler	1	300	300
iv. Paper Punch	1	500	500
<b>EXPENDABLE SUPPLIES</b>			
i. Computer Paper	3	1500	4,500
ii. Flash Disk	1	2500	2,500
iii. Stapling pins	1	100	100
<b>TRAVELING COST</b>			
i. Public Vehicles	10	200	2,000
<b>SUBSISTENCE</b>			
Breakfast	30	100	3,000
Lunch	30	200	6,000
Supper	30	200	6,000
<b>PUBLICATION</b>			
Photocopying		3,000	3,000
Bidding		2,500	2,500
Research Assistance		10,000	10,000
<b>MISCELLANEOUS</b>			
		5,000	5,000
<b>TOTAL COST</b>			<b>101,900</b>

## APPENDIX C: LETTER OF INTRODUCTION

### LETTER REQUESTING PARTICIPATION OF RESPONDENTS

Kenyatta University  
Department of Business Administration,  
P.O Box 43844-00100,  
Nairobi.

To \_\_\_\_\_  
  
\_\_\_\_\_

Dear Sir/Madam,

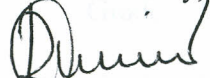
I am a postgraduate student in the Department of Business Administration at the Kenyatta University. I am carrying out a study on Equal Employment Opportunity (EEO) in public Universities.

You have been selected to participate in a study. The purpose of the study is to gather information on effectiveness of Equal Employment Opportunities among the non-Teaching staff of public Universities. I will be grateful if you could answer the questions in the in the questionnaire and also share your experiences with me. Your responses will be kept in confidence.

Kindly complete all sections of the questionnaire. The findings of this study will be used purely for academic purposes.

Your co-operation and honesty will be highly appreciated.

Yours Sincerely,

  
Rose M. Ndegwa.

## APPENDIX D:

### RESEARCH QUESTIONNAIRE

Instructions: Please write in the space provided or tick ( ) appropriately as applies to you.

#### Part 1. PERSONAL-DATA

1. Indicate your gender

Male [ ] Female [ ]

2. What is your marital status?

Single [ ] Married [ ] Other [ ]

3. When were you born? 19 \_\_\_\_\_

4. What is your highest level of Academic Qualification?

Doctoral Degree [ ] Masters [ ] Bachelors [ ]

Higher Diploma [ ] Diploma [ ] Other [ ]

5. Any other additional professional qualifications e.g. (CPA, ACCA, CISCO, CPS etc) \_\_\_\_\_

6. Indicate your entry grade upon first appointment.

Grade 1-II [ ] Grade III-IV [ ] Grade 5(A)-6(B) [ ] Grade 7(C)-8(D) [ ]

Grade 9(E)-10(F) [ ] Grade 11-12 [ ] Grade 13 & Above [ ]

7. What is your grade currently?

Grade 5(A)-6(B) [ ] Grade 7(C)-8(D) [ ] Grade 9(E)-10(F) [ ]

Grade 11-12 [ ] Grade 13-14 [ ] Grade 15 & above [ ]

8. For how long have you worked in this institution? \_\_\_\_\_ Years

9. Indicate your terms of service. Temporary/Contract [ ] Permanent [ ]

**Part II: EMPLOYMENT OPPORTUNITIES**

10. Have you had further training since you joined the University employment?

Yes [ ] No [ ]

11. If yes, indicate the type of training; \_\_\_\_\_ Year \_\_\_\_\_

12. If you are currently pursuing a course please indicate the nature  
course \_\_\_\_\_

13. If the answer for question 11 is yes, who sponsored your training?

Self [ ] University [ ] other [ ]

Specify \_\_\_\_\_

14. Is there a possibility of obtaining study leave incase you wish to pursue further  
studies?

Yes [ ] No [ ]

15. Are you conversant with the promotion policy of the university?

Yes [ ] No [ ]

16. How often is your job performance evaluated?

Every 6 months – 1 year [ ] 1yr –2yrs [ ] 2yrs-4 yrs [ ] Not at all [ ]

17. When was the last time you were granted a promotion? 19 \_\_\_\_\_ or 20 \_\_\_\_\_

**PART. III INTERNAL AND EXTERNAL FACTOR AFFECTING EEO**

18. Does the University organization culture encourage Equal Employment Opportunities  
for all? Yes [ ] No [ ]

19. How would you rate the effectiveness of Equal Employment Opportunities in the  
universities? Excellent [ ] Very Good [ ] Good [ ]  
Satisfactorily [ ] Poor [ ]

20. How would you describe the public University culture?

(A) Adaptive corporate culture i.e easy to change[     ]

(B) Unadaptive corporate culture i.e rigid, Bureaucratic [             ]

Indicate how strongly you agree with the following statements by ticking the appropriate number of rating scale. On the scale, 4 represent a very strong agreement whereas 1 represents no agreement at all as shown below.

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Very Strong Agreement</b>	<b>Strong agreement</b>	<b>Agree</b>	<b>No agreement at all</b>

21. Giving Equal Employment Opportunities to all staff is a priority in University planning?

4	3	2	1
---	---	---	---

22. There are workplace cultures (behaviors and practices) that hinder Equal employment opportunity for the non-teaching staff?

4	3	2	1
---	---	---	---

If there are workplace cultures that hinder EEO kindly list them

---



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23. Non-teaching staff are given Equal Employment Opportunities when it comes to employment relationship aspects such as training, promotion and compensation.

4	3	2	1
---	---	---	---

24. There are employment policies and procedures that allow for discriminatory workplace practices for the non-teaching staff?

4	3	2	1
---	---	---	---

If there are there kindly list them

---



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25. The top leadership/ Management in the university influences EEO practices.

4	3	2	1
---	---	---	---

26. How does the top leadership/ Management in the university influences EEO practices?

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27. EEO demands for non-teaching staff are influenced by internal and external environmental changes

4	3	2	1
---	---	---	---

28. Please indicate the extent to which external factors affect Equal Employment Opportunity practices in public universities.

<b>External Factor</b>	<b>A great deal</b>	<b>Some what</b>	<b>Not much</b>	<b>Not at all</b>	<b>Not sure</b>
New information and communication technology					
Social –cultural beliefs and attitudes e.g. gender, tribal etc					
Economic variables and changes in funding from Donors and Government					
The needs of clients/customers are becoming more complex					
Changes in the labour market					
Higher expectations from clients					
Competition from other public and private universities					
Political influences and interferences					
The pressure to have world class standards					