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TEACHING ACADEMIC STAFFERS' PERFORMANCE CONTRACTING AND COMMUNITY SERVICE PARTICIPATION IN SELECTED KENYAN PUBLIC UNIVERSITIES

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ABSTRACT

Performance contract can be made to work in public universities, but there are numerous pitfalls along the way which can punish innovation, success and can erect complex barriers to effective implementation. The fundamental principle of performance contracting in these institutions is the devolved management style where emphasis is management by outcome rather than management by process. The study was mainly concerned with collecting empirical evidence which linked Academic staffers' performance contracting and community service participation. Descriptive survey design was used in the study to highlight specific descriptions in respect of crucial and fundamental aspects of performance contracting and give directional predictions on its influence in community service participation by university lecturers. Three (3) public universities comprising eight hundred forty eight (848) lecturers provided empirical evidence by way of collecting data through questionnaire administration and semi structured interviews where a total number of one hundred forty two (142) staff members were randomly selected as respondents. Results of the descriptive findings indicated that most of teaching academic staffers were aware of performance contracting but understood it differently in respect of versions and terminologies in their institutions. Results of the F test confirmed that there was a positive relationship between employees' participation in community service and the level of service delivery at the selected Kenyan public universities. Different tests of between-subjects effects established at least at 90% confidence interval that the level of service delivery was significantly reliable on the participation by the universities teaching academic staffers in community service.

Keywords: Performance, Contracting, Service, Delivery.

INTRODUCTION

It is now well known and well documented that higher education institutions worldwide currently face considerable challenges in relation to rapidly changing global conditions. Higher education is being challenged to become more responsive to societal needs and to emerge from its myopic absorption with the detached concerns of ivory tower academia (Subotzky, 1999). This has led to emergence of the 'market' or 'entrepreneurial' university characterized by closer university-business partnerships, faculty responsibility for accessing external sources of funding, and by a managerialist ethos in institutional governance, leadership, and planning. This has changed not only the epistemological and organizational forms of knowledge, but also the role of

the state in relation to higher education (Kraak, 1997; Scott, 1997). Globalization has had a profound impact on both business and higher education. This has influenced the production of knowledge and, in turn, higher education (Gibbons et al., 1994; Kraak, 1995; Schuler, 1995; Walshock, 1996; Gibbons, 1997; Slaughter and Leslie, 1997; Curne and Vidovich, 1998; Polster and Newson, 1998). The production of new knowledge is increasingly occurring within new forms of social organization. As Kraak (1997) observes, 'it is this critical nexus between knowledge, innovation and co-operation which provides a new perspective on higher education's relationship with society and the economy'. Globalization is widely seen to be the outcome of doctrines aimed at the hegemonic interests of world capitalism (Smyth, 1995; Chomsky, 1997; Orr, 1997). As Tierney and Kempner (1997) argue, the local political-economic context and culture provide the key to

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understanding the characteristics of national higher education system. Tierney (1996) argues that 'knowledge is a social construct dependent upon institutional and national contexts, as well as the discipline and profession'. The cultural context of a specific environment directly shapes organizational culture, structure, functions and practices in the academy in that particular society. Academics across the world are now faced with developing skills in interdisciplinary and team project management and networking, and in dealing with the media and an increasingly better informed general public. The best universities will have to adjust from being adept producers of knowledge to being creative reconfigurers of knowledge in solving increasingly complex problems. In order to remain relevant, they will have to adapt themselves to play a collaborative role within a larger and more complex environment. In response to the evidence of growing disparity between ivory tower academic norms and societal needs, the contribution of higher education towards the public good and social development is being rigorously reviewed (Fairweather, 1996; Tierney, 1997). There has also been concerns expressed about the need to reclaim the meaning of academic autonomy away from ivory tower abstraction to one accord with the spirit of civic responsibility (Polster and Newson, 1998). Braskamp and Wergin (1997), argue that, given the array of social fragmentation in the environment, 'higher education today has an opportunity unique in its history to contribute to our society'. As an increasingly important means of attempting to realize the social purpose of higher education, community service learning has seen a rapid growth in recent times (Bringle and Hatcher, 1996; Ward and Wolf-Wendel, 1997). The main task is to ensure that knowledge is formally produced and disseminated (Kraak and Watters, 1995). Under this new social contract the institution becomes an advocate of social justice (Braskamp and Wergin, 1997). The researcher assessed how Kenyan public universities apply the customer-driven paradigm to remain relevant and meet the increasing demand for better service delivery performance at required levels of quality, efficiency and transparency. The researcher filled major gaps in knowledge in respect to employees' payment, continuous training, development programme, working facilities, promotion, performance targets, administrative and scholarly awards, academic titles,

posting, leave of absence, and educational programmes for supporting their dependants.

METHODOLOGY

Research Philosophy and Design: An epistemological approach was adopted to examine the nature, practices and limits of mankind knowledge on performance contracting in public universities in Kenya. This research philosophy was anchored within a descriptive survey design which helps to answer questions concerning the current status of the subjects under study (Mugenda and Mugenda, 2003). Descriptive studies are aimed at finding out 'what is' and includes multiple variables for study (Borg and Gall, 1996). Description emerges following creative exploration and serves to organize the findings in order to fit them with explanations and then test or validate these explanations (Krathwoh, 1998). Kothari (2009) explains that descriptive research studies are concerned with, narration of facts, specific predictions, and characteristics concerning groups or situations and individuals.

Target Population and Sample: The target population comprised the seven (7) public universities duly operating and recognized in the year 2012 calendar year. The academic staffers focused on ranged from tutorial fellows to full professors. The total number of academic staffers in the universities was five thousand six hundred and thirty (5630) (Table 1).

Table 1. Universities' teaching staff members' schedule.

University	Year of inception	Staff Members No.
Nairobi	1964	1429
Moi	1984	1286
Kenyatta	1985	879
Egerton	1987	543
Maseno	1991	320
Jkuat	1994	633
Masinde Muliro	2007	540
Total		5630

Source: Human Resource Information Management Systems (2012).

This category of teaching staffers was selected to reflect their key role in mainstreaming the main functions of universities, namely research, knowledge dissemination and community service.

A multistage random sampling was employed for selecting the units and collecting data. It encompassed a purposeful sampling of public universities and a random sampling of teaching academic staffers from the head office campuses (Table 2).

Table 2. Teaching academic staff schedule of selected universities.

University	School	Total Pop.	Target (15%)	Actual Respondents
Kenyatta University	Humanities and Social Sciences	205	31	19
	Business	74	11	20
	Education	151	23	27
	Sub-Total	430	65	66
Moi University	Arts and Social Sciences	121	18	27
	Business and Economics	72	11	11
	Education	114	17	17
	Sub-Total	307	46	55
Maseno University	Humanities and Social Sciences	49	7	10
	Business and Economics	30	5	6
	Education	32	5	5
	Sub-Total	111	17	21
Total		848	127	142

As reflected in Table 2 the researcher purposefully picked three state-run universities consisting of two of the oldest universities and a new one from different geographical setups out of a total number of two thousand four hundred and eighty five (2485) teaching members of staff. These universities encompassed Kenyatta University, Moi university and Maseno university. At Kenyatta university the researchers considered schools (15) which make up 62 academic departments while at Moi and Maseno universities the researchers considered, 14 and 12 schools, consisting of 74 and 54 academic departments were considered, respectively. The biggest schools and faculties in terms of the population of undergraduate students admitted during the Joint Admissions Board (JAB) session of the academic year 2012/2013 were chosen. At Moi University the schools were, school of business and economics, school of education and school of arts and social sciences, while school of business, education and humanities and social sciences were selected at Kenyatta university, and the school of business and economics, education and humanities and social sciences were considered at Maseno University. Finally, a simple random sampling technique was used to pick the respondents to the questionnaire and a sample size of 142 respondents representing a proportion of 16.74% was realized and 180 questionnaires administered.

Data Collection

Procedures for data collection: Primary data was mainly collected through self-administration of a questionnaire, which was dropped to each respondent and picked later and where additional information was

required by the researcher, semi-structured interviews were conducted. Respondents to self-administered questionnaires are relatively unlikely to answer questions to please you or because they believe certain responses are more socially desirable (Mark et al., 2003). The questionnaire consisted of both open-ended and closed-ended questions. The researcher used both qualitative and quantitative data. Qualitative data was appropriate since meanings were based on expression through words and analysis was through conceptualization, while quantitative data was appropriate since meanings were derived from numbers and analysis was done through use of diagrams and statistics. This information was coded and analyzed the use of statistical package for social sciences (SPSS).

Validity of Research Instrument: The researchers used clear wording of the questions by employing terms that are likely to be familiar to, and understood by the respondents. Content validity was done to ascertain clarity and simplicity, the researcher sought experts and supervisor's opinion to ascertain whether the content of the research instrument was up to standard, after which he administered it to the respondents. In relating the measuring instrument to the general theoretical framework for purposes of determining whether the instrument was tied to the concepts and the theoretical assumptions the researcher employed construct validity as advocated by Cronbach (1955).

Reliability of Research Instrument: According to Tabachnick and Fidel (2001), reliability relates to the constancy with which a measuring instrument yields certain result, where the results of constructs measured

demonstrate a high percentage of similar outcomes and is without bias. Reliability can be assessed by posing the following questions: will the measures yield the same results on other occasions? Will similar observations be reached by other observers? And whether there is transparency in how sense was made from raw data? (Easterby-Smith et al. 2002). This analysis was conducted for all statements structured on a Likert point scale using Cronbach alpha score test. Cronbach's alpha coefficient value for determining the internal consistency of the research instrument was defined by

$$[\text{Equation 1}]: \alpha = \frac{K}{K-1} \left(1 - \frac{\sum_{i=1}^K \sigma^2 Y_i}{\sigma^2 X} \right) \quad [\text{Equation 1}]$$

Where: K is the number of components (K-items or testlets),

$\sigma^2 X$ the variance of the observed total scores

$\sigma^2 Y_i$, the variance of the component I for the current sample of persons.

α , the Cronbach's alpha coefficient normally described as follows:

- Excellent, $\alpha \geq 0.9$;
- Good, $0.9 > \alpha \geq 0.8$;
- Acceptable, $0.8 > \alpha \geq 0.7$;
- Questionable, $0.7 > \alpha \geq 0.6$;
- Poor, $0.6 > \alpha \geq 0.5$;
- Unacceptable, $\alpha < 0.5$

Data Analysis

Model Specification: This study used a Multivariate General Linear Model (GLM-MULT) to account for the effect of employees participation in community service on the outcome of performance contracting. The level of quality of service delivery at university was clearly assessed in terms of tangibles (y1), reliability of services (y2), responsiveness of employees (y3), assurance given by lecturers (y4) as well as their empathy (y5) [Equation 2]:

$$Y_i = \alpha_{ij} + \beta_{1j}X_{1j} + \beta_{2j}X_{2j} + \beta_{3j}X_{3j} + \beta_{4j}X_{4j} + \epsilon_i \quad [\text{Equation 2}]$$

Where,

Y_i are factors measuring the level of the quality of service delivery

X_{ij} are factors measuring the level of employees' participation to community service, namely employees' payment, continuous training, development programme, working facilities, promotion, performance targets, administrative and scholarly awards, academic titles, posting, leave of absence, and educational programmes for supporting their dependants

α_{ij} is the intercept

β_{ij} are the regression coefficients for each independent variable.

ϵ_{ij} is the error term

Econometric Problems and Remedy: The following sub-sections deal with some econometric problems that were encountered and sorted out to avoid biasness in the results of the study. These mainly included the problems of multicollinearity among predictors and their heterogeneity of variance errors with the dependent variables.

Testing Multicollinearity: This Multicollinearity model diagnostic test was carried out to rule out the assumption of high correlation between explanatory variables of different types of predictants which are related to the quality of service delivered at university. The test enabled minimization of the number of parameters involved in the model so as to generate reliable predictions on the level of service delivery at university level within acceptable confidence limits. Such an econometric problem if not addressed was likely to lead to biased predictions of the performance of public universities in Kenya. Multiple correlation coefficient is considered high when its value is equal or above 0.7 (Cohen and Holiday 1998) and that was the cutting point for the study. Where one of the variables was found to be highly correlated to another it was deleted from the model.

Test of Homogeneity of Variance Errors: An independent test for equal variances between the predictant and its predictors was necessary to rule out any assumption of heterogeneity in spite of conducting the test of multicollinearity, which may possibly increase the presence of heteroskedasticity of errors in the error term. The rejection of heterogeneity gave justification to the use of normal distributions, namely the F and t tests. This hypothetical homogeneity of variances was derived from Levene's test which is an independent test of homogeneity of variances. Heuristic method was later used to cluster the observed variables for inferring hypothesis test.

Model Estimation: This stage of the study dealt with the identification of a specific model that could measure the level of service delivery at university level. Hence, five categories of factors related to the quality of service delivery at university were selected, and their corresponding causes (or variables) identified. The selected model can be represented by a system of

equations defined by the algebraic description below [Equation 3]:

$$Y = A + BX \quad \text{[Equation 3]}$$

Where,

Y = vector of predictants related to the level of service delivery (Table 3)

X = Matrix of predictors of the level of staffers' participation to community service (Table 3).

B = Beta weights or matrix parameters relevant to each predictor

A = Alpha constants or vector of the model intercepts

The full regression model of the level of service delivery may be written as [Equation 4], and it displays the actual variables used in the modeling to predict the performance of university staffers vis-à-vis their contractual academic duties. Multiple logistic regressions (probit, logit or tobit) of these predictants by their relevant predictors were conducted to estimate the regression parameters for each category of dependent variables (predictants).

$$\begin{bmatrix} y_1 \\ y_2 \\ y_3 \\ y_4 \\ y_5 \end{bmatrix} = \begin{bmatrix} a_1 \\ a_2 \\ a_3 \\ a_4 \\ a_5 \end{bmatrix} + \begin{bmatrix} b_{11} & b_{12} & b_{13} & b_{14} & b_{15} & b_{16} & b_{17} & b_{18} & \dots & b_{1n} \\ b_{21} & b_{22} & b_{23} & b_{24} & b_{25} & b_{26} & b_{27} & b_{28} & \dots & b_{2n} \\ b_{31} & b_{32} & b_{33} & b_{34} & b_{35} & b_{36} & b_{37} & b_{38} & \dots & b_{3n} \\ b_{41} & b_{42} & b_{43} & b_{44} & b_{45} & b_{46} & b_{47} & b_{48} & \dots & b_{4n} \\ b_{51} & b_{52} & b_{53} & b_{54} & b_{55} & b_{56} & b_{57} & b_{58} & \dots & b_{5n} \end{bmatrix} \begin{bmatrix} x_1 \\ x_2 \\ x_3 \\ x_4 \\ x_5 \\ x_6 \\ x_7 \\ x_8 \\ x_9 \\ \vdots \\ x_n \end{bmatrix} \quad \text{[Equation 4]}$$

Table 3. Specific variables for evaluating performance contracting and community service at university.

Predictants		Predictors	
"Quality of service delivered by university staffers" measured by:		"University staffers' participation to community service" measured by:	
Variable	Symbol	Variable	Symbol
Tangibles	EmploWS 11	Well paid employees	EmploCSS 1
Reliability	Emplo WS 12	Continuous employee training	EmploCSS 2
Responsiveness	EmploWS 13	Rigorous employee development programme	EmploCSS 3
Assurance	EmploWS 14	Employee with better working facilities	EmploCSS 4
Empathy	EmploWS 15	Employee promoted for achieving targets	EmploCSS 5
		Best worker awards	EmploCSS 6
		Transferring of employees	EmploCSS 7
		A fully paid leave of absence	EmploCSS 8
		Award of scholarly titles for academic work	EmploCSS 9
		Supporting dependants in educational programmes	EmploCSS 10

These variables were embedded in the Multivariate Generalized Linear Model (GLM-MULT) procedure, which was run to that effect using the SPSS software package.

Model Evaluation and Validation: In establishing the goodness of fit of the model and to rule out the presence of biasness in the prediction model a diagnostic check-up was conducted. Pearson's Rho test was used to establish the correlation of various variables. To get an appropriate set of parameters that determine the

strength of ties between subjects within the variables input and in order to measure in the regression strength the coefficient of determination (R²), the Beta weight and the F and t statistics were employed.

RESULTS AND DISCUSSION

Key features of the sample: The concern of the researchers in this section was to find out and show how academic staffers' performance contracting and community service was related to service delivery in selected public universities in Kenya. In recognition of

this the researcher covered: well paid employees, continuous employee training, rigorous employee development programme, employee with better working facilities, employee promoted for achieving targets, best worker awards, transferring of employees, a fully paid leave of absence, award of scholarly titles for academic work and supporting dependants in educational programmes. The findings are as depicted in the tables and figures below.

The researchers established how the respondents thought about well paid employees and community service engagement. The findings were that 10.1% of respondents ranked it as not valuable at all, 5% as valuable 25.2% as fairly valuable, 36.0% as very valuable, and 23.7% as very valuable (Table 4).

Table 4. Well paid employees engagement in community service.

Status	Frequency	Percent	Valid Percent
Not valuable	14	9.9	10.1
Valuable	7	4.9	5.0
Fairly Valuable	35	24.6	25.2
Very valuable	50	35.2	36.0
Most valuable	33	23.2	23.7
Total	139	97.9	100.0
Missing	3	2.1	
Total	142	100.0	

Fig 1. shows the extent to which respondents ranked continuous employee training in relation to improved community service. The findings were that 2.9% not valuable at all, 5% valuable, 12.2% fairly valuable, 41.7% very valuable, and 37.3% very very valuable.

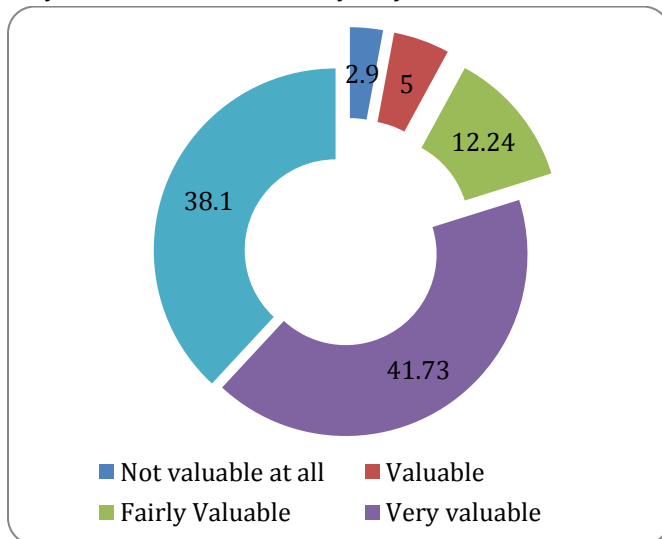


Figure 1. Continuous employee training and improved community service.

Table 5 reveals the rigor of employee development programme was essential to community service handling. The researcher found that the respondents ranked it as 2.9% not valuable at all, 7.2% valuable, 18.7% fairly valuable, 33.8% very valuable, and 37.4 % very very valuable.

Table 5. Value of employee development programme for community service.

Status	Frequency	Percent	Valid Percent
Not valuable	14	9.9	10.1
Valuable	7	4.9	5.0
Fairly Valuable	35	24.6	25.2
Very valuable	50	35.2	36.0
Most valuable	33	23.2	23.7
Total	139	97.9	100.0
Missing	3	2.1	
Total	142	100.0	

Fig. 2 illustrates the findings in respect of an employee with better working facilities and their handling of public complaints in an effective way. The findings were that 0.7% expressed it was not valuable at all, 2.9% valuable, 12.2% fairly valuable, 45.3% very valuable, and 38.8% very valuable.

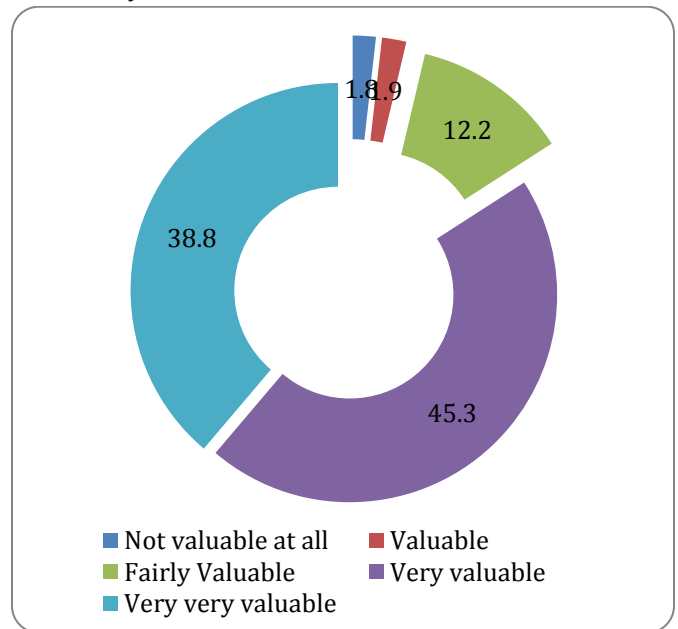


Figure 2. Value of better working facilities for handling public complaints.

Then, the researchers wanted to find out whether employee were promoted based on achieving their performance contract targets for handling community service efficiently. Findings from Table 6 indicate that there were 3.6% of the respondents who thought that

such a promotion was not valuable at all, while 10.1% thought that it was indeed valuable, 18.0% fairly valuable, 40.3% very valuable, and 28.1% very very valuable. The researchers wanted then to establish whether best worker awards would improve an employee's handling of community service. The results in Fig. 3 illustrate the following responses: 7.2% not valuable at all, 8.7% valuable, 23.9% fairly valuable, 36.2% very valuable, and 23.9% very very valuable.

Table 6. Employee promotion for efficient handling of community service.

Status	Frequency	Percent	Valid Percent
Not valuable	5	3.5	3.6
Valuable	14	9.9	10.1
Fairly Valuable	25	17.6	18.0
Very valuable	56	39.4	40.3
Most valuable	39	27.5	28.1
Total	139	97.9	100.0
Missing	3	2.1	
Total	142	100.0	

The intention of the researchers was to establish whether best worker awards would improve an employee's handling of community service. The results as illustrated in Fig. 3 were that 7.2% not valuable at all, 8.7% valuable, 23.9% fairly valuable, 36.2% very valuable, and 23.9% very very valuable.

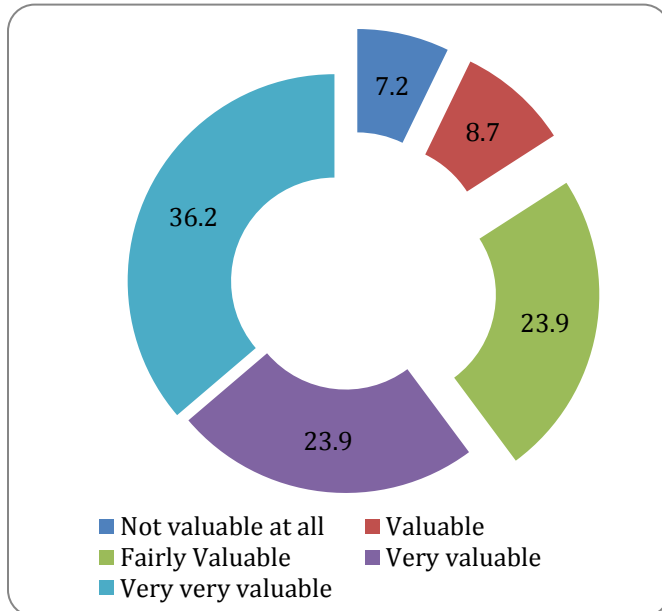


Figure 3. Value of best workers' awards for improved community service.

In Table 7 the researchers wished to find out whether transferring of employees would improve handling of

community service. The expressions from the respondents were 22.5% felt it was not valuable at all, 23.9% felt it was valuable, 23.2% fairly valuable, 16.7% very valuable, and 13.8% very very valuable.

Table 7. Value of transferring of employees for improved community service.

Status	Frequency	Percent	Valid Percent
Not valuable	31	21.8	22.5
Valuable	33	23.2	23.9
Fairly Valuable	32	22.5	23.2
Very valuable	23	16.2	16.7
Most valuable	19	13.4	13.8
Total	138	97.2	100.0
Missing	4	2.8	
Total	142	100.0	

Fig. 4 illustrates the results on whether a fully paid leave of absence for exemplary performance would lead to improvement of community service. The findings were that 9.4% felt not valuable at all, 19.6% valuable, 18.8% fairly valuable, 31.9% very valuable, and 20.3% very very valuable.

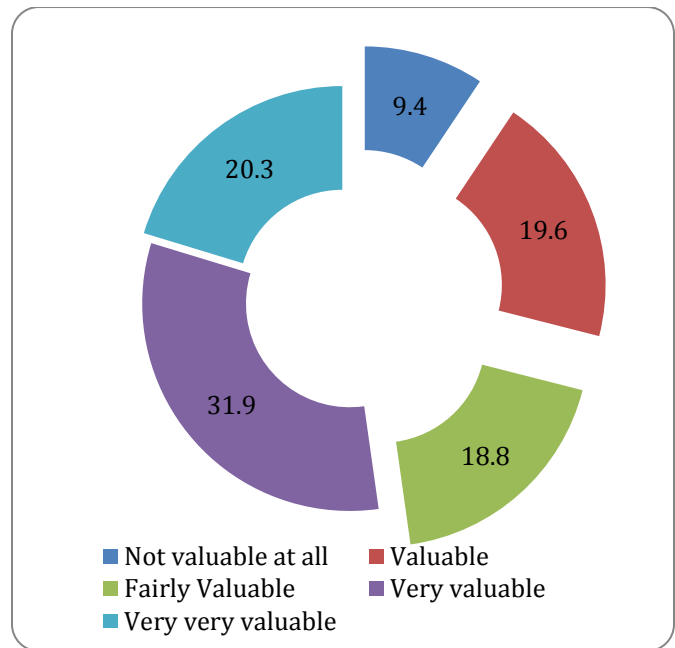


Figure 4. Value of performance fully paid leave for improved community service.

Later, the researchers established whether the awarding of scholarly titles led to improved service delivery (Table 8). The findings were that 9.4% of the respondents felt it was not valuable at all, 11.6% felt it was valuable, 22.5% fairly valuable, 31.9% very valuable, and 24.6% very very valuable.

Table 8. Value of scholarly titles' awards for improved community service.

Status	Frequency	Percent	Valid Percent
Not valuable	13	9.2	9.4
Valuable	16	11.3	11.6
Fairly Valuable	31	21.8	22.5
Very valuable	44	31.0	31.9
Most valuable	34	23.9	24.6
Total	138	97.2	100.0
Missing	4	2.8	
Total	142	100.0	

Fig. 5 shows the extent to which support of dependents in educational programmes improves community service handling. The findings were that 6.5% felt it was not valuable at all, 9.4% felt it was valuable, 18.8% felt it was fairly valuable, 37.0% felt it was very valuable, and 28.3% felt it was very very valuable, and 2.8% did not indicate.

Regarding their participation to community service at university most of the lecturers valued "better working facilities for handling public complaints" (84%) (Table 9). Table 9. Most important aspects of community service at university.

Status	Frequency	Percent	Importance
Value of better working facilities for handling public complaints	116	84.1	AAA
Continuous employee training and improved community service	110	79.8	AA
Value of employee development programme for community service	98	71	AA
Value of dependents' education support to improve community service	90	65.3	AA
Well paid employees engagement in community service	82	59.7	A
Value of scholarly titles' awards for improved community service	78	56.5	A

Notes: A= Valuable (50-64.9%); AA= Very Valuable (65-79.9%); AAA=Very Very Valuable (80-100%).

Test of Multicollinearity between Predictors: The study did not uphold a multicollinearity problem in a regression between the quality of service delivery and its predictors corresponding to participation in community service.

In many cases, the Pearson correlation test showed a significant relationship between most of the predictors

Table 10. Results of Levene's test of equality of error variances ^{a,b,c}

Variable	F	df1	df2	Sig.	Observation
Tangibles contribute to quality of service offered at the university	1.092	125	10	0.479	Homogeneity
Reliability contribute to quality of service offered at the university	0.901	125	10	0.640	Homogeneity
Responsiveness contributes to quality of service offered at the university	2.281	125	10	0.075	Heterogeneity
Assurance contribute to quality of service offered at the university	0.889	125	10	0.651	Homogeneity
Empathy contribute to quality of service offered at the university	1.333	125	10	0.324	Homogeneity

Notes: ^aTests the null hypothesis that the error variance of the dependent variable is equal across groups;

^bMethod: Weighted Least Squares Regression - Weighted by Age;

^c Design: Intercept + EmplCSS1 + EmplCSS2 + EmplCSS3 + EmplCSS4 + EmplCSS5 + EmplCSS6 + EmplCSS7 + EmplCSS8 + EmplCSS9 + EmplCSS10

facilities for handling public complaints" (84%) (Table 9).

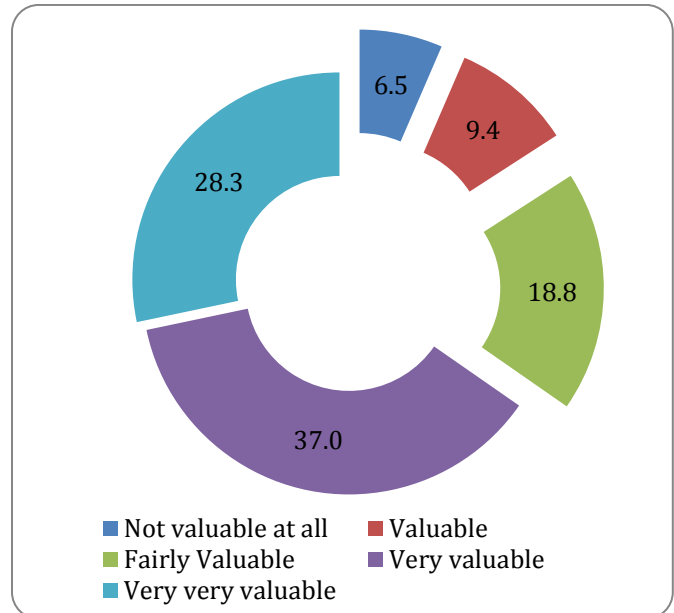


Figure 5. Value of dependents' education support to improve community service.

at 90% confidence interval and above. Even so, the latter did not display a Pearson correlation equal to or above 0.7 (Table 11).

Test of Homogeneity of Variances: Once more, tangibles, reliability, responsiveness, assurance and empathy were said to have equal error variances with all their corresponding predictors (Table 10).

Table 10. Correlation between factors enabling participation in community service^a

Variable	EmploCSS										
	1	2	3	4	5	6	7	8	9	10	
Well paid employees (EmploCSS 1)	1.000										
Continous employee training (EmploCSS 2)	0.150**	1.000									
Rigorous employee development programme (EmploCSS 3)	0.393***	0.290***	1.000								
Employee with better working facilities (EmploCSS 4)	0.349***	0.116*	0.483***	1.000							
Employee promoted for achieving targets (EmploCSS 5)	0.360***	-0.070	0.261***	0.377***	1.000						
Best worker awards (EmploCSS 6)	0.211***	0.025	0.228***	0.288***	0.596***	1.000					
Transferring of employees (EmploCSS 7)	0.265***	-0.000	0.220***	-0.011	0.324***	0.393***	1.000				
A fully paid leave of absence (EmploCSS 8)	0.369***	-0.071	0.048	0.056	0.341***	0.420***	0.596***	1.000			
Award of scholarly titles for academic work (EmploCSS 9)	0.058	-0.021	0.043	0.031	0.154	0.163	0.225***	0.249***	1.000		
Support of dependants in educational programmes (EmploCSS 10)	0.094	-0.005	0.140*	0.084	0.244***	0.104	0.261***	0.226***	0.192**	1.0	

Notes:

***. Correlation is significant at the 0.01 level (2-tailed); **. Correlation is significant at the 0.05 level (2-tailed);

*. Correlation is significant at the 0.1 level (2-tailed); ^a Method: Pearson Correlation

However, many lecturers also needed a continuous employee training and improved community service (80%), employee development programme for community service (71%), the support of dependents' education (65%), the payment of engagement for community service (60%), and the award of scholarly titles for improved community service (57%).

Except responsiveness, Levene's test confirmed this assumption of homogeneity of variances between quality of service delivery predictants and their related predictors. Therefore, the remaining dependent variables were expected to provide an explanation of the level of service delivery in public universities by easing employee's participation in community service.

Model Estimation and Regression Strength

Testing: As reflected in Table 12, employee's participation in community service has a significant impact on the quality of service delivery at public universities of Kenya. However, in most of the cases Pearson correlation test did not confirm at 99% confidence interval the existence of a strong relationship between the dependent variables and most of the predictors and above.

Assurance and Empathy and others were among the few exceptions. For instance, the quality of service delivery measured by tangibles was highly related to rigorous development programme and best worker awards. Reliability was significantly related to well paid employee, rigorous development programme and employee better working facilities. Consequently, possible strong

regressions could only be expected for the above predictants and their corresponding predictors for explaining their contribution of employee's participation in community service to the quality of service delivery in public universities.

Results of the F test led to the acceptance of the working hypothesis stating that employees' participation in community service was positively related to the level of service delivery at the selected universities of Kenya. Different tests of between-subjects effects established at least at 90% confidence interval that the level of service delivery was significantly reliable on the participation by the teaching members of staff in community service through "tangibles", "reliability", "assurance" and "empathy" of academic teaching members of staff.

Table 12. Correlation between quality of service delivery and community service.

Parameter	Tangible	Reliability	Assurance	Empathy
EmploCSS 1	0.187**	0.115*	0.187**	0.165**
EmploCSS 2	0.07	0.037	0.151**	0.184**
EmploCSS 3	0.211***	0.167**	0.302***	0.298***
EmploCSS 4	0.226***	0.122*	0.263***	0.149**
EmploCSS 5	0.104	0.033	0.164**	0.08
EmploCSS 6	0.129*	0.028	0.141*	0.315***
EmploCSS 7	0.039	0.044	0.024	0.137*
EmploCSS 8	0.043	0.095	0.056	0.210***
EmploCSS 9	0.05	0.03	0.036	0.042
EmploCSS 10	0.018	-0.008	-0.011	-0.026

Notes:

***. Correlation is significant at the 0.01 level (2-tailed).

** . Correlation is significant at the 0.05 level (2-tailed).

*. Correlation is significant at the 0.1 level (2-tailed).

Based on results of Table 13, an emphasis can be put on “tangibles” (Adjusted R²= 0.259; F= 2.066; Sig.= 0.002) and “reliability” (Adjusted R² = 0.121; F= 1.42; Sig.= 0.084), which significantly contribute to enhancing participation in community service at the selected universities through promotions based on achievements (F=2.704; Sig.= 0.035), worker awards based on results (F=2.56; Sig.= 0.044) and fully paid leave based on performance (F=3.361; Sig.=0.013). Besides, “assurance” (Adjusted R² = 0.249; F= 2.012; Sig.= 0.003) significantly bestows participation in

community service at the university by means of rigorous employee development programme (F= 1.988; Sig.= 0.098), promotions based on achievements (F=2.877; Sig.= 0.027), scholarly titles’ award based on academic performance (F= 1.91; Sig.= 0.10) and support of dependents’ education (F=2.441; Sig.= 0.053). Finally, “empathy” (R²= 0.434; Adjusted R²= 0.158; F= 1.571; Sig.= 0.038) had a significant contribution to participation in community service at the university by means of worker awards based on results (F=4.386; Sig.= 0.003).

Table 13. Between-subjects effects for service delivery and community service.

Parameter	Tangibles a.		Reliability b.		Assurance c.		Empathy d.	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Well paid employee	1.581	0.186	1.023	0.4	0.393	0.813	1.087	0.368
Continuous training	1.777	0.126	0.256	0.936	1.679	0.148	0.476	0.793
Rigorous development	0.078	0.989	0.947	0.441	1.338	0.262	0.937	0.447
Better facilities	0.726	0.577	1.19	0.321	0.97	0.428	1.081	0.371
Promotion for targets	0.33	0.857	2.704**	0.035	1.965	0.107	2.877**	0.027
Best worker awards	2.78	0.032	2.56**	0.044	4.386***	0.003	1.89	0.119
Transfers	0.311	0.87	0.785	0.538	1.711	0.155	0.839	0.504
Paid leave of absence	5.236***	0.001	3.361**	0.013	0.981	0.422	1.869	0.123
Scholarly awards	0.847	0.52	0.957	0.449	1.174	0.328	1.702	0.142
Dependants support	1.316	0.27	0.894	0.471	0.693	0.599	2.441*	0.053
Corrected Model	2.066***	0.002	1.420*	0.084	2.012***	0.003	1.571**	0.038

Notes:

a. R Squared = .502 (Adjusted R Squared = .259)

b. R Squared = .410 (Adjusted R Squared = .121)

c. R Squared = .496 (Adjusted R Squared = .249)

d. R Squared = .434 (Adjusted R Squared = .158)

*Significant at 10%

**Significant at 5%

***Significant at 1%

Table 14 provides results of the t test for the most significant categories within each of the above parameters.

Table 14. Parameter estimate for level of service delivery by community service.

Parameter	<i>Tangibles</i>		<i>Reliability</i>		<i>Assurance</i>		<i>Empathy</i>	
	t	Sig.	t	Sig.	t	Sig.	t	Sig.
Promotion for targets[=1]	1.008	0.316	2.887***	0.005	2.595**	0.011	2.993***	0.004
Best worker awards[=1]	-1.516	0.133	-2.292**	0.024	-	0.000	-2.486**	0.015
Best worker awards[=2]	-1.935*	0.056	-0.158	0.875	-0.684	0.495	-0.732	0.466
Best worker awards[=3]	0.69	0.492	0.446	0.657	-2.063**	0.042	-1.606	0.112
Best worker awards[=4]	-0.294	0.769	-1.337	0.185	-2.3**	0.024	-1.908*	0.06
Paid leave of absence[=2]	-0.316	0.753	-1.58	0.118	-0.841	0.402	-0.526	0.600
Paid leave of absence[=3]	-	0.000	-	0.002	-1.802*	0.075	-2.076**	0.041
Dependants support[=1]	0.078	0.938	0.019	0.985	0.878	0.383	0.445	0.658
Dependants support[=4]	0.781	0.437	1.419	0.159	-0.819	0.415	2.497**	0.014

Source: Field Data (Researcher 2013)

Notes: *Significance at 10%; Confidence intervals of 90%

**Significance at 5%; Confidence intervals of 95%

***Significance at 1%; Confidence intervals of 99%

These results indicate that “fully paid leave based on performance” and “worker awards based on results” were ranked from “fairly valuable” to “very valuable” when it came to enhancing participation in community service, while employees’ “promotions based on achievements” were found to be a hindrance (“not valuable at all”) to incentivizing their participation in community service. Nonetheless, refusal to recognizing workers’ performance (worker awards) was found to be grievously affecting employees’ participation to community service. These findings revealed that the level of service delivery at universities also relies on Results Based Management (RBM) through personnel participation in community service.

Discussion on the Quality of Service Delivery and Community Service: Major focus of attention in current higher education policy is on the adaptive responses which institutions are making to the rapid changes in political-economic and social relations. The institutions of higher education are being challenged to become more responsive to societal needs and to emerge from its myopic absorption with the detached concerns of ivory tower academia. This has led to emergence of the ‘market’ or ‘entrepreneurial’ university characterized concerned with university-business partnerships, faculty responsibility for accessing external sources of funding, and by a managerialist ethos in institutional governance, leadership, and planning (Subotzky,1999).

It is further noted that recent developments in information technology and the need for flexibility and innovative responsiveness to rapidly changing market

conditions due to globalization have significantly altered patterns of production, research and development and this has influenced the production of knowledge and, in turn, higher education. The production of new knowledge is increasingly occurring within new forms of social organization and it is observed that ‘it is this critical nexus between knowledge, innovation and co-operation which provides a new perspective on higher education’s relationship with society and the economy (Gibbons et al.,1994; Kraak, 1995; Schuler, 1995; Walshock,1995; Gibbons,1997; Scott,1997; Slaughter and Leslie, 1997; Curne and Vidovich, 1998; Polster and Newson, 1998).

The local political-economic context and culture provides the key to understanding the characteristics of national higher education system and understanding a nation’s educational structures and policies depends on looking for deeper cultural explanations of its social structures, its political economy and its position in global relations and therefore “knowledge is a social construct dependent upon institutional and national contexts, as well as the discipline and profession”. The cultural context of a specific environment directly shapes organizational culture, structure, functions and practices in the academy in that particular society. It is in this light that the relevance, purpose, and quality of higher education can be approached not in relation to abstract universals, but rather in terms of its contextualized fitness to purpose in relation to national development priorities and higher education policy goals. Developments in higher education have given rise

to the 'entrepreneurial' or 'market' university and this has changed not only the epistemological and organizational forms of knowledge, but also the role of the state in relation to higher education (Tierney 1996). Academics across the world are now faced with developing skills in interdisciplinary and team project management and networking, and in dealing with the media and an increasingly better informed general public. Management strongly encourages entrepreneurial activities among faculties. The best universities will have to adjust from being adept producers of knowledge to being creative reconfigurers of knowledge in solving increasingly complex problems. It can and should be oriented towards partnerships aimed at community development so as to actualize the institution mission of community service in an effective way. It is stated that there is an increasing pressure to bridge the gap between higher education and society and become active partners in addressing and solving our social ills (Gibbons, 1998). Higher education enhances its usefulness to society by, "becoming a forum for critical community dialogues, by advancing practice-based knowledge and policies as well as upholding the creation of theory-based knowledge, and by utilizing faculty expertise in new ways"

CONCLUSION

The researchers concluded that promotions based on achievements, worker awards based on results, fully paid leave based on performance, rigorous employee development programme, scholarly titles' award based on academic performance and support of dependents' education were key explanatory variables. It was however noted that well paid employees, continuous employee development, an employee with better working facilities and transferring of employees were not key explanatory variables when it came to community service, and this can be explained by noting that what the teaching academic staffs are already offering is a community service and they are already trained in their respective fields and therefore what they offer is not tied to any significant financial gain but by passion of the impact the knowledge they disseminate creates to the larger community and the world at large.

RECOMMENDATIONS

The researchers' findings were that promotions based on achievements, worker awards based on results, fully paid leave of absence based on performance, rigorous employee development programme, scholarly titles'

award based on academic performance and support of dependents' education were significant in contributing towards service delivery in the public universities. It was however noted that well paid employees, continuous employee development, an employee with better working facilities and transferring of employees were not key explanatory variables when it came to community service, and therefore this study recommends further interrogation of this observation since the university should always be considered as a community of scholars and the pillar and white tower of knowledge which should benefit the larger community in all spheres of knowledge since the final product is a holistic graduate.

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