

**INSTITUTIONAL DRIVERS OF ACADEMIC STAFF JOB SATISFACTION: A
COMPARATIVE STUDY OF SELECTED PUBLIC AND PRIVATE
UNIVERSITIES IN KENYA**

Barasa Samson Omachar

**A Research Thesis Submitted in Fulfilment of the Requirements for the Award of
the Degree of Doctor of Philosophy in Comparative and International Education
of Masinde Muliro University of Science and Technology, Department of
Education Foundations**

NOVEMBER 2025

DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

Signature..... Date.....

BARASA SAMSON OMACHAR

EDI/H/01-70157/2022

CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled '**Institutional Drivers of Academic Staff Job Satisfaction: A Comparative Study of Selected Public and Private Universities in Kenya**'.

Signature..... Date.....

Dr. Eunice Majanga

Department of Education Foundations, School of Education.

Masinde Muliro University of Science and Technology

Signature..... Date.....

Dr. Philip Mukonyi

Department of Education Foundations, School of Education.

Masinde Muliro University of Science and Technology

DEDICATION

This thesis is dedicated to Samson Barasa Omachar, to the battles I have fought in silence, to the strength I summoned when it felt like I had nothing left, and to the unwavering resilience that brought me to this point. Every page of this work echoes the sacrifices, sleepless nights, quiet tears, and relentless determination that have shaped my journey. This marks my fifth academic degree and my second doctorate (PhD), not as a pursuit of titles, but as a testament to what is possible when one refuses to be limited by circumstance, fatigue, or convention. I acknowledge the weight of my struggles and the depth of my commitment, not with pride, but with purpose. My father, the late Prof. Ignatius Barasa Omachar, challenged me to surpass his academic record, and truly, I have; may his soul rest in eternal peace.

To the one strong woman who seemingly will remain the true definition of a real woman in my life, the woman I desire to have, and perhaps no other like her, my grandmother, my love, and my heroin, the late Seruya Andanje Omanyala, I have fulfilled our promise; may your soul rest in everlasting peace. To my grandfather, the late Reuben Etyang Omanyala, ‘the lover of books’, I know you are proud of this. To my generation, I throw down the gauntlet: Do not settle for less. Break records. Rewrite what is possible. Let this be proof that there is always room to rise higher. Let it be known that I did not stop, and neither should you.

ACKNOWLEDGEMENTS

This journey has been long, demanding, and often lonely but I did not walk alone. I wish to acknowledge, my supervisors, Dr. Eunice Majanga and Dr. Philip Mukonyi, I am forever grateful. I am indebted to Prof. John K. Changach (MU) my teacher, colleague, and mentor. You stood by me when I doubted myself, pushed me firmly and consistently toward academic excellence, and invested not just your time but also your resources and energy to nurture the scholar in me. I am who I am today because you believed I could become more. To my dear colleague, Dr. George Kegode, with whom I have walked the journey of life as your student, as a colleague, and as a friend, thank you. Your companionship has been constant, your encouragement sincere, and your understanding deep. Ours is a bond forged in shared dreams, quiet perseverance, and the resilience of kindred spirits.

I would also like to express deep appreciation to Prof. Kefa Simwa Lidundu, my friend, mentor, and colleague. Your unwavering belief in my potential, coupled with your constant support and encouragement, has been a powerful force in my academic growth. My sincere appreciation also goes to all participants in this study, to Prof. Comm, Joseph Nasongo (MMUST), Dr Jafred Muyaka (UoE), Dr Juma Injendi (MMUST), Prof. Lydia Wamocha (MMUST), Prof. Amb, Emmy Kipsoi (MU), Prof. Isaac Njuguna Kimengi(MU), Prof. Caroline Omulando (Open University of Kenya), and Prof. Peter Barasa (Alupe University). Above all, I give glory and honor to God, who gave me life, good health, courage, and clarity in moments when everything else failed. His grace has been my anchor. Through every delay, every doubt, every disappointment, God remained faithful.

ABSTRACT

Academic staff members constitute the intellectual and operational pillar of any university. Their job satisfaction is a critical determinant of instructional quality, research output, and institutional stability. While academic staff are entrusted with fulfilling the university's core mandate of teaching, research, and community engagement, their levels of satisfaction and productivity are often undermined by institutional challenges. This study sought to investigate the institutional drivers influencing academic staff job satisfaction in a selected public and private university in Kenya. Specifically, the study addressed four objectives: (i) to examine the role of the working environment in influencing academic staff job satisfaction; (ii) to evaluate the influence of compensation and benefits on academic staff job satisfaction; (iii) to analyze the effect of professional development opportunities on academic staff job satisfaction; and (iv) to investigate the impact of institutional policies on academic staff job satisfaction. Guided by a blend of Self-Determination Theory that offers foundational psychological understanding of human motivation and Herzberg's Two-Factor Theory, which distinguishes between hygiene factors and motivators, the study applied a concurrent mixed-methods research design (QUANT + qual) to generate an understanding of academic staff experiences across institutional contexts. The target population included academic staff, members of directorates of quality assurance, and university management boards from both universities. Using Yamane's 1967 formula, a sample of 200 respondents was drawn through simple random sampling, while key informants were selected purposively for in-depth interviews. The study instruments were questionnaires and interview schedules which were subjected to rigorous content validity assessment by academic experts, and a pilot study was conducted in one public and one private university in Kisumu County. Test-retest reliability confirmed the consistency of the quantitative tools, while inter-rater reliability enhanced the credibility of qualitative data coding. Quantitative data were analyzed using SPSS, while qualitative data were thematically analyzed using QDA Miner software. Findings revealed that while both institutional types face common challenges, notable differences exist. Academic staff in public universities reported dissatisfaction with delayed promotions, rigid and bureaucratic procedures, and limited involvement in decision-making, whereas their counterparts in private universities cited heavy workloads, rigid contract terms, and inadequate professional growth structures. A conducive working environment defined by collegiality, academic freedom, safety, and resource availability emerged as a strong predictor of job satisfaction. Similarly, fair and timely compensation, accessible and relevant professional development, and inclusive and transparent institutional policies were found to significantly enhance motivation and satisfaction. The study concludes that academic staff job satisfaction is deeply embedded in the structural and policy dynamics of university governance. Institutions that prioritize staff welfare, provide clear and fair policies, and offer ongoing professional support create environments conducive to academic excellence. This study contributes significantly to Comparative and International Education by offering context-specific knowledge into the contrasting realities of academic life in public versus private universities in Kenya whose findings should be generalised in other contexts. The findings have practical implications for university councils, UASU, policy makers, and the Ministry of Education, Science and Technology (MOEST), as well as for global actors interested in equitable higher education reform. Ultimately, the study calls for strategic policy reforms that promote institutional responsiveness, promote fairness in policy implementation, expand academic staff participation in governance, and align academic staff compensation structures with staff expectations and workloads. These reforms are essential not only for improving job satisfaction but also for sustaining the transformative mandate of universities.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
ABBREVIATIONS AND ACRONYMS	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Background Information	1
1.3 Statement of the Problem	9
1.4 Purpose of this Study	12
1.5 Study Objectives	13
1.6 Research Questions	14
1.7 Research Hypotheses	14
1.8 Justification of the Study.....	14
1.9 Significance of the Study	17
1.10 Scope of the Study	21
1.11 Limitations of the Study.....	24
1.12 Assumptions of the Study	28
1.13 Theoretical Framework	30
1.14 Conceptual Framework	46

1.15 Definition of Terms.....	49
CHAPTER TWO: LITERATURE REVIEW	51
2.0 Introduction	51
2.1 The role of the working environment as an institutional driver to academic staff job satisfaction.....	51
2.2 Staff compensation and benefits as a key driver to influencing Academic Staff Productivity	62
2.3 Professional Development Opportunities	68
2.3.1 University Academic Staff Career Progression and Professional Development ..	69
2.3.2 University organizational Cooperation and Teamwork	71
2.3. 4 Universities Academic Staff Mobility	74
2.4 Institutional Policies as a Key Driver to Academic Staff Motivation.....	75
2.4.1 Conceptualizing Institutional Policies in University Education	76
2.4.2 Theoretical Anchors Linking Policy and University Academic staff Job satisfaction.....	79
2.4.2.1 Herzberg’s Two-Factor Theory: The Role of Hygiene Factors	80
2.4.2.2 Self-Determination Theory (SDT): Nurturing Intrinsic Motivation	81
2.4.2.3 Integrating study theories to justify the concept of institutional policies on the academic staff job satisfaction.	82
2.4.3 University Policy Design and Academic Staff Voice	84
2.4.4 Policy Clarity, Fairness, and Consistency.....	85
2.4.5 Impact of Specific University Policies on Job Satisfaction	85
2.4.5.1 University Academic Staff Promotion and Career Progression Policies	85
2.4.5.2 Research and Publication Policies	85
2.4.5.3 University Academic Staff Professional Development, Training, and Career	

Progression Policies.	85
2.4.5.4 Workload Management and Leave Policies.....	85
2.4.5.5 Implications for the Current Study.....	85
2.5 Chapter Two Summary	85
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.....	85
3.1 Introduction.....	85
3.2 Area of the Study	85
3.3 Research Paradigm.....	85
3.4 Research Design.....	85
3.5 Target Population	85
3.6 Sample Size and Sampling Procedure.....	85
3.6.1 Sample Size.....	85
3.6.2 Sampling procedure	85
3.7 Research Instruments	117
3.8 Validity of the Research Instrument	118
3.9 Reliability of the Research Instrument.....	119
3.10 Data Collection Procedure	120
3.11 Data Analysis	120
3.12 Ethical Consideration.....	124
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION.....	126
4.1 Introduction.....	126
4.1.1 Analytical Presentation of Kenyan Public and Private Universities.....	127
4.2 University Academic Staff Participants response rate	140

4.2.1 Distribution of University Academic Staff Members by Rank.....	140
4.2.2 Distribution of the Study Participants by Gender	140
4.2.4 Distribution of the study participants by the level of teaching experience.....	140
4.2.5 Distribution of participants by the number of students per unit taught.....	140
4.3 Study Objective 1: Examine the role of the working environment on academic staff job satisfaction in selected public and private universities.	140
4.3.1 Analysis on the role of working environment as a driver.	140
4.3.2 Analysis of Academic Staff Lived Experiences on the University Academic Staff Levels of Job Satisfaction Levels.....	140
4.3.2.1 Institutional Infrastructure and Resource Availability.....	140
4.3.2.2 Administrative and Leadership Styles and Support in university Alpha and university Beta.....	140
4.3.2.3 University Workload and Work-Life Balance as a Driver to Job Satisfaction in University Alpha and University Beta.	140
4.3.2.4 Synthesis of the Findings on working Environment as a Job Satisfaction Driver in university Alpha and University Beta.....	140
4.3.2.5 Conclusion of the findings of Study objective one	140
4.3.3 Study Objective 2: Evaluate the Influence of Compensation and Benefits on Academic Staff Job Satisfaction in Selected Public and Private Universities	140
4.3.3.1 Lived experiences on Compensation Adequacy on the Academic staff levels of Job Satisfaction.	140
4.3.3.2 University Non-Monetary Benefits and Welfare Support as driver.....	140
4.3.3.3 Disparities in Incentive Structures and Recognition in university Alpha and Beta as a key Driver.	140
4.3.3.4 Compensation Packages and Perceptions of Fairness as a Driver in University	

Beta and Alpha	140
4.3.3.5 Benefits and Welfare Programs as a key Driver in University Alpha and Beta.	140
4.3.3.6 Recognition, Incentives, and Motivation as a Driver to academic staff job satisfaction.....	140
4.3.3.7 Professional Development and Academic Support as a Key Driver to Academic Staff Job Satisfaction.....	140
4.3.3.8 Workload, Flexibility, and Job Security as a Key Driver to Academic Staff Job Satisfaction.....	140
4.3.3.9 Comparative Institutional Culture and Its Implications	140
4.3.3.10 Discussion on the Broader Implications and Interpretations on the Study Objective Two.....	140
4.3.3.11 Interpretations on the Qualitative and Quantitative Discussions on the Influence of Compensation and Benefits on Academic Staff Job Satisfaction.....	140
4.3.3.12 Conclusion on Objective Two.....	140
4.3.4 Research Objective 3: Analyze the effect of professional development opportunities on academic staff levels of job satisfaction in selected public and private universities.	140
4.3.4.1 Objective Three Data Analysis: University Academic staff Lived Experiences in University Alpha and University Beta.	140
4.3.4.2 Comparative Analysis of Qualitative Findings on objective three.	140
4.3.4.3 Conclusion of objective Three Study Findings on University Alpha and University Beta.....	140
4.3.5 Study Objective 4: Investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.	140

4.3.5.1 Institutional Policies as Driver to Job Satisfaction in University Alpha and University Beta.....	140
4.3.5.2 Institutional Policy Formulation: Inclusiveness and Divergence in University Alpha and Beta.	140
4.3.5.3 Conceptualizing Inclusiveness in Policy Process in University Beta and University Alpha.	140
4.3.5.4 Patterns of Inclusiveness in Public and Private Universities in Kenya.....	140
4.3.5.5 Barriers to Inclusive Policy Making Process in University Beta and University Alpha.	140
4.3.5.6 University Academic Staff Awareness on University Policies.....	140
4.3.5.7 Policy Flexibility and Responsiveness in University Alpha and University Beta.	140
4.3.5.8 Fairness and Equity in Policy Implementation in Both University Beta and University Alpha.	140
4.3.5.9 Policy and Managerial Implications in University Alpha and University Beta.	140
4.3.5.10 Summary of the Study Objective Four.....	140
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	140
5.1 Introduction.....	140
5.2 Thesis Statement.....	140
5.3 Summary of the Study Findings.....	140
5.3.1 Finding on the objective one: Examine the role of the working environment on academic staff job satisfaction in selected public and private universities.....	140
5.3.2 Finding on the objective two: Evaluate the influence of compensation and benefits	

on academic staff job satisfaction on selected public and private universities.	140
5.3.3 Finding on the objective three: Analyzing the Effect of Professional Development Opportunities on Academic Staff Job Satisfaction in Selected Public and Private Universities	140
5.3.4 Finding on the objective Four: Investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.	140
5.4 Conclusion.....	140
5.5 Policy Recommendations.....	140
5.6 Contribution to Disciplinary Knowledge	140
5.7 Suggestions for Further Research	140
REFERENCES.....	140
APPENDICES	140

LIST OF TABLES

Table 3. 1: Sample Frame	85
Table: 4.1 Number of Universities in Kenya	127
Table: 4.2 Student Enrolment in Kenyan Universities and Constituent Colleges	131
Table: 4.3 Enrolment of students at different academic level.....	132
Table: 4.4 Staff Status in Kenyan Universities and Constituent Colleges.	133
Table: 4.5 Academic Staff by Rank.	135
Table: 4.6 Staff by Highest Academic Level	137
Table 4.7 Analysis of Academic Staff in Private Universities in Kenya	138
Table: 4.8 Analysis of Academic Staff in Public Universities and Constituent Colleges in Kenya	139
Table 4.9 Qualitative Study Response Rate	140
Table 4.10: Distribution of University Academic Staff Members by Rank.....	140
Table 4.11: Distribution of participants by university academic staff educational background rating	140
Table 4.12: Distribution of participants by educational background.	140
Table 4.13 Distribution of participants by teaching experience.....	140
Table: 4.14 Distribution of participants by number of learners per course.....	140
Table: 4.15 Results on the influence of Working Environment on University Academic Staff Job Satisfaction.....	140
Table 4.16 Outcome of ANOVA Results:	140
Table 4.17 ANOVA on Compensation and Reward Drivers	140
Table 4.18: General Participant’s feelings on Objective two as a key Driver	140
Table 4.19: Mean Score on Inclusiveness Dimensions on Scale 1-5.....	140
Table 4.20: Mean Inclusiveness Score by University Type.	140

LIST OF FIGURES

Figure 1.1 Conceptual Model of Institutional Motivators among Academic Staff Members.....	47
Figure 3.1:Uasin Gishu County Map.....	102
Figure 3.2:Machakos County Mao.....	103
Fig. 3.3 Diagrammatic expression of pragmatism philosophy as employed in this study.....	106
Figure 3.4: Diagrammatic representation of a research design employed.....	107
Figure 4.1 Quantitative Study Response Rate.....	141
Figure 4.2: Total Study Distribution of participants by gender	140
Figure 4.3: Gender distribution in University Beta and University Alpha	145
Figure 4.4: Graphical representation of ANOVA results.....	140
Figure 4.5 Satisfaction Scores in university Alpha and Beta.....	172
Figure 4.6 Elements in Employee job satisfaction.....	140

LIST OF APPENDICES

Appendix I: Questionnaire: Academic Staff Job Satisfaction Survey	140
Appendix II: Interview Schedules for Job Satisfaction Study	140
Appendix III: Interview Schedule for University Administrators and Managers	140
Appendix IV: Governance Survey: - University Administrators and Managers Job Satisfaction and Governance Survey.....	140
Appendix V: Approval Letter	140
Appendix Vi: NACOSTI Research Permit	140

ABBREVIATIONS AND ACRONYMS

ILO:	International Labour Organization.
JD-R:	Job Demands and Resources.
KNBS:	Kenya National Bureau of Statistics.
MOEST:	Ministry of Education Science and Technology.
MMUST:	Masinde Muliro University of Science and Technology.
NACOSTI:	National Commission for Science, Technology and Innovation.
OECD:	Organization for Economic Co-operation and Development.
PCK:	Pedagogical Content Knowledge
QUAL:	Qualitative.
QUANT:	Quantitative.
SDT:	Self Determination Theory.
SPSS:	Statistical Package for Social Science.
UASU:	University Academic Staff Union.
UK:	United Kingdom.
USA:	United States of America.
UNESCO:	United Nations Educational, Scientific and Cultural Organization.
UN:	United Nations

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study notes that education is a critical and an important agent in the overall progress, growth, and development of the individual, society, and the nation. Societal challenges in the 21st century demand that nations develop quality and effective systems of education to address these needs, therefore justifying the need and urgency for this study to provide a blue print of strategies and policy interventions in enhancing quality university education in Kenya and in similar contexts. This chapter of the thesis therefore; explores and gives a deeper understanding of the intent and purpose of the study by examining and exploring the historical genesis of the study, shading light into the purpose of the study, significance of the study, justification of the study, scope and limitations to the study, theoretical and conceptual underpinning, bringing forth factual arguments for justification of this study. This chapter further addresses the operational definition of terms as understood, used, and applied in the context of this study.

1.2 Background Information

It is common phenomenon that, the university academic staff job satisfaction is a crucial and fundamental element that determines the success, achievement, popularity, and sustainability of higher education institutions at local, regional, national and global level. The level of job fulfilment and satisfaction among academic staff in any university directly determines their productivity, degree of commitment, efficiency, and the quality of their output at work. Several scholarly works note that globally, academic staff job fulfilment and satisfaction are determined and influenced by several institutional drivers, both internally and externally, including but not limited to remuneration, job security, working conditions, professional development

opportunities, institutional governance, and structures. Remuneration is one of the most significant drivers influencing academic staff job fulfilment and satisfaction among university academic staff members. In an argument put forward by Ng'ethe, Iravo, & Namusonge (2012), they have noted that, competitive salaries and comprehensive staff benefits packages are critical and important in attracting and retaining highly qualified personnel at places of work, which this study confirms is highly connected to universities. Several other similar studies, among them one done by Oshagbemi (2000), has clearly pointed out that in developed countries or the first world countries like the United States of America (USA), Germany, France, Russia, China and the United Kingdom (Britain), higher salaries and better staff benefits packages correlate with increased staff job productivity, staff self-fulfilment, and job satisfaction levels which can also be connected to the case of the university academic staff members. In a similar submission, as discussed by Johnsrud & Rosser (2002), nations or states with lower remuneration levels and especially the third world, underdeveloped or developing countries often face higher turnover rates, poor outputs, and lower job satisfaction and productivity levels. This brings forth an argument for this comparative study to shade light on the issue and recommend practical policy interventions in ensuring effective quality higher education.

This study found out that, in the Kenyan universities setting for the members of the academic staff; Job security or being employed on a permanent and pensionable terms is a very important driver of academic staff self-fulfilment and job satisfaction levels in both private and public universities. This came out clearly through the selected study of university Alpha to represent public universities and university Beta to represent private universities. In agreement with the above discussions; Mamiseishvili & Rosser (2010) point out that permanent and pensionable employment systems, in some

countries especially in the developed nations like the United States of America (USA), France, China, Russia, Netherlands, Canada and even developing countries like South Africa provide long term employment stability, which is highly valued by members of the university academic staff. This study discovered that it is the case in both public and private universities as represented in the study of university Alpha and University Beta in the Kenyan context as demonstrated in chapter four of this study. However, in many developing, under developed or third world countries, job security or permanent and pensionable employment system is less prevalent, with many academic staff members employed on short-term contracts as tutorial fellows or part time lecturers or adjunct lecturers. This leads to job insecurity, low productivity, lower levels of academic staff job satisfaction, output and performance levels (Altbach, Reisberg, & Rumbley, 2009), and especially university academic staff members who are at the lower levels of the university academic staff hierarchy as evident in the discussions of this study.

On the other hand, scholars such as Berg (2002) have argued that the quality and substance of the institutions and staff working environment, including but not limited to the provision of teaching, learning, support, and research resources, workload, and administrative support system, greatly affects and influences the levels of job satisfaction which can be connected with the universities under this study and in similar contexts. According to Altbach et al. (2009) he has brought out an argument that in well-funded institutions of higher learning and in this case the universities, mostly in developed or first world countries, the members of the university academic staff often have access to state-of-the-art teaching, learning and working facilities and ample and adequate research support and funding, contributing to higher self and job satisfaction and output levels. Comparatively, in many developing countries like Kenya, inadequate

teaching, learning, and working facilities, overcrowded lecture halls, and limited research support and funding are common challenges that negatively affect the levels of university academic staff job satisfaction, output and general performance. As discussed above by Berg (2002) and Albach et al (2009) they both have fallen short of evaluating the differences between public and private universities and especially in developing countries like Kenya. This study therefore clearly points out through its findings in chapter four that a similar case is exhibited in public university represented as university Alpha and private university represented as university Beta. As a result, the study proposes radical policy engagement, development and changes that will ensure quality standards are sustained in our Kenyan public and private universities, which should be generalised to other similar contexts in Kenya, Africa and abroad.

Further this study points out that, opportunities for professional as well as career progression among the university academic staff members, such as timely merit based promotions, academic staff training programs, academic staff research support and funding, and career advancement opportunities, are significant for the university academic staff self-fulfilment and job satisfaction and output levels which agrees with the outcome of a study conducted by Johnsrud & Rosser (2002). It should be noted that in many developed nations, and more specifically the first world countries, universities provide the academic staff members with robust professional development and career opportunities, supported by the government as well as the private sector through the provision of adequate financial aid and funding. However, in many developing countries or underdeveloped nations, which is the case, the argument and the substance of this study. The scenario is quite different and as pointed out by, Albach et al. (2009) who discusses that such career development opportunities are very limited in developing countries like Kenya, affecting workers' job output and self-fulfilment and

satisfaction as well as career progression and advancement. This is the exact case of Kenya, which was the subject of evaluation in this study.

It is common knowledge and fact supported by scholarly justifications that effective and good leadership skills, fair administrative, effective planning and the right governance structures are significant for promoting an efficient, supportive, effective and motivating work environment as supported, argued and presented by Kumar & Sharma (2018). Universities with highly transparent or democratic and liberal decision-making processes, supportive administrative and managerial structures and systems, and all-inclusive university governance structures are associated with higher job output, self-fulfilment, and higher levels of job satisfaction at all career levels. This argument finds favour in a study conducted by Berg (2002), who demonstrates that in countries with established strong institutional governance frameworks, academic staff exhibit and report higher self-satisfaction as well as job satisfaction levels at places of work, while in countries with weaker institutional governance structures, satisfaction levels of the workforce tend to be lower, leading to under productivity. This can be seen at institutional levels in the context of public and private universities as shown in this study.

This study reveals that the drivers of university academic staff levels of job satisfaction in Kenyan universities reflect global as well as regional perspectives, but could also be shaped by specific local drivers which are unique to the Kenyan setting and specific to the nature of the university whether public or private university as demonstrated in the choice of university Beta and University Alpha. Kenya's higher education system includes both public and private universities, each with its unique set of challenges and opportunities as revealed and discussed in this study, which should never be

understated in the bid of understanding the operational models of higher education system. A study done by Otieno (2013) extensively revealed and demonstrated that in Kenya, public universities generally offer higher salaries and better benefits due to government support and funding. However, the study further notes that private universities often counter that by providing additional allowances and perks such as housing allowances, better medical benefits and insurance scheme, and opportunities for consultancy work for the academic staff members (Wachira, 2017). However, despite these efforts in both public and private universities, the overall remuneration levels of the academic staff members in Kenya are lower compared to global standards, which this study finds greatly affects the levels of job satisfaction and output and general performance (Ng'ethe et al., 2012). And in deed this study through its findings affirms that.

Academic staff in public universities in Kenya typically enjoy greater job security than their counterparts in private universities, primarily due to the fact that they are employed on permanent and pensionable terms through the tenure system which is common practice in Kenyan public universities as advanced by Ng'ethe et al, (2012). This system provides long-term employment sustainability for the university and stability for the academic staff members, which is less common in private universities where contractual and part-time employment arrangements are a common practice and are more frequent (Mwiria & Ng'ethe, 2007). Job security is highly valued by employees in any job sector, and in the context of this study, the findings reveal that job security in the universities, provides financial stability and reduces academic staff anxiety about future employment prospects (to the members of the academic staff), leading to job efficiency and higher job satisfaction levels. These study further points out that contracted employees suffer from high levels of job dissatisfaction compared

with those employed on permanent and pensionable terms in both public and private universities as represented by university Alpha and Beta in this study.

It is evident in this study and in a number of studies that public universities in Kenya face a number of challenges, such as overcrowded classrooms, inadequate facilities, and limited access to research funds, which can negatively and strongly impact the academic staff's job satisfaction and output (Otieno, 2013). In view of the above Wachira (2017) points out that similar views can be examined at in contrast to private universities, which in many instances have better physical teaching, learning and working infrastructure and resources, though Wachira (2017) further puts it that this assertion cannot be universally generalised. Equally in its discussions this study has revealed and pointed out a bigger differences in working conditions and work environmental drivers for members of the academic staff in public and private universities in Kenya and demonstrated how this significantly effects on the overall academic staff job satisfaction and output levels.

University academic staff professional development opportunities and career progression has been proven in many studies cited in this work as significant for the academic staff higher levels of job satisfaction. It has been noted that public universities in Kenya generally have more established structures for professional development and career progression for the fact that this universities are supported by the national government, non-governmental organizations and international funding agencies (Ng'ethe et al., 2012). Private universities may offer fewer formal career progression opportunities and development, but can be more flexible in supporting personal and individual staff initiatives (Mwiria & Ng'ethe, 2007). This study reveals that, lack of standardised and consistent career progression policies and professional

development opportunities in both public and private universities in Kenya greatly hinders academic staff performance, output, and the levels of job satisfaction.

Discussions in this study notes that in Kenya, individual university leadership styles in both public and private universities vary significantly and greatly impacting academic staff output, morale, and job satisfaction levels as in the arguments brought forward by Otieno (2013). This study further demonstrates in chapter four of its discussions that public universities in Kenya often face bureaucratic and sometimes autocratic challenges that can hinder effective university leadership and administrative structures, while private universities, though more of a bit flexible, struggle with less established institutional governance structures. This argument tends to align with most studies that have focused on the subject as discussed in chapter two of this study.

It should also be appoint to note that university culture, including university values, virtues, norms, and practices within a university, whether public or private, affects the level of academic staff job satisfaction, as pointed out by Oshagbemi (2000). A positive and encouraging university culture and practices that promote collaboration, teamwork, respect, values, and recognition of academic achievements contribute significantly to higher job satisfaction levels among members of the university academic staff. While differences in institutional culture between public and private universities in Kenya can influence staff opinions, perceptions and experiences (Mwiria & Ng'ethe, 2007) which also proves to be a determinant driver in an individual's level of job satisfaction. However through its findings, this study gives empirical evidence revealing that public universities, with their long history and well established structures and traditions, have a more rigid culture and practices which plays a role of demotivating driver, while private universities have more dynamic and entrepreneurial environment which works

as a motivating driver fostering high levels of job satisfaction among the members of the academic staff bringing out points of comparison and analysis between the two types of institutions.

It's evident from the discussions in this study that understanding the institutional drivers influencing academic staff job satisfaction levels in Kenyan public and private universities is relevant for developing strategies and policy frameworks focused towards promoting individual academic staff job satisfaction and, consequently, the quality of academic and research output of the university. Institutional drivers such as remuneration, job security, teaching and working conditions and environment, professional and career progression and development opportunities, leadership styles, and institutional culture and history play vital roles in determining the academic staff levels of job satisfaction. While global trends and studies provide a broad and in-depth framework for understanding these factors, the sole and unique challenges, weaknesses, strengths, and opportunities within third-world states such as Kenya necessitated the need for this study. This study has addressed these issues effectively and demonstrated how both private and public universities can balance these drivers, leading to improved academic staff levels of job satisfaction, which is important for the overall success, quality, and sustainability of universities in Kenya, whose findings should be generalised to all other universities in Kenya and in similar context and settings.

1.3 Statement of the Problem

This study was based on the principle that university academic staff form the intellectual base of university education both locally, regionally and internationally. They are entrusted with creating, generating, disseminating, applying and preserving knowledge and skills. However, available empirical and scholarly evidence on the

subject points to the fact that the levels of the university academic staff job satisfaction, which is an essential driver of productivity, university commitment, research, and academic excellence is below expectations. In Kenya, both public and private universities have experienced rapid expansion, policy reforms, and increased demands for quality service and standards, yet the university environments is acritical driver within which academic staff operate have not equally developed to the expected levels. Consequently, universities are straggling with rising levels of dissatisfaction among members of the academic staff, reflected in diminished staff morale, declining staff performance, and rising numbers of staff attrition.

It is clear that, despite the significant role of the university academic staff's job satisfaction to the sustainability and competitiveness of university education in Kenya, scholarly inquiry into its institutional drivers remains limited, with existing studies either narrowly focused or lacking a comparative perspective or lens to the case. This study therefore points out to the fact that in Kenya, the relationship between institutional drivers such as university policy formulation and implementation processes, academic staff working conditions, academic staff compensation structures, academic staff career progression, academic staff academic staff professional development frameworks, and interpersonal relations, and university academic staff job satisfaction levels have not been adequately investigated. The limited research that exists tends to generalize findings across all universities, ignoring the unique governance structure to university type, university funding models, and specific university operational models that differentiate private from public universities. This analytical gap has left University Councils, MOEST, policymakers, UMB, UASU, and other educational stakeholders without in-depth, evidence-based frameworks for responding, dealing with, and understanding the university academic staff welfare

concerns in an empirical manner, justifying the urgency and the reason as to why this study was conducted.

This study has filled a significant missing link by systematically investigating and analysing key institutional drivers influencing university academic staff levels of job satisfaction in selected public and private universities in Kenya. Specifically, by examining how university policies, the physical and psychosocial work environment within the university, university academic staff compensation and benefits structures, and opportunities for university academic staff professional and career growth, shape the lived experiences and satisfaction levels of the university academic staff members. Through a comparative lens, this study examined and pointed out the similarities, differences, and unique institutional structures that define academic staff work across public and private university settings, an examination lens that is missing in many and or all-similar studies. In addition, this study proposes strategic policy reforms aimed at improving university performance as well as raising academic quality standards in both public and private universities as demonstrated in the case of university Beta and Alpha.

Through literature review analysis in chapter four of this study, it is clear methodologically; that majority of the studies examined herein if not all, have their findings analysed and presented either qualitatively or quantitatively. This study used concurrent mixed research method, which gives a deeper and meaningful insight into the question of the levels of academic staff job satisfaction in public and private universities in Kenya.

Lastly, based on its focused examination and findings; the outcomes of this study are not just generalizable to the Kenyan context and the rest of the Global South. However,

the findings are relevant internationally/ globally in informing general university policy reform, policy adoption, policy generalization, policy generation, policy execution, university innovation, and sustainable academic workforce development, thereby addressing one of the most prominent, pressing and understudied phenomenon in the university governance structures. All this stands to benefit the state department of higher education in the MOEST, UMB, university councils, and UASU and other university stakeholders.

1.4 Purpose of this Study

The purpose of this study was to investigate institutional drivers influencing university academic staff job satisfaction in selected public and private universities in Kenya whose findings should be generalised to other similar contexts. This research aimed at critically identifying, examining and analysing the important institutional drivers of the university academic staff job satisfaction, such as university policies, working environment within the university, academic staff job compensation and benefits structures, academic staff career progression policies, academic staff professional development opportunities, and interpersonal relationships within the university. By adopting a comparative approach examination, the study reflected on the similarities and differences in the job satisfaction levels between academic staff in public (university Alpha) and private (university Beta) universities, providing an in-depth understanding of their unique experiences, weaknesses, strengths, and challenges.

Furthermore, the study sought to evaluate the impact of specific university policies, including academic staff promotion and career progression criteria, academic staff workload distribution, and university administrative support, to university academic staff members and its relationship with the levels of job satisfaction. It also assessed the

role of physical and social working conditions within the university, financial and non-financial benefits to members of the academic staff, and academic staff compensation structures in shaping university academic staff levels of job satisfaction. Ultimately, this research has developed evidence-based recommendations for university councils, university management boards, UASU, MOEST, policymakers, and other stakeholders on how to enhance university academic staff levels of job satisfaction and how to address the identified challenges in both public and private universities that lower the levels of academic staff job satisfaction. By doing so, the study has come up with practical recommendations that is focused at improving the university academic staff working conditions, boosting academic staff morale and raising the academic staff levels of job satisfaction, and promoting the overall quality of university education and academic performance in Kenyan public and private universities. The application of this policy proposal should be applicable to other universities outside the scope of the study as well as all other universities in similar contexts.

1.5 Study Objectives

In order to understand the gist of this study, the study was guided by the following four objectives:-

- i. To examine the role of the working environment on academic staff job satisfaction in selected public and private universities.
- ii. To evaluate the influence of compensation and benefits on academic staff job satisfaction levels in selected public and private universities.
- iii. To analyze the effect of professional development opportunities on academic staff job satisfaction in selected public and private universities.
- iv. To investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.

1.6 Research Questions

From the stated objectives, the study questions were developed from which the study sought to provide critical and objective responses.

The four research questions were-

- i. What is the role of the 'working environment' on academic staff job satisfaction in selected public and private universities?
- ii. How do compensation and benefits affect the levels of academic staff job satisfaction in selected public and private universities in Kenya?
- iii. What is the impact of professional development opportunities on academic staff job satisfaction in public and private universities in Kenya?
- iv. How do institutional policies influence the job satisfaction of academic staff in public and private universities?

1.7 Research Hypotheses

The hypotheses stated here relate to the study objective two (ii)

Null Hypothesis (H_0): There is no statistically significant difference in mean job satisfaction levels scores between the university academic staff in university Alpha and university Beta.

Alternative Hypothesis (H_1): There is statistically significant difference in mean job satisfaction levels scores between the university academic staff in university Alpha and university Beta.

1.8 Justification of the Study

From the onset, this study was focused on the institutional drivers influencing academic staff job satisfaction in selected public and private universities in Kenya, the case of university Alpha and university Beta. The study is justified on a number of grounds, comprising theoretical, practical, and socio-economic dimensions. Theoretically, this

research addressed a significant gap in the existing related literature and specifically in the field of comparative and international education. While numerous similar studies have explored employee levels of job satisfaction in general, there is a distinct and clear lack of comprehensive scholarly study focusing specifically on university academic staff levels of job satisfaction within the Kenyan university education setting, and specifically on the comparative aspect between public and private universities. Existing studies often and or at all times have failed to differentiate between the unique environments of public and private universities and or to examine deeply into the dynamic and unique nature of the institutional drivers of job satisfaction levels in private and public universities. This study therefore contributes to the ongoing academic discussions by providing a detailed, evidence based comparatively examined data that will promote the understanding of the specific key institutional drivers of university academic staff job satisfaction levels and consequently enriching the existing body of knowledge in the field of comparative and international education.

Practically, the study holds substantial importance to the university councils, university management boards, UASU, MOEST, and key policymakers. University academic staff job satisfaction is a crucial factor in the overall performance and sustainability of higher education institutions globally. Through its findings, this study has therefore demonstrated that dissatisfied members of academic staff in a university have lower levels of motivation affecting quality of teaching, characterised with reduced research involvement and output, and increased academic staff turnover rates, all of which negatively impact the university global ranking, reputation, and effectiveness. By identifying, the key drivers that influence university academic staff job satisfaction levels, this study provides practical outcomes that inform the development of policies and practices aimed at improving the working conditions of university academic staff

members. For instance, recommendations proposed by this study clearly guides the MOEST, UMB, UASU, university councils, and higher education policy makers in designing, coming up with, and implementing a fair and transparent promotion criteria, equitable academic staff workload distribution policy, and competitive academic staff compensation and benefits packages structures, all of which are important university drivers for promoting and maintaining a motivated, productive and committed university academic workforce.

This study reveals that one of the key responsibility of the members of the academic staff is community service and engagement, therefore, from a socio-economic point of view; the significance of this study extends beyond the confines of academia to academic staff community engagement. Through this study and other related scholarly works, it is factual evidence supported by scholarly discussions that university education is an important driver to socio-economic and political development of any given society. As such, the academic staff job satisfaction levels and the general well-being of the members of the university academic staff are significant to the success of any society in a number of ways. This study demonstrates that a satisfied member of the university academic staff is more likely to engage in meaningful community service projects and engagement and in turn, support local and national development goals and promote to the general social progress. Generally by creating awareness to the society and enhancing its understanding on the significance of the institutional drivers that contribute to university academic staff job satisfaction, this study findings are determined in ensuring that universities and or similar institutions of higher learning attract and retain high-calibre members of the academic staff, thereby strengthening the overall quality, output, and impact of higher education in Kenya and hence reducing academic staff mobility.

Additionally, the study's comparative dimension in examining both public and private universities is particularly justified given the unique and distinct strengths, weaknesses, challenges, and opportunities experienced by both university Alpha and university Beta as revealed in this study. This study demonstrates that public universities often struggle with institutional issues such as inadequate funding from the state and high student-to-staff ratios, while private universities face institutional challenges related to job security and resource allocation. By comparing the different experiences from the members of the academic staff in these different settings and environments, this study provides a deeper understanding of the specific drivers to academic staff levels of job satisfaction that informs targeted interventions by each of these university councils and management boards, UASU and MOEST. The proposed policy intervention measures are tailored to the specific needs and contexts of each type of university whether private or public. The comparative analysis approach used in this study is significant in developing a deeper understanding of the university academic staff's levels of job satisfaction and for developing strategies that are effective and equitable across all universities and generally the higher education sector.

1.9 Significance of the Study

The significance of this study on the institutional drivers influencing university academic staff job satisfaction levels in selected public and private universities in Kenya cannot be over or under stated. As the foundation of university education, members of the university academic staff play an important role in deciding and shaping the quality of university education, driving research and innovation, and promoting and fostering the intellectual development of students and socio economic and political advancement of the nation. Therefore, understanding the specific drivers that contribute to their positive or higher job satisfaction levels is important to ensuring

the sustainability and effectiveness in terms of the provision of quality service that meets international and global demands of university education. Therefore, based on the above arguments, the findings of this study have the following significance:-

1. This study has extensively addressed the important existing literature gap in the field of comparative and international education. While similar scholarly works have examined general employee levels of job satisfaction in various sectors, there is a total lack of or limited comprehensive scholarly studies that have focused specifically on the university drivers that affect members of the university academic staff and their levels of job satisfaction in Kenyan public and private universities. Most of the available existing studies either generalize findings across different educational settings or fail to compare the unique institutional dynamics between public and private universities. By focusing on the different settings of public and private universities, this study provides deeper understanding that are important and generated separately for public and private universities and therefore generating specific policy proposals and unique institutional reforms.
2. The findings of this study has a direct implication to university councils, university board of managements, UASU, MOEST, and policymakers. By identifying the key institutional drivers to university academic staff job satisfaction, the study has offered factual evidence-based recommendations for improving university academic staff working conditions. For instance, understanding how university policies such as academic staff career progression, promotion criteria and workload distribution affects the academic staff job satisfaction levels, will assist university management boards, UASU, MOEST and councils in designing more effective and fair managerial policies

that enhance staff morale, effectiveness and motivation. Similarly, understanding into the role of compensation and benefits as an institutional policy framework can inform the development of a more competitive and equitable salary structures, motivation, and benefits packages, which are significant for attracting and retaining high-quality members of the university academic staff.

3. This study's comparative approach has helped shed light on the differences and similarities between public university Alpha and private university Beta, enabling specific university education stakeholders to adopt the best and relevant practices from each sector through selective educational borrowing. As discussed in chapter four of this study, the study findings reveal that public universities in Kenya often face unique institutional challenges such as inadequate funding, high student-to-staff ratios, and bureaucratic inefficiencies. In contrast, private universities struggle with issues related to job security, resource allocation, and institutional governance. By highlighting these differences in institutional drivers, the study provides a comprehensive understanding of the unique challenges faced by the members of the university academic staff in each type of university and suggests targeted university interventions to address them, which will definitely improve the academic staff's levels of job satisfaction and increase their output at work.
4. Another significant aspect of this study is its in-depth focus on career progression and professional development opportunities and challenges for the members of the university academic staff. The levels of university academic staff job satisfaction is closely related and linked to available university opportunities for career growth and professional advancement. Having

investigated and examined how selected institutional drivers such as research academic staff funding, training programs, and university collaborations influence the levels of university academic staff job satisfaction, this study highlights and pinpoints the importance of universities in investing in the academic staff continuous professional development and career progression opportunities (tailored specifically for members of the university academic staff). This is particularly relevant especially today in the rapidly expanding field of university education where, creation of new universities, continuous learning, adaptation and development of new and relevant university policies are important for maintaining academic excellence and relevance.

5. Moreover, the study has broader socio-economic implications to the universities and the nation. University and or higher education is a key pillar to socio-economic progress and development, and the satisfaction levels and well-being of the members of the university academic staff are significant to the success of this sector. From its discussions and findings, this study demonstrates that by improving university academic staff job satisfaction levels, universities can enhance and promote the quality higher education, boost university student outcomes, and contribute to the development of a skilled and knowledgeable workforce for the nation. This, in turn, supports local, national, and international development goals and promotes social progress and social justice aligning with international standards and sustainable development goals.

1.10 Scope of the Study

This study was grounded on specific boundaries in terms of the concepts, content, and methodology. In achieving its specified objectives, the study encompassed several

essential and defined dimensions to provide a comprehensive, relevant and detailed analysis as follows:

Geographically, the research focused on a representative sample of purposively selected, targeted and sampled public university Alpha and private university Beta among a number of well-established universities in Kenya, ensuring a broad, specific and inclusive perspective on the issues under study. The criteria that were used in selecting the universities studied included and was limited to well-established universities, older universities and universities with a variety of academic programs to capture a diverse range of experiences and unique university structures and understanding. Both university Alpha and University Beta as demonstrated in table 4.1.1 of this study are among the oldest and well established public and private universities in Kenya. Historically the two universities have stood a test of time and developed different internal funding models that has helped them survive over years. Consequently, as demonstrates in table 4.7 and 4.8 the two universities tend to be among those with the highest number of academic staff cutting across all ranks in both categories of public and private universities. Further, both university Alpha and Beta have developed physical as well as human resource capital that has surmounted the test of time.

Demographically, the study included members of the university academic staff from various cadres, schools, departments, disciplines, ranks, and employment statuses to ensure that the findings reflect the wide and broad spectrum of academic professionals within the university under study. This included professors, associate professors, senior lecturers, lecturers, tutorial or assistant lecturers and adjunct faculty members, who contribute to the academic environment of the university. By encompassing this range

of positions, the study aimed at identifying both common, unique and specific institutional drivers affecting university academic staff satisfaction levels across different roles within the academic hierarchy of the universities under study. As indicated above both universities Alpha and Beta are among the universities with the highest number of academic staff cutting across all the study characteristics mentioned above.

Thematically, the study explored and examined several important university areas that are hypothesized to contribute to increases levels of university academic staff job satisfaction. These variables were critically examined and analysed thematically to bring out the distinct factors of both university Alpha and university Beta. These includes institutional policies such as academic staff career progression, promotion criteria and workload distribution; university working environmental factors such as physical infrastructure, staff administration relationships, and university administrative support; compensation and benefits including salaries, job security, and additional rewards, incentives; and opportunities for professional development, such as access to research funding, training programs, and academic collaborations. Each of these areas were thoroughly examined through a combination of quantitative and qualitative research methodology to provide a deeper meaning and understanding of their relationship, impact and influence on university academic staff job satisfaction levels.

Methodologically, the study employed a mixed-method approach and to be specific concurrent mixed research method especially on objective two of this study. Quantitative data was collected through well-structured questionnaires distributed to the different levels of academic staff across the selected universities, allowing for the statistical analysis of satisfaction levels and the identification of important university

drivers to academic staff levels of job satisfaction. Qualitative data was gathered through well-developed interview schedule in an in-depth interview and focus groups, providing richer, more diverse insights into the personal experiences and perceptions of academic staff. This methodological triangulation enhanced the reliability and validity of the findings as presented in this study. Both the qualitative and quantitative findings complimented each other filling possible gaps and bringing out clear ideas on areas of differences and similarities on the strength of each individual variables in both university Alpha and university Beta.

The study considered both current and historical drivers influencing and affecting university academic staff levels of job satisfaction. By examining trends over time and space, this study aimed at identifying significant changes and developments in the levels of academic staff job satisfaction and the effectiveness of past and present university policies and practices. This longitudinal perspective created an in-depth understanding of the evolving nature of the university academic staff job satisfaction levels and the dynamic challenges faced by universities in ensuring that the academic staff have a favourable working environment in Kenya. The historicity nature of this study gives unique exposure of the influence of evolutionary effect of the key institutional drivers in promoting the academic staff levels of job satisfaction in both university Alpha and university Beta.

This study took the comparative approach by differentiating the distinct institutional drivers and experiences of university academic staff in selected public and private universities in Kenya. This comparison highlighted the similarity, differences, and uniqueness of university challenges and advantages of each type of university, providing an in-depth understanding on how different institutional drivers influence

university academic staff job satisfaction levels in both university Alpha and university Beta. By doing so, the research focused at offering specific recommendations tailored towards the individual needs and contexts of both public (university Alpha) and private (university Beta) universities in Kenya whose results should be generalised in other settings.

In summary, this study has a broader scope, yet it remained focused, aimed at providing a detailed and comprehensive analysis and discussion on of the institutional drivers influencing university academic staff job satisfaction in selected Kenyan universities which is the case of university Alpha and Beta. By considering a wide range of university demographics, thematic and literature concerns, and methodological approaches. The study has brought out valuable understanding, insights, examination and practical university policy recommendations for effectively enhancing and promoting the job satisfaction levels and well-being of university academic staff members, thereby contributing to the overall improvement of the university education system in Kenya, the entire global south and similar contexts. At the same time offering practical solutions to administrative challenges affecting the academic staff in both private and public universities by developing recommendations that will benefit the UMB, UASU, university Councils and the state department of higher education in the MOEST.

1.11 Limitations of the Study

While the study focused on institutional drivers influencing university academic staff job satisfaction levels in selected public university Alpha and private university Beta in Kenya. Its key objective was to provide a comprehensive understanding of the subject matter at hand. In the process of achieving its set objectives, the study, as well as the

researcher, encountered several challenges that must be acknowledged; along with the strategies that the study adopted to mitigate them and ensure that, the challenges did not affect the credibility and the outcome of the study.

These limitations included -

The geographical constraint. The biggest challenge was to avoid picking on the universities that may not fully represent the diverse range of university representation based on all study characteristics of the academic staff in both private and public universities. To mitigate this, the study clustered all Kenyan universities into public and private universities and included a diverse sample of universities from different regions, years of establishment, varying institutional sizes, programs offered, number of academic staff, financing, number of students and types to enhance the generalizability of the findings. This led to purposively selecting university Alpha and university Beta as a suitable representation of both public and private universities in Kenya for this study.

The reliance on study participants self-reported data from field surveys and field oral interviews could have been characterised with participant's response biases, as participants in the study could have overstated or understated their drivers to job satisfaction as well as job satisfaction levels due to pressure or social influence bias or fear of administrative intimidation. This limitation was mitigated by ensuring very strict participant confidentiality and anonymity was observed in the study. Further the study used a well developed neutral, well-structured and carefully worded interview questions, as well as it employed triangulation with multiple data sources to validate the participant's responses. In addition, the coding of the universities involved in the

study as University Alpha to represent the public university and university Beta to represent the private university.

The cross-sectional design, direction and nature of the study provided minimal information about the university academic staff levels of job satisfaction at a single point in time, potentially missing varied institutional trends and drivers influencing university policy change and unique university specific conditions. To address this, the study incorporated a longitudinal design, where feasible, which included at least carefully developed questions that captured changes in university academic staff job satisfaction levels over time and space (see appendices). This approach provided a more detailed understanding of how academic staff job satisfaction levels evolve with specific university drivers and policy changes demonstrating the uniqueness of application and practices in both university Alpha and university Beta.

The study employability of a comparative approach between selected public (university Alpha) and private (university Beta) universities may have faced challenges due to the obvious differences in institutional drivers such as the specific university governance structures, university funding models, and university practices and cultures, complicating direct comparisons between the two universities. To mitigate this challenge, the study strongly employed a stratified sampling technique and rigorous statistical measures and controls to account for these differences, ensuring that comparisons are as fair and accurate as possible in drawing the lines of similarities and differences in both university Alpha and university Beta. Additionally, the study conducted a separate, detailed case study of a few members of the academic staff representatives from universities from each category (either public or private) of the selected university; this provided a deeper, unique university understanding and helped

identify specific motivating drivers relevant to both university Alpha and university Beta.

In this study, achieving a balanced and well representation of the members of the academic staff across different disciplines, employment status and ranks was important but very challenging, as underrepresentation of certain groups could have posed a biased and skewed study outcome. To solve this challenge, the study used stratified random sampling technique to ensure that all relevant selected subgroups for the study were adequately represented and actively sought for engagement through targeted outreach and participant follow-up strategy.

The study would have faced the potential of the lack of in-depth qualitative data due to time and resource constraints. This specific limitation was mitigated by using a concurrent mixed-research method approach, where qualitative data from interviews and focus groups were supplemented with quantitative survey data. This combination provided a very rich and deeper understanding of the specific institutional factors influencing university academic staff job satisfaction. Additionally, the study utilized software's for data evaluation and analysis, which increased the study's efficiency and allowed for a larger sample size within the available resources.

The study could have faced interference and or influence from external forces and factors such as government policies, economic conditions, and societal attitudes towards university education which could have significantly impacted the outcome on the university academic staff job satisfaction, this might not be fully accounted for within the study's framework however to address this, the study included a contextual analysis of these specific external university drivers and incorporated them into the study data analysis process. This enabled the understanding of their contributions to the

university academic staff job satisfaction and provided a more comprehensive view of the subject matter.

1.12 Assumptions of the Study

Being data intensive and extensive study, by form, nature and content this study could not have operated without key guiding assumptions as indicated below: -

- i. This study assumed that the institutional drivers influencing university academic staff job satisfaction, such as university policies, working academic staff conditions, academic staff compensation, and professional development opportunities, are perceived similarly by university academic staff members across different disciplines and ranks, in selected public and private universities for this study. This means that despite the differences in individual academic staff job satisfaction levels, experiences, and personal circumstances, there are common drivers that significantly impact on the levels of academic staff job satisfaction in both public and private universities as in the case of university Alpha and university Beta in this study. This assumption allowed for the development of generalized findings and recommendations that should be applied broadly across different contexts within and without the Kenyan higher education structures. However, the study significantly identified and extensively discussed context specific university drivers that affect university academic staff job satisfaction levels. In line with University Alpha and University Beta as representative of public and private universities in Kenya.
- ii. The second assumption for this study was that university academic staff members in the selected public university Alpha and private university Beta provided honest and accurate responses through the study surveys and

interviews regarding their job satisfaction levels and the specific university drivers promoting academic staff job satisfaction levels. The integrity, truthfulness and trustworthiness of self-reported or oral data was important for the reliability and validity of the study's findings. The study participants were assured of very strict levels of confidentiality and anonymity which encouraged them to share their true, deep feelings, reflections and experiences without fear of intimidation from the university administration, therefore supporting, enhancing, and validating the authenticity of the data collected.

- iii. The third assumption for this study was that public and private universities, despite their different university governance structures, funding models, and university practices and cultures, could be meaningfully compared regarding drivers influencing university academic staff job satisfaction. This assumption implied that there are a number of similarities in the roles and expectations of university academic staff members in both public and private universities to allow for a comprehensive comparative analysis. This assumption underpinned the study's comparative approach, aiming at identifying both shared and unique university drivers affecting university academic staff job satisfaction in public university Alpha and private university Beta, which can inform targeted policy interventions as well as the results and proposals generalised in other similar contexts.
- iv. The fourth assumption that guided this study was that the university policies, economic conditions, and societal attitudes toward university education would remain relatively stable during and after the study period. While some changes were, inevitable such as the new the university funding

model, the assumption of this study was that such changes would not be and or minimally significant enough to drastically alter the drivers influencing university academic staff levels of job satisfaction within the timeframe of the study. This assumption allowed the study to focus on the current state of university drivers influencing university academic staff job satisfaction without the need for constant adjustment and re adjustment to account for the shifting external conditions. It provided a stable ground for analyzing the data and making valid study inferences.

1.13 Theoretical Framework

Job satisfaction levels of academic staff in the universities and or other institutions of higher learning are a diverse phenomenon influenced and determined by a number of important drivers. These key drivers are determined by both local, regional and international forces of which, some are unique to a private or public universities. In order to give an in-depth and detailed understanding of these specific drivers. This study has used and blended Herzberg's Two-Factor Theory developed by Frederick Herzberg in the 1950s with Self-Determination Theory (SDT), developed by Edward L. Deci and Richard M. Ryan in the 1980s. This move helped in providing a comprehensive and detailed understanding of the institutional drivers of academic staff job satisfaction in the light of university Alpha representing public universities and university Beta representing private universities. The integration of the two theories was necessary because it allowed the study to capture both the institutional, structural and psychological dimensions of the academic staff members. Further, merging this two theories not only strengthened the theoretical understanding of this study but also enabled a deeper reflection of context-specific sensitive examination and analysis of

how public and private universities in Kenya have created grounds that influence, promote and affect academic staff levels of job satisfaction.

1.13.1 Herzberg's Two-Factor Theory of Motivation and University Academic staff job satisfaction

As mentioned above, in order to critically understand institutional drivers that influence and affect academic staff levels of job satisfaction in both university Alpha a public university and university Beta a private university; the study employed the use of Herzberg's Two-Factor Theory of Motivation, which is also famously known as the Motivation-Hygiene Theory. This theory provided a suitable and critical theoretical understanding and justification to the study. Herzberg's Two-Factor Theory clearly distinguishes and discusses between institutional drivers that cause university academic staff job satisfaction, which is also known as the motivators, and drivers that cause the academic staff job dissatisfaction, which are also referred to as the hygiene factors, offering a comprehensive approach to analysing university drivers to academic staff levels of job satisfaction in both private and public universities in Kenya.

Herzberg's Two-Factor Theory, developed by Frederick Herzberg in the 1950s, argues that job satisfaction and dissatisfaction levels are influenced by two distinct sets of factors (Herzberg, Mausner, & Snyderman, 1959). Motivators or Satisfiers, which are considered intrinsic drivers that are, related to the nature of the academic staff, work itself and the individual's perception of their work and in this context the academic staff members. This, according to the theory, includes drivers such as achievement, recognition, work itself, responsibility, advancement, and growth. While Hygiene drivers or Dissatisfiers are considered extrinsic drivers related to the academic staff work environment within the university, such as university policy and administration,

supervision, salary, academic staff interpersonal relations, working conditions, and academic staff job security.

According to Herzberg's theory, the presence of motivators as institutional drivers among the academic staff members can lead to job satisfaction and increased motivation, while the absence of hygiene drivers can cause job dissatisfaction. However, improving hygiene drivers alone cannot increase job satisfaction but merely reduces dissatisfaction. In relation to the university Alpha and University Beta under study, the theory proposes that motivators play a crucial role in enhancing university academic staff job satisfaction. These drivers are linked to the intrinsic aspects of academic work: university academic staff members derive job satisfaction from accomplishing significant career progression stages and requirements such as publishing research papers, securing research grants, and receiving teaching awards. Recognition of these achievements by the university administration further promotes job satisfaction (Ng'ethe, Iravo, & Namusonge, 2012). Chapter four of this study seems to agree well with these assumptions.

Regular recognition of the university academic staff's contributions, both formally and informally, by the university administrative structures, plays a significant role in promoting academic staff job satisfaction in university Alpha and university Beta. According to Wachira (2017), public recognition in university official notices and journals, during award ceremonies, and academic staff promotions can significantly boost staff morale and individuals motivation levels. The nature of academic work, which includes teaching, research, and community service, can be intrinsically rewarding; therefore, universities should create opportunities for staff to engage in meaningful research and innovation in teaching methodologies, contributing to higher

academic staff job satisfaction levels in the context of university Alpha and university Beta (Mwiria & Ng'ethe, 2007).

In the university, when members of the academic staff are appointed and assigned administrative responsibilities such as Examination Officers, Post Graduate Coordinator, Departmental Heads, timetabling officer, Deans of Schools, and or research coordinators, it really enhances academic staff job satisfaction levels and morale. This study therefore confirms that these roles offer great career progression and development as presented by Johnsrud & Rosser, (2002). In a similar discussion by Oshagbemi, (2000), he argues that opportunities for career advancement through promotions, professional development programs, and sabbatical leaves are critical for university academic staff job satisfaction. He further notes that access to international conferences, workshops, and further education programs supports continuous professional growth, which can be equated to the case of university Alpha and Beta.

On the other hand, while examining Hygiene drivers, this study discovered that they may not directly lead to academic staff levels of job satisfaction, but they are very essential in preventing job dissatisfaction levels among the academic staff members. As demonstrated in this study through the selected public (university Alpha) and private (university Beta) Kenyan universities, it is evident that clear, fair, and supportive administrative or university policies are important in minimizing the levels of dissatisfaction among the members of the academic staff. Bureaucratic challenges, inefficiencies and lack of transparency in university leadership can significantly lead to frustration among university academic staff members (Otieno, 2013). This study, in light of this theory, has demonstrated that effective and supportive staff supervision practices are necessary in preventing the academic staff levels of dissatisfactions

(among members of the university academic staff in both university Alphas and Beta). This study notes that academic staff members benefit from leaders or university administration structures that provide effective guidance, mentorship, supportive, constructive and fast feedback (Kumar & Sharma, 2018). The study also has discovered that competitive and equitable academic staff salary scales and structures are very significant in preventing university academic staff levels of job dissatisfaction among the academic staff members in university Alpha and Beta. Wide differences in remuneration levels between public and private universities' academic staff can be a significant source of dissatisfaction (Ng'ethe et al., 2012).

In the light of this theory, this study also points out that positive relationships among university academic staff members with their colleagues, supervisors, university management and students contribute greatly to a positive, harmonious work environment. According to Wachira (2017), Conflict and poor interpersonal relationships can lead to the academic staff levels of job dissatisfaction and feeling of inadequacy at the university. Adequate physical infrastructure at the university, access to necessary teaching and research resources, and a safe and conducive academic staff work environment are important in preventing levels of dissatisfaction. Overcrowded lecture rooms and inadequate teaching facilities are common issues in Kenyan public universities as discussed by Mwiria & Ng'ethe, (2007). This study strongly affirms that assurance of job security through employment on permanent and pensionable terms are crucial in preventing the academic staff levels of job dissatisfaction in both university Alpha and Beta, which is in contrast with a study conducted by Ng'ethe et al., (2012) which clearly states that, public universities in Kenya generally offer higher job security compared to private universities, which often employ staff on short-term contracts.

Using Herzberg's Two-Factor Theory, the study analysed the differences in university academic staff job satisfaction levels between university Alpha (public) and university Beta (private) in Kenya. The study notes that public universities in Kenya (see Table 4.8), such as the Alupe University, MMUST, University of Nairobi and Kenyatta University, Karatina University, University of Embu, among others, typically offer better job security and more structured academic staff professional and career development opportunities, which align with hygiene drivers that prevent academic staff levels of job dissatisfaction. This fact is fully supported in a study done by Ng'ethe et al., (2012). However, issues such as bureaucratic administrative structures and processes, inadequate teaching facilities, generally poor working conditions, and limited research funding can lead to significant levels of job dissatisfaction, according to a study done by Otieno (2013). This study argues that institutional motivators or drivers in public universities include opportunities for achievement and advancement through established, structured, and well-funded research programs and recognition through formal universities awards and reward systems. However, according to a study done by Mwiria & Ng'ethe (2007), lack of adequate resources and high teaching loads among the academic staff members hinder the full realization of these motivators as key institutional drivers to academic staff levels of job satisfaction in both university Alpha and Beta.

This study, is in agreement with a study done by Wachira (2017) which points out that private universities represented by university Beta, such as Mt Kenya University, Strathmore University, African International University, African Nazarine university, Baraton University, Kenya Highland university and United States International University (USIU) among others, may offer better working conditions and more

dynamic administrative structures, which can reduce the academic staff levels of job dissatisfaction associated with hygiene drivers.

However, job security is often lower due to the idea of employing the academic staff members on contract terms. Motivators in private universities represented by university Beta include recognition and responsibility, as these universities often have more flexible and responsive governance and administrative structures that can quickly acknowledge and reward academic staff contributions (Wachira, 2017). Academic staff opportunities for professional as well as career growth may also be available, although they may be less structured compared to public universities as represented by university Alpha. This case was evident through the examination of administrative practices in university Alpha and University Beta.

Herzberg's Two-Factor Theory provides a deeper understanding for analysing academic staff levels of job satisfaction in Kenyan universities in the light of university Alpha and Beta. By distinguishing between motivators that enhance university academic staff levels of job satisfaction and hygiene drivers that prevent academic staff levels of job dissatisfaction, this theory helped this study to identify specific areas for improvement in both University Alpha and University Beta as representatives of public and private universities in Kenya in this study.

It should be understood that addressing hygiene drivers such as job security, salary, and working conditions is essential to prevent academic staff dissatisfaction, while fostering motivators such as recognition, achievement, and professional growth can promote the overall levels of job satisfaction of the university academic staff. Understanding how the institutional drivers operate is crucial for developing specific targeted policy strategies aimed at improving university academic staff job satisfaction levels, which in

turn promotes the quality of academic, research, and extension in Kenyan universities and generally in higher education sector.

1.13.2 Self-Determination Theory (SDT): Historical Development and Application to Academic Staff Job Satisfaction in Universities

This study also employed the use of Self-Determination Theory (SDT), advanced by Edward L. Deci and Richard M. Ryan in the 1980s, as a supplementary theory to explain institutional drivers of academic staff levels of job satisfaction. This theory offers a foundational psychological understanding of human motivation, particularly in situations that require intellectual discourse such as the universities. The origin of this theory can be traced to Deci's initial studies done in the 1970s, which examined the outcome of extrinsic rewards towards intrinsic motivation, which can apply in the context of this study. The outcome of the study challenged the traditional all time behaviourist assumptions that explained that human motivation is a function of external drivers. Instead, the theory suggests that individuals are inherently motivated by a tendency towards self-growth, self-integration, and positive psychological status. Building upon this justification, SDT emerged as one of the structural macro-theories of human motivational behaviour that can be used to explain the levels of university academic staff motivation emphasizing on the significance of social as well as university conditions in fostering or promoting motivational processes.

At the base of these arguments, and in support for SDT, lies the argument that despite the different conditions in university Alpha and university Beta. All individual academic staff members have three universal and innate psychological needs namely autonomy, competence, and relatedness which the theory argues, must be satisfied for proper functioning and personal well-being of an employee as with the case of the

university academic staff members in both university Alpha and university Beta. Autonomy in this case refers to the experience of willingness and mental freedom of the university academic staff members in initiating and regulating one's behaviour at within the university.

On the other hand, competence stands for the need for the university academic staff members to feel effective in one's interactions with the university environment and as a result to attain valued outcomes. While relatedness involves the need for the university academic staff members to create meaningful and secure university workplace relationships with other members of staff. In relation to SDT, the depth to which these needs are satisfied by the university academic staff members within a given university or institution of higher learning directly determines the quality of the academic staff motivational levels. This ranges from intrinsic drivers which are autonomous to extrinsic drivers which are controlled and ultimately this affects the academic staff levels of job output, satisfaction, and commitment within and without the university.

Within the realm of public (university Alpha) and private university (university Beta) setting, Self-Determination Theory provides a more deeper understanding and evidence based grounded examination of the institutional drivers of university academic staff levels of job satisfaction. The university, as a workplace, is uniquely placed to either facilitate or undermine academic staff levels of motivation, depending on how its policies, structures, and cultures interact with the academic staff psychological needs.

Firstly, autonomy is a critical driver of academic motivation and job satisfaction levels in any working environment. University academic staff members, play a significant role especially in teaching and research, therefore the high value of academic freedom especially in making independent decisions regarding their pedagogical strategies and

approaches, research options and priorities, and engagement in university governance. However, in relation to this theory this study notes that in public universities (university Alpha), bureaucratic rigidity, hierarchical administrative systems, and individually or centrally imposed policies limits to a greater extent academic autonomy, resulting in diminished motivation and increased levels of academic staff job dissatisfaction. On the contrary, the study reveals that private universities (university Beta) especially those with simple flatter organizational administrative structures definitely offers greater flexibility and responsiveness to staff issues, thereby promoting feelings of autonomy and intrinsic motivation among members of the academic staff.

Secondly, the need for competence in the university is achieved when the academic staff feels that they are more effective, capable, and able to achieve desired university outcomes in their professional roles. Institutional drivers that promote competences in the university, according to the findings of this study include access to continuous career progression and professional development, research support and funding, mentorship and advisory opportunities, supportive performance appraisal systems, and clear pathways for promotion and career advancement. This study points out that in the light of public universities (university Alpha) in Kenya, underfunding, lack of research infrastructure, high student-lecturer ratios, and limited opportunities for career progression may erode feelings of competence among the academic staff members. On the other hand, well-resourced private universities often provide more favourable conditions for skill development among the members of the academic staff and recognition, which in turn contributes to higher levels of academic staff job satisfaction and output.

The third driver, relatedness that pertains to the quality of interpersonal relationships and the sense of belonging within the university community. Universities that cultivate strong collegial relationships, foster inclusive communication strategies, promote teamwork, and involve academic staff in critical decision-making processes satisfy this fundamental psychological need of the academic staff members. This study points out that in public universities (university Alpha), particularly in the old and large universities, there is absence in meaningful academic staff engagement in policy formulation and or a culture of managerial dominance which has led to feelings of seclusion and disengagement by members of the academic staff. On the other hand, the study reveals that, private universities owing to their often smaller size, capacity and closer administrative academic work relations they have managed to create working environments where the university academic staff feel valued, connected, and supported.

Another significant contribution of SDT to this study is its distinction between intrinsic and extrinsic drivers of motivation in the context of university Alpha and university Beta. This study points out that in many instances, the members of the academic staff in both university Alpha and Beta, initially entered the profession out of intrinsic motivational drivers such as intellectual curiosity, passion for teaching at the university, or the desire to contribute to societal development or research, their sustained motivation over time is significantly influenced by the university motivational drivers. The study further notes that if universities both university Alpha and Beta focus only on extrinsic drivers such as salary and benefits without attending to the fulfilment of academic and work freedom, competence, and work relationships, they risk fostering controlled forms of staff motivation that are less durable and less satisfying just for short term. According to this theory, therefore, while material rewards are important to

members of the university academic staff, they must be complemented by university psychological support structures that promote intrinsic engagement to realise the full potential of academic staff members in university Alpha and university Beta.

In sum, Self-Determination Theory offers a clear understanding of the institutional drivers that influence academic staff levels of job satisfaction in both public and private universities. Its focuses on drivers such as autonomy, competence, and relatedness which align closely with the realities of the academic work and provides a detailed examination through which university practices can be assessed.

The benefit of this is that university councils, UASU, MOEST, university management boards and policymakers, will gain a lot on how to manage university expectations. This study in relation to this theory makes clear policy proposal implication for adoption of critical institutional drivers in promoting university academic staff levels of job satisfaction, which includes and not limited to fostering a psychologically supportive work environment which should be understood not to be a peripheral issue but a central driver of academic productivity, retention, and university effectiveness. According to this study, integrating SDT into university human resource structures and university policy frameworks in both public and private universities can play a transformative role in promoting academic staff levels of job satisfaction and advancing the core mission of universities.

1.13.3 Integrating Herzberg's Two-Factor Theory and Self-Determination Theory (SDT) in Explaining Institutional Drivers of Academic Staff Job Satisfaction

This being a detailed comparative study, it therefore needed the support and the use of the two theories in understanding the institutional drivers of university academic staff job satisfaction in university Alpha (Public University) and university Beta (private university). Two suitable theories were selected which included Herzberg's Two-Factor Theory and Self-Determination Theory (SDT) by Deci and Ryan the two offer complementary yet distinct examination into the motivational drivers within the university sector dissecting the dynamics and uniqueness of private and public universities in Kenya. While each of the selected theory independently provides a strong explanation of the questions under study, an integrated application of the two offers a deeper understanding, analysis, critique and examination of how institutional drivers and environmental conditions jointly shape the experiences and satisfaction levels of academic staff in both university Alpha (public) and university Beta (private university).

Herzberg's Two-Factor Theory, developed in the 1950s, distinguishes between hygiene factors and motivators as drivers to academic staff levels of job satisfaction which can be applied in the private and public university setting. As explained according to this theory and as demonstrated in the outcome of this study, hygiene drivers such as salary, working conditions, administrative policies, job security, and interpersonal relationships do not lead to higher levels of job satisfaction when present but cause dissatisfaction when absent or inadequate. On the other hand, motivators which are crucial drivers such as academic staff achievement, recognition, responsibility, advancement, and the nature of the academic work itself are intrinsic to the academic

staff levels of job satisfaction and lead to higher levels of self-esteem, satisfaction and motivation (when present in an institution of higher learning).

This theory is particularly relevant in understanding the structural and extrinsic conditions of academic staff motivational drivers in university Alpha and Beta. This study notes that, in public universities (university Alpha) where bureaucratic challenges and inefficiencies, salary delays, limited academic staff promotion opportunities, and high teaching loads are common. The absence of key hygiene factors often leads to chronic and high levels of the academic staff dissatisfaction among members of the the university Alpha compared to university Beta. On the other hand, in well-resourced private universities (University Beta), the availability of both hygiene and motivating drivers contributes to more favourable levels of job satisfaction among members of the academic staff in the university.

In line with the findings of this study, it's worth noting that, however, Herzberg's model, is foundational, critical and has been critiqued for its overemphasis on job content and insufficient attention to psychological and social drivers of academic staff job satisfaction (and in this context, the university academic staff). This is where Self-Determination Theory (SDT) was considered by this study to provide a critical theoretical enrichment in understanding the academic staff levels of job satisfaction in both university Alpha and Beta. SDT argues that academic staff members in university Alpha and Beta are optimally motivated and satisfied when their three fundamental psychological needs, such as autonomy, competence, and relatedness, are accomplished to the fullest. In the light of this study, autonomy relates to the degree of self-direction and control of academic staff members experience in their teaching and research; competence refers to the sense of mastery and effectiveness in performing academic

staff tasks; and relatedness speaks to the quality of social and professional relationships within the university, whether private (Beta) or public (Alpha). These internal needs align closely with the motivator drivers in Herzberg's theory but extend the analysis by revealing why these drivers are meaningful to academic staff and how they function as intrinsic drivers of academic staff job satisfaction.

The justification for blending Herzberg's Two-Factor Theory with Self-Determination Theory in this study lies in the differences and complementarity of their conceptual understanding of issues to do with job satisfaction levels in both university Alpha and Beta. As discussed, Herzberg theory offers a clear structural and environmental perspective, identifying the university drivers necessary to prevent academic staff levels of job dissatisfaction and promote higher levels of job satisfaction. However, it does not fully account for the intrinsic psychological processes through which the academic staff interpret and respond to these conditions, which sometimes is as a result of institutional drivers. SDT, on the other hand, provides the motivational reasoning behind these responses by explaining how and why university academic staff members derive meaning, purpose, and emotional fulfilment from their work in the university. For example, Herzberg's motivator 'achievement' is intrinsically tied to SDT's 'competence'; 'recognition' aligns with the need for 'relatedness'; and 'responsibility' maps onto 'autonomy'. This conceptual complementarity allows for a richer, more defined model of job satisfaction that is both externally and internally grounded but based on institutional drivers of the university academic staff levels of job satisfaction.

In using this blended approach in explaining academic staff job satisfaction levels in public (university Alpha) and private (University Beta) universities in Kenya, it becomes evident that differences in individual university practices and resource

allocations, which this study describes as drivers, directly affect the satisfaction levels of academic staff. The study notes that public universities (University Alpha) are often limited by government regulation and underfunding, may public universities struggle to provide adequate hygiene factors while also failing to promote the psychological needs emphasized in SDT. For example, large student-teacher ratios, rigid bureaucratic systems, and limited staff involvement in decision-making undermine both Herzberg's hygiene and motivator drivers, as well as SDT's needs for competence, autonomy, and relatedness. While in private universities (University Beta), by comparison, they offer more responsive administrative structures, constant pay packages, and academic staff participatory in governance structures, creating an environment where both structural and psychological conditions for motivation are met within the university.

In conclusion, the integration of Herzberg's Two-Factor Theory and Self-Determination Theory provides a comprehensive and context sensitive methodology for understanding the institutional drivers of academic staff levels of job satisfaction in higher education in Kenya in the context of university Alpha and university Beta. Herzberg's theory explains the "what" of job satisfaction, what drivers need to be present or absent while SDT explains the "why" why these drivers matter for the internal motivation and psychological well-being of the university academic staff in both universities. This dual theoretical perspective does not only promote deeper clarity but also offers practical understanding for university administrators, UASU, UMB and policy makers seeking to improve the academic staff levels of job satisfaction, productivity, and university effectiveness. By addressing both external university job characteristics and internal psychological needs within the university, universities can create drivers that are not only efficient and well managed but also humane, empowering, and fulfilling for their academic staff members.

1.14 Conceptual Framework

The conceptual framework for studying the drivers influencing academic staff job satisfaction in selected public (Alpha) and private (Beta) universities in Kenya is grounded in Herzberg's Two-Factor Theory and the Self Determination Theory as discussed above. Herzberg's Two-Factor Theory helps to distinguish between intrinsic motivators and extrinsic hygiene drivers that influence academic staff levels of job satisfaction and dissatisfaction while the SDT deals with the psychological aspects of the academic staff levels of job satisfaction. The blended framework integrates these elements to provide a detailed understanding of how various drivers impact on the levels of the university academic staff job satisfaction in the Kenyan context of Public (University Alpha) and Private (University Beta).

For the case of this study the key variables included motivators (or Intrinsic Factors or drivers); achievement; recognition, work itself, responsibility, advancement, growth. Hygiene factors or drivers (extrinsic factors or drivers), salary, job security, working conditions, interpersonal relations, company policy and administration, supervision. Academic staff job satisfaction; Overall job satisfaction. University Type; Public (Alpha) and Private (Beta).

This study identified relationships between Variables as:- Intrinsic factors such as achievement, recognition, the nature of work, responsibility, advancement, and growth opportunities are expected to have a positive impact on the university academic staff job satisfaction levels. These factors, when present, enhance job satisfaction by fulfilling the staff's psychological and self-fulfilment needs. Extrinsic factors such as salary, job security, university working conditions, academic staff interpersonal relations, university policy, and administrative structures are necessary to prevent university academic staff levels of job dissatisfaction in either university Alpha or

university Beta. Although they do not directly enhance job satisfaction, their absence or inadequacy can lead to significant job dissatisfaction. The type of university (public - Alpha or private - Beta) serves as a moderating variable for this study. The impact of motivators and hygiene factors on job satisfaction may vary between public (University Alpha) and private (University Beta) universities due to differences in funding, governance, institutional culture, and employment conditions.

The conceptual onion model below visually represents the conceptual framework for this study, showing the relationships between motivators, hygiene factors, academic staff job satisfaction, and the moderating effect of university type whether Public University Alpha or Private University Beta.

Figure 1.1: Conceptual Onion Model of Institutional Drivers among Academic Staff Members.



Motivators are essential drivers to academic staff levels of job satisfaction: From the above conceptual onion model, these drivers have a very direct positive influence on academic staff job satisfaction. From the analysis of the findings in chapter four of this study, it was discovered that positive drivers in the university lead to higher levels of job satisfaction among university academic staff members when adequately provided in the university.

Hygiene Factors as key drivers: These are positioned below the academic staff satisfaction circle and have a direct negative effect on the academic staff dissatisfaction levels among the members of the university academic staff in both university Alpha and university Beta. Their adequacy of these drivers prevents academic staff levels of dissatisfaction, although they do not directly enhance and promote higher levels of the academic staff job satisfaction.

Academic Staff Satisfaction as the ultimate goal: This is the central outcome variable, influenced by both motivators and hygiene drivers to university academic staff job satisfaction in both university Alpha and university Beta.

University Type whether university Alpha Public or University Beta Private: This moderates the relationships between both motivators and hygiene drivers with university academic staff job satisfaction levels, indicating that the strength and nature of these relationships may differ between public university Alpha and private university Beta.

This conceptual framework in this study enables the study to identify the key areas that university councils, university management boards, UASU and MOEST can focus on to improve the levels of the academic staff job satisfaction. For instance, promoting intrinsic drivers such as providing opportunities for achievement and growth can

directly boost the academic staff levels of job satisfaction. At the same time, ensuring that hygiene drivers such as salary and academic staff working conditions are adequate and can prevent academic staff levels of job dissatisfaction. In the Kenyan context, public (Alpha) universities might focus on reducing rigid, bureaucratic challenges and improving academic staff working conditions, while private (Beta) universities could aim at enhancing job security and provide clearer pathways for personal professional development.

1.15 Definition of Terms

The following terms have been operationalized and explained in the context, and understanding, as used and applied in this study as follows: -

Academic staff productivity: Refers to the ability of the university academic staff members to bring out the best in terms of teaching, research, innovation and community service.

Academic staff: These are people recruited by a university as members of teaching staff in the ranks of graduate assistants, tutorial fellow or assistant lecturers, lecturers, senior lecturers, associate professors or professors.

Determinants: These are drivers influencing university academic staff job satisfaction.

Drivers: Determinants or factors that contribute to the university academic staff job satisfaction.

Effectiveness: Refers to the activities that are done by members of the university academic staff in order to get the desired results.

Efficiency: Refers to the ability of university academic staff members to utilize the available resources to maximize effective productivity in the university.

Incentive: Refers to an enticement, award or supplementary reward that serves as a motivational tool for the members of the university academic staff.

Institution: University.

Productivity: Refers to the ability of the members of the university academic staff to discharge their duties both effectively and efficiently in the process of achieving self-satisfaction.

Professional development: The process of acquiring new and relevant job-related skills through ongoing in-service, career progression programs and career training after entering being employed as a member of the academic staff at the university.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides an overview of past, related or similar studies on the institutional drivers influencing university academic staff member's job satisfaction levels. In understanding this concept, this section of the study will mainly focus on the role of the working environment, the influence of compensation and benefits on academic staff, the effect of professional development opportunities on university academic staff job satisfaction levels, and institutional policies on academic staff job satisfaction. It should be understood that this study interrogated these themes in relation to the university academic staff job satisfaction in selected public - Alpha and private - Beta universities, which is the problem of this study. Further the themes in the chapter have been structured along the objectives of the study, highlighting key findings and identifying significant research gaps, in relation to the Kenyan public (University Alpha) and private (University Beta) universities.

2.1 The role of the working environment as an institutional driver to academic staff job satisfaction.

The issue of university academic staff job satisfaction is a diverse and complex aspect determined, driven and shaped by a wide range of institutional, historical, environmental, interpersonal, sociological, philosophical, and psychological drivers. For universities to succeed as research bases, knowledge development centers, knowledge creation avenues, dissemination centers, knowledge application and knowledge implementation arenas, then the overall wellbeing of the members of the university academic staff must be keenly observed. However, the ability of the

members of the academic staff to discharge their duties optimally is closely linked to the nature of the drivers to their job satisfaction at their respective universities. While existing literature have focused specific or key drivers of job satisfaction among academic staff, there remains a significant gap in empirically grounded, comparative research focusing on private (University Beta) and public (University Alpha) universities especially within Kenya, sub Saharan Africa and third world countries. This section of the literature review critically interrogates and examines the current scholarly works related to the study, identifying areas of consensus, silences, voices and contradictions that justify the need for a comprehensive study focused on both public- Alpha and private- Beta universities in Kenya.

The quality of physical infrastructure and facilities emerges prominently as a primary driver of employee levels of job satisfaction in any organization, as well as university academic staff job satisfaction in a university. A conducive physical work environment in a university comprising adequate office spaces, functional lecture halls, well-equipped laboratories, and accessible digital infrastructure is foundational to teaching, research, and administrative responsibilities. Studies such as those by Mwiria and Ng'ethe (2007) and Chimanikire et al. (2007) have long pointed out that overcrowded classrooms, insufficient laboratory equipment, and poorly maintained facilities hinder the ability of teaching staff to carry out their roles effectively, thus diminishing their overall levels of job satisfaction. This study points out that in university Alpha as in many public universities in Kenya, dilapidated infrastructure and an overstretched physical environment reflect institutional neglect and chronic government underfunding, directly impacting university academic staff morale and productivity. Consequently, research by Wachira (2017) and Tetey (2006) suggests that private universities (University Beta) tend to invest more in modern and better-maintained

campuses, contributing to relatively higher satisfaction among their members of the academic staff. However, this assertion remains largely unsubstantiated by a wide range of empirical evidence. Most existing literature stops short of quantifying the direct correlation between specific infrastructural elements, such as the condition of office spaces, lecture halls, laboratory functionality, or ICT access, and levels of university academic staff job satisfaction. There is thus a critical need for this study that move beyond generalizations and employ quantitative methods to isolate and measure the impact of infrastructure on university academic staff job satisfaction across institutional types whether public or private.

Another crucial driver of university academic staff job satisfaction is the nature and efficiency of administrative support and leadership styles. Bureaucratic dysfunction in many public universities such as university Alpha in this study, as Otieno (2013) and Onsongo (2007) highlight, these universities are characterized by rigid power structure, slow or poor decision-making processes, and burdensome or unclear work procedures. These inefficiencies not only frustrate members of the academic staff but also hinder timely approvals, career progression, and access to essential teaching or research resources. Such an environment creates disillusionment and disempowerment, reducing the overall quality of academic engagement by members of the university academic staff. By contrast, private universities in Kenya such as university Beta as used in this study are often cited as having more agile and responsive administrative structures (Wachira, 2017), which facilitate faster decision-making and better support systems. This is consistent with findings from Altbach (2000) and Tierney (2006), who argue that institutional freedom and streamlined governance are essential for creating responsive and satisfying academic workplaces. However, despite the acknowledged importance of administrative efficiency, very few studies identify or examine the

specific administrative processes that most directly impact university academic staff job satisfaction. Furthermore, the comparative analysis between the administrative experiences of academic staff in public (University Alpha) and private (University Beta) universities is either superficial or very absent. This leaves a significant gap in the literature that warrants detailed empirical investigation to uncover how governance practices influence academic staff job morale and performance in university Alpha and Beta.

Access to resources is another fundamental driver of the academic staff job satisfaction at work place (working environment), with direct implications for academic staff job satisfaction. The availability of teaching materials, research funding, academic journals, and digital tools is essential for effective performance. Ng'ethe, Iravo, and Namusonge (2012) and Ouma (2007) note that in Kenyan public universities such as university Alpha, are facing resource constraints as one of the major hindrance of academic staff job satisfaction, affecting everything from lecture delivery, research output to community engagement. Without timely access to quality materials, university academic staff are forced to improvise or operate below their professional potential, which breeds frustration and dissatisfaction. In contrast, private universities such as university Beta are perceived to have greater flexibility in resource allocation and tend to provide more updated materials and funding support (Wachira, 2017). These findings are echoed by Evans and Chun (2012), who emphasize that the adequacy and quality of institutional resources are critical to staff engagement and academic excellence. Yet, the actual disparities in resource access between the two types of institutions (University Alpha and university Beta) remain poorly documented. Few studies have attempted to correlate resource adequacy with measurable satisfaction outcomes. There is also limited information on how specific categories of resources

such as access to international journals, modern laboratory tools, or learning management systems contribute to job satisfaction. A detailed, data-driven comparative study is therefore necessary to understand how resource availability affects university academic staff job satisfaction and what interventions might close the gap between different institutional contexts (Private – university Beta and public- university Alpha) therefore calling for this study.

Beyond physical and administrative aspects, the institutional social environment, particularly collegial or good working relationships and institutional culture, plays a significant role in shaping university academic staff job satisfaction. Johnsrud and Rosser (2002) argue that supportive and respectful interpersonal relationships are among the strongest predictors and drivers of job satisfaction in academic settings. Similarly, Oshagbemi (2000) and Mudavanhu and Shumba (2014) suggest that a collegial atmosphere, marked by positive interactions with colleagues and supervisors, is essential for a fulfilling a relatively good academic life. Yet, most of these studies have been conducted in Europe, and there is a notable absence of research examining how institutional culture and collegial dynamics manifest differently in public- university Alpha versus private- university Beta in Kenya. In public universities like university Alpha, for instance, union dynamics, hierarchical structures, and bureaucratic inertia may undermine collegiality, while private universities like university Beta might foster a more collaborative ethos due to smaller academic staff sizes and less politicized environments. However, these assertions remain speculative in the absence of qualitative studies that delve into the lived experiences of the members of the academic staff, capturing the differences, divergence and convergence levels of institutional culture and its impact on academic staff job satisfaction that

requires ethnographic and narrative research that foregrounds the voices of the academic staff themselves, justifying this study.

Workload and work-life balance also emerge as critical drivers influencing university academic staff job satisfaction. Kinman and Jones (2008) warn that excessive workload, especially when compounded by administrative responsibilities and personal obligations, leads to burnout and reduced morale. This concern is particularly acute in Kenya's public universities as the case of university Alpha, where high student to staff ratios result in unmanageable teaching or lecture loads and reduced time for research, community service and professional development (Ng'ethe et al., 2012; Odhiambo, 2014). The heavy burden on the member of the academic staff contributes not only to physical and mental fatigue but also to a sense of institutional neglect and job dissatisfaction motivator. In contrast, private universities like university Beta often offer more flexible working arrangements and lighter teaching or workload, allowing members of the academic staff to maintain a healthier work life balance (Wachira, 2017). These dynamics are consistent with the findings of Winefield et al. (2003), who note that excessive academic workloads are negatively correlated with academic staff job satisfaction across global university systems and Kenya is not an exception. Yet, despite these assertions, few comprehensive studies exist that systematically compare workload distribution, time allocation, and stress indicators across public – university Alpha and private- university Beta. Nor are there longitudinal studies tracking the long-term consequences of chronic overwork on career satisfaction and productivity in university Alpha and university Beta. Addressing this, this study provides a critical evaluation and recommendations on institutional policy reform and human resource planning as critical drivers to academic staff job satisfaction in the context of university Alpha and university Beta.

It should also be noted that, opportunities for professional development and career progression constitute a major driver of university academic staff job satisfaction. Johnsrud and Rosser (2002) emphasize that access to training, research opportunities, and academic mobility strongly influences staff morale and retention. In Kenya, public universities like university Alpha often have more established structures for professional development, backed by government or donor funding (Ng'ethe et al., 2012; CHE, 2008). However, these opportunities may be marred by bureaucratic hurdles, tribalism, favouritism, or uneven access. On the other hand, private universities like university Beta may offer more personalized or flexible growth paths but may lack formalized development programs. Despite the centrality of this issue, there is scant comparative research that evaluates the quality, accessibility, and outcomes of professional development initiatives across university type whether private or public. Furthermore, there is little attention to how these opportunities vary by gender, academic rank, or discipline dimensions that are essential for understanding equity in academic career advancement. This concern is reinforced by studies such as those of McCormack et al. (2006) and Bexley et al. (2011), who underscore the critical role of career support structures in shaping long-term academic engagement, a case that can be used to examine and reflect on both university Alpha and university Beta.

The working environment within a university plays a fundamental role in shaping academic staff performance. A conducive, safe, and well equipped work environment enhances not only the well being of the university academic staff but also their productivity and overall contribution to educational quality. Baharuddin (2021), in a study conducted at MTS Madani Pao-Pao, found a statistically significant relationship between the work environment and academic staff performance. His findings indicated that when a member of the academic staff operates in environments that are

comfortable, safe, and enjoyable, their performance is positively impacted, which in turn enhances the teaching and learning process and ultimately benefits student outcomes. This becomes a great motivator to the university academic staff job satisfaction

Similarly, Oyebanji (2019) found a positive correlation between physical working conditions and staff productivity. The study concluded that improved physical conditions such as classroom lighting, ventilation, and cleanliness serve as enablers for enhanced academic performance. Lucky and Chika (2018) corroborate this view in their research on educational institutions in the Port Harcourt metropolis, emphasizing that environmental factors such as adequate lighting, moderate temperatures, spacious classrooms, and well furnished offices create comfort and reduce distractions, thereby fostering productive academic engagements.

The importance of the physical and psychological work environment as an institutional driver is further emphasized by Nakpodia (2011), who argues that improving academic staff performance goes beyond enhancing academic qualifications and must include sustained improvements in the workplace environment. The premise is that institutional neglect of the work environment not only undermines educational quality but also frustrates the professional growth of the university academic staff. Supporting this, UNESCO (2015) emphasizes that one of the central objectives of achieving Education for All (EFA) in Tanzania was to improve the working and living conditions of academic staff to ensure quality teaching. However, implementation has lagged behind expectations. Sumra (2016) notes that despite policy commitments, educational institutions in Tanzania have not significantly improved these conditions, a challenge

that resonates in the Kenyan context in relation to public – university Alpha and private – university Beta as examined in this study.

In Kenya, Adhiambo (2012) highlights that 59% of academic staff have left the teaching profession citing poor working conditions as their primary reason. These figures underscore the urgent need to re-examine institutional environments as a strategic driver to university academic staff job satisfaction. While the reviewed studies unanimously point to the value of a supportive working environment, many of them are conducted in international or regional contexts and are rarely comparative in nature with the local context. There is a need to investigate whether similar dynamics are observed across Kenya's public – university Alpha and private – university Beta, considering contextual and resource differences. In addition to the physical environment, as earlier on mentioned, university leadership and managerial style are critical in shaping the institutional culture and morale of academic staff. Leadership determines whether staff feel valued, empowered, and engaged. According to Nwankwo (1984), academic staff are more motivated and perform better when they are included in institutional decision-making processes. Conversely, Bamisaiye (1998) observes that unfair treatment and lack of transparency by university administrators diminish staff morale, eroding motivation and productivity.

University management is the central administrative authority and plays a dual role: managing institutional operations and supporting academic staff development. Edgeron and William (2006) emphasize that effective leadership not only sets the tone for institutional performance but also shapes the relational dynamics between administrators and academic staff. A collaborative relationship between academic staff and university management, built on mutual respect and shared goals, tends to produce

a high-performance academic culture. Recent studies on leadership styles further illuminate how leadership influences staff productivity. Guo-Hua and Amankah (2020) found that participative leadership was the most effective in promoting long-term employee productivity and institutional growth. While autocratic leadership styles might produce short-term compliance, they are often detrimental to innovation and morale. Their study concluded that academic leaders who rely heavily on autocratic or laissez-faire styles often fail to implement institutional goals effectively due to low levels of cooperation and staff disengagement.

Shamaki (2015) supports this by noting that democratic leadership styles correlate positively with academic staff productivity. In Nigeria, democratic leaders were found to be more effective in promoting staff discipline, building strong staff management relationships, and enhancing job satisfaction. This is reinforced by Nsubuga (2008), who found that in Ugandan educational institutions, there is lack of management training among academic heads which has significantly contributed to poor leadership and, consequently, underperformance in institutional operations. This study pointed to a disconnect between the training academic staff received and the leadership responsibilities they were later expected to assume, indicating a systemic leadership capacity gap in higher education. Wachira et al. (2017), in a study of public educational institutions in Kenya, found that managers employed a mix of leadership styles, but supportive leadership was most prevalent. Supportive leaders were observed to collaborate with academic staff, follow through on task completion, and prioritize performance improvement through relational engagement. This leadership approach not only nurtured staff performance but also created a work culture where academic staff felt ownership over institutional success. The study recommended that national and local education stakeholders engage institutional leadership in building relational

capacities that enhance performance. Despite these contributions, the current body of literature largely focuses on the classification of leadership styles, democratic, autocratic, laissez-faire, and their impact on job performance. While valuable, such classification may oversimplify the different ways in which leadership operates in complex, resource-constrained academic environments. Furthermore, most studies emphasize leadership *style* rather than *leadership quality or effectiveness*, failing to account for contextual variables such as institutional size, funding levels, governance structures, or the regulatory environment. Moreover, little is said about how general leadership attributes such as emotional intelligence, transparency, delegation, and responsiveness influence academic productivity across different university categories in Kenya, which this study is struggling to respond to through the examination of the cases of university Alpha and university Beta.

Taken together, the literature points out two critical areas of focus: first, that a conducive working environment that is physically, psychologically, and socially is essential for university academic staff job satisfaction; and second, that university leadership significantly shapes the university academic staff work environment through increased or decreased motivation levels, and overall productivity and work output of the academic staff. However, many existing studies as noted above are fragmented by region, institution type, or research focus and do not offer an integrated framework that combines leadership dynamics with environmental institutional drivers to explain academic staff job productivity exhaustively and comprehensively. This particular study, therefore, seeks to bridge this gap by examining in detail how both the institutional working environment and university leadership styles jointly affect university academic staff job productivity and output in Kenyan public – university Alpha and private – university Beta. In doing so, it aims to provide a holistic

understanding of institutional drivers of academic performance and offer practical insights for policy and university governance.

In conclusion, the reviewed literature in this section of the study reveals that while there is widespread recognition of the key drivers influencing university academic staff job satisfaction, the current body of knowledge is limited, fragmented, agile, scanty, and insufficiently examined and evaluated. Most if not all studies examined in this work, lacks methodological rigor or fail to offer comparative insights and or examination between public – university Alpha and private – university Beta. Most importantly, critical areas such as infrastructure, administrative processes, resource access, collegiality, workload, and career development remain underexplored in empirical terms particularly in the Kenyan higher education set up which is the case of this study. These gaps underscore the urgent need for a detailed, comprehensive and comparative study that not only quantifies the impact of these variables but also examines and explores their interrelationships in order to uncover and disclose specific points of divergence and convergence. This study will therefore be instrumental in informing institutional reforms and policy frameworks aimed at enhancing significant institutional drivers for university academic staff job satisfaction and, by extension, the quality and sustainability of higher education in Kenya. This study is also a critical source of key information to the MOEST, UASU, UMB and other higher education stakeholders in making key institutional decisions aimed at attracting high calibre academic staff and raising the academic staff job output.

2.2 Staff compensation and benefits as a key driver to influencing Academic Staff Productivity

Incentives are globally and locally acknowledged and recognized as critical tools, mechanisms and key institutional drivers for enhancing and promoting employee levels

of job satisfaction, motivation, job output, and productivity. Conceptually, rewards and incentives encompass both financial and non-financial rewards that compliment and supplement wages and recognize performance, ultimately fostering a sense of achievement and professional purpose (Orodho et al., 2013). Members of university academic staff, like employees in other sectors of the economy, are not solely and only driven by salary and remuneration but also by the prospect of recognition, job security, career and professional growth, and institutional appreciation. In the long term, incentives contribute to a wider and broader sense of job fulfilment, satisfaction, pride, relief, and engagement in organizational and institutional goal oriented and focused teaching, community outreach, knowledge innovation and research.

Globally, institutions of universities have over the years increasingly embraced incentive and reward systems to drive institutional academic excellence. According to the U.S. Department of Education's Universities and Staffing Survey, the proportion of public and charter university districts offering financial incentives for teaching excellence increased by over 40% between 2004 and 2012. However, this trend was not uniform, with wide disparities across states, some with robust incentive frameworks, while others had none at all (Imberman, 2015). The incentive model has since been adopted in several other countries, including Denmark, Finland, Israel, Netherlands, India, Hungary, Norway, as well as some African nations like South Africa and Algeria. Nonetheless, the design and efficacy of these incentive structures remain a subject of scholarly debate, particularly in the Global South, where institutional constraints often undermine policy implementation, which supports the need and reason as to why this study was conducted with special focus on university Alpha and university Beta.

Interrogated scholarly literature from this study indicate that empirical studies from Nigeria have offered insight into the correlation between academic staff incentives and job performance. El-Jajah and Mohammed (2019), in their study of secondary school educators in Adamawa State, Nigeria, observed that salary levels and promotion frequency had a statistically significant relationship with academic staff performance, this outcome can be compared with the case of university academic staff. These findings are corroborated by Oluyemi (2020), who examined university academic staff in Ogun State and found a strong, positive correlation between fringe benefits, conditions of service, and performance in Physical and Health Education. However, while these studies affirm the value of incentives in stimulating job productivity and output, they are contextually limited to Nigeria and specific academic disciplines, raising the need for similar studies in Kenyan universities, where structural and cultural dynamics differ significantly and the need to examine the case in relation to public-university Alpha and private – university Beta. A vacuum this study has already filled.

In the case of Kenya, Abuga et al. (2016) evaluated and examined the motivational power of non financial incentives and rewards such as professional recognition, structured promotion systems, job enrichment, and effective communication on employees. These intrinsic rewards are said to foster a sense of belonging and internal employee drive, which, in turn, enhance an individual level of job satisfaction. Kipsangut (2012) agrees that academic or teaching staff performance evaluations and pay decisions are increasingly tied to the development of knowledge, and diversification of skills, suggesting a move toward performance based rewards in educational institutions. The implication here is that both financial and non financial incentives must be viewed as complementary rather than mutually exclusive.

Jerotich (2010), in examining schools in Baringo county, demonstrates that teachers placed high value and concern on rewards and motivation that resonated with their core levels of job satisfaction. Interestingly, the study noted considerable variations on how different members of the teaching staff perceived rewards, resulting in diverse levels of motivation across different staff levels or job group cohorts. Of interest, however, was the outcome that many teachers were dissatisfied with existing formulae of acknowledgement and reward systems in their institutions, which they saw and perceived as opaque, irrational, inequitable, selfish, tribal or politically manipulated. This can also be replicated on the universities and related to members of the university academic staff. These sentiments echo broader concerns raised by Herzberg's Two-Factor Theory as used in this study, which distinguishes between hygiene factors (e.g., salary of the members of the university academic staff) and motivators (e.g., recognition levels in the university structures), suggesting that merely improving extrinsic rewards without attending to intrinsic motivators or drivers may not yield sustained satisfaction to members of the university academic staff in both university Alpha and university Beta.

Beyond incentive structures, administrative strategies are another crucial institutional driver in shaping the productivity and job satisfaction of university academic staff. University management boards, UASU, MOEST and university councils representing the administrative core of the institution, plays a vital role in determining the working environment through the adoption of leadership styles, conflict resolution approaches, and supervision models. Etomes and Molua (2018) emphasize that effective university administration and leadership should encompass motivational strategies, structured communication, and the management of both academic and student related dynamics. These leadership practices directly drive academic staff morale and job satisfaction,

which in turn shapes institutional productivity and the quality of education in both university Alpha and university Beta.

Motivation is looked at and framed as a dominant internal force that drives university academic staff behaviour, especially when supported by transparent and empowering administrative and university institutional policies. The UNESCO (2000) framework, supported by Orodho (2013), argues that quality education is the sum of high standards, learner satisfaction, and the professional enrichment of the members of the academic staff. Hence, motivation and administrative and institutional leadership are not peripheral concerns but central to successful university operations.

To understand the relationship between administrative leadership strategies as key drivers to staff motivation and academic performance, Shanka and Thuo (2017) explored conflict resolution strategies and mechanisms within educational institutions in the Wolaita Zone, Nigeria. The outcome of their findings highlighted and revealed that most conflicts were institutional and associated with leadership approaches. Effective strategies include adherence to institutional norms, leadership training programs, employee involvement in key decision making, institutional inclusivity, resource allocation, and interpersonal sensitivity at work place. These findings tend to align with the tenets of transformational leadership theory, which basically argues that inclusive and visionary leadership enhances employee satisfaction and institutional performance in support to this study on the university academic staff job satisfaction.

In Tanzania, a study done by Msafiri (2017) on public schools discovered that classroom teachers in rural public schools were generally devalued, looked down upon and demotivated due to weak institutional and administrative structures and engagement. Motivation strategies that seemingly appeared present, was short of and

lacked consistency and impact on the motivation of teaching staff members. Similarly, Marietta (2021), studying teaching staff motivational strategies in Kitui County of Kenya, discovered that while educational institutional managements could sometime provide professional development, staff team building and staff recognition efforts, teaching or rather the members of the academic staff remained dissatisfied with their institutions' commitment in implementing aspects of these strategies. The findings underscore that while interpersonal relationships among institutional players may remain strong, institutional structural weaknesses in reward, incentive and development policies continue to undermine academic or teaching staff job satisfaction.

Wabuko's (2016) study in Nairobi County deepens this conversation by quantitatively linking instructional supervision to teaching staff job performance. Through regression analysis, the study revealed that classroom observation, the provision of instructional materials, review of professional records, and reward systems had measurable effects on an individual's staff performance and job output. Notably, a one percent change in instructional supervision variables translated to a measurable percentage change in job the staff's job outcome and performance, underscoring the empirical relevance of effective leadership and supervision practices. These findings suggest that performance-based administrative strategies, when well executed can significantly improve academic staff outcomes and job performance.

Despite these valuable contributions, a significant gap remains that this study has attempted to fill. Many of the cited studies are geographically diverse, institutionally varied, and contextually non transferable. There is a lack of or limited literature that consolidates the roles of both incentive, reward structures and administrative strategies within a unified explanatory framework tailored to the Kenyan university environment, particularly regarding public – university Alpha and private – university Beta.

Furthermore, existing studies typically concentrate on either performance or satisfaction, seldom addressing both, which leaves a conceptual gap between motivation, productivity, and well-being. The gendered and career-stage aspects of motivation are also infrequently examined, despite their importance to institutional equity. Thus, this section of the study justifies the need for a holistic, context-specific, and comparative study that investigates how incentives both financial and non financial and administrative leadership and institutional strategies influence university academic staff job satisfaction and performance in Kenya's public – university Alpha and private – university Beta. This study offers new understanding into critical institutional drivers such as governance, human resource development, and the strategic alignment of motivation with educational outcomes.

2.3 Professional Development Opportunities

In educational structure hierarchy, basic levels of learning prepare learners to access higher learning or university education. There is therefore a greater need of establishing a highly motivated university academic staff workforce that will ensure quality service delivery to the grandaunts from the lower levels of learning. This study notes that most universities have left the burden of professional development trainings to the members of the academic staff themselves. Unlike in secondary school schools in Kenya where the government and the teachers service commission has ensured that science teachers as well as teachers prepared to teach in junior schools are subjected to some level of in service and refresher trainings, the case is quite different with the university sector. Seemingly, there are limited training opportunities for members of the academic staff especially concerning university Alpha that is a representative of public universities as compared to university Beta that is a representative of private universities. In this regard, Etomes & Molua (2018), emphasize that there is a greater need of putting up

structure and ensuring that institutions develop a system that produces highly motivated workforce that essentially leads to quality work output.

2.3.1 University Academic Staff Career Progression and Professional Development

In line with this study, to members of academic staff, professional development refers to all activities that one develops within the university, including an individual's skills and knowledge expertise. In addition, professional development can be provided to members of the academic staff by the university in many ways, ranging from formal to non-formal. Externally, the university can provide through organizing workshops, university collaborations, exchange programs, seminars and other important academic university programs. Hirsh (2001) has consistently found that the professional development of university academic staff is one good way to touch on the quality of their output at work. Through professional development, the retention and improvement of members of the university academic staff is enhanced establishing favorable working environment. It is always a fact that professionally university academic staff members continuously work best to improve and modify their skills and knowledge for productivity and for the betterment of their university.

Saifalislam et al. (2014) conducted a study on the Influence of training, recruitment and selection, and development on the organizational performance of the Jordanian Public educational institutions. The study revealed that staff training, staff recruitment and staff selection are developmental drivers key on enhancing staff output and production. The study further recommended that there is need for organizations to have training sessions for staff members and management development programs in order to promote staff potentials and efficiency. From the above discussion, this study examines that for any university to achieve its core functions, mandate and mission, there must be a well-

established institutional structures and departments created specifically for purposes of staff recruitment, staff selection, staff training and career development programs for its members of the academic staff. However, Saifalislam et al. (2014) study focuses on public educational institutions in Malaysia, while this study focuses the dynamics that exist in both university Alpha and university Beta, which provide a knowledge gap.

In South Africa, Ngema (2022) studied employee development practices and satisfaction as a panacea to the challenges facing employees at the Ministry for Home Affairs in South Africa. The study demonstrates that in any stable organization employees need to be trained effectively, have a transparent recruitment process and placed in department and organizational sections that will facilitate them to utilize their professional skills and abilities effectively for the benefit of the organization. For academic staff or any other organizational staff to be able to perform excellently, their managers must work out, map their professional development, and career progression structures. However, Ngema (2022) study is based on the case of the Ministry of Home Affairs in South Africa, which may not be sufficient to be generalized to other contexts, while this study is on the case of public (Alpha) and private (Beta) universities in Kenya, which can be generalized to other similar contexts.

Nama et al. (2022) in his study postulate and argues that in any organization trained employees were more likely to improve organizational service delivery and general output. Staff coaching and mentoring programs can be used as a driver to improve organizational performance and output. The study recommended that in organizations, human resource departments should continuously revise and update their employee or staff policy to ensure that investment in staff training and development activities equips employees with the required skills and competencies relevant for improving

organization performance. This can be seen to some extent in the case of university Alpha and university Beta that are the cases of this study.

A study by Wanjara et al. (2014) discovered that training is associated to academic staff or teacher's performance at work place. Therefore, members of the academic staff should be allowed to undergo varied trainings and in-service programs in order to develop their capabilities at place of work. Omweri (2012) notes that when there is a significant high level of organizational staff productivity, there is a significantly strong positive link between the level of an individual staff productivity and the level of professional or career development aspects of the staff. The study recommended that institutional policies, prospects, plans, programs and actions must always be above board in advancing , attracting and retaining high caliber staff. This will ensure that the staff is capable of unlashng his unlimited potential for the betterment of the organization, achieving essential institutional goals and objectives.

2.3.2 University organizational Cooperation and Teamwork

In most universities in Kenya as well as globally, staff team building program is one of the most utilized practices for a cohesive and influential workforce and has become one of the most used tool in organizations to drive staff productivity and job satisfaction. In universities, for example team-building exercises can used to improve university academic staff relations and communication through effectively managed and planned institutional channels. Teamwork among members of the university academic staff will essentially promotes a staffs personal and leadership progression avenues, university academic staff collaborations, strong positive work correlation, improve problem solving skills, improve critical thinking skills, increased university academic staff motivation and higher levels of commitment in achieving university mission, goals and objectives (Langlois, 1992). Team building enhances a convergence of purpose, thus

achieving specific tasks. Teamwork within the university will definitely enhance effective staff job satisfaction levels, staff administration shared decision-making processes and generally improve institutional work environment (Grazier, 1999).

A study done by Elmonds (2009) is focused on building an understanding and a conceptual framework to justify the contribution of staff team building exercise among elementary school teachers in order to improve the staff levels of job satisfaction at places of work, this can also be seen in the context of the university academic staff members. Findings from this study demonstrate administrators and many of the members of staff showed evidence of high levels of job satisfaction. The administrators in the study reported that team-building programs at their organization promoted open and effective communication and good working environment. This is confirmed in this study focusing on the levels of university academic staff job satisfaction in university Alpha and university Beta as demonstrated in the findings in chapter four of this study.

In their discussion, Ayeni and Fakunle (2022) noted that teamwork management at places of work enhances and raises staff levels of job satisfaction. However, the need for qualified members of the university academic staff inhibits organizational cohesiveness based on the different cadres of staff and differentiated levels of the members of the academic staff can sometimes be an impediment to achieving staff unity. In most cases this is even exhibited on how work is distributed within the organization and definitely affecting the quality of the teaching-learning process and the general levels of an individual academic staff job satisfaction.

The case of Uganda is not different on this matter, the issue of staff in educational institutions whether working in unison or isolation, not working as a team is a greater impediment to staffs job satisfaction. Leaving the institutional management selectively in accomplishing certain institutional goals and objectives or having situations where

other employees are assigned more tasks than others may lead to lower levels of the staff job satisfaction. In an effective organization tasks are supposed to be equally distributed. The perceived absence of sometimes-organizational teamwork definitely demoralizes staff and lowers the quality of teaching and learning in educational institutions in Ugandan (Pitsoe & Isingoma, 2014 this finding can also be generalized to the case of universities. According to a study done by Abdu (2019) it is revealed that organizational team management improves an employee's work performance by enhancing aspects of effective communication, creating a conducive working environment and achieving the organizations objectives. It clear evidence that lack of organizations commitment to support staff and its inability to address staff issues will definitely lead to mistrust among staff members, lack of staff involvement in decision making processes and unhealthy competition which will definitely pose significant challenges that will be working against the institutions goals and objectives and improving the staff levels of job satisfaction. Several studies including that of Pitsoe and Isingoma (2014) and Abdu 2019 have tended to focus on the resultant outcome of the absence of teamwork on employees as well as the implication of effective teamwork. This study brings on board a missing voice by examining how institutional drivers influence the academic staff productivity in selected public (university Alpha) and private (university Beta) universities.

According to Makewa et al. (2016) his study reveals that there is a strong correlation between staff cohesiveness and staff job satisfaction among teaching staff in Musoma Municipality schools in Tanzania. His study used a case study approach method, which revealed a significant link between job satisfaction and teamwork. School managers who established a strong culture of staff teamwork enhanced internal work efficiency and productivity, thus improving general work output. A clear moderate and positive

link was established between staff teamwork and effective communication. However, the study by Makewa et al. (2016) is focused on staff morale and teamwork, while the current study will focus on the structures or drivers within the university that influence the academic staff levels of job satisfaction.

On the other hand, Matata (2013) investigated the determinants of teacher's participation in teamwork for improved performance in public schools in Taita Taveta County, Kenya. The findings of this study showed that educational institutions managements that applied democratic leadership styles as opposed to autocracy in administration tended to attract teamwork from the teaching staff and other stakeholders, raising the general staff job satisfaction and output. From the findings of this study in chapter four, it is evident that university academic staff involvement in teamwork activities is essential in raising their levels of job satisfaction and therefore improving on the performance of the institution.

2.3. 4 Universities Academic Staff Mobility

A study conducted by Boyd et al. (2011) ascertained that transfer significantly threatens any institution. To the university academic staff, the mobility or movement to other institutions is a threat to the general performance of the institution. It degrades the university ranking and to some extent demotivates the remaining staff. However, some institutional practices in the university such as delayed promotions, unclear promotion procedures, and poor working environment forces some members of the academic staff to look for better or greener pastures. On the other hand, the movement of the university academic staff to a different university or institution to some extent may give advantage to the institution where the employee has moved too. This is in line with the study done by Jackson & Bruegmann (2009) which demonstrates that the move may be

a source of an employee job satisfaction as well as raise the general outlook of the receiving institution.

According to a study done by Ariko and Simitwo (2011) they allude that institutional socio-economic and environmental drivers linked to staff seeking alternative working environment included a number of factors. For the case of the university academic staff; accessibility to the university, medical cover, living expenses, location of the university, availability of opportunities for professional development, and possibly remittance of statutory deductions may be strong reasons for pushing academic staff to look for greener pastures. On the other hand, university management reasons for driving academic staff job satisfaction may include but not limited to creating a well-structured staff career progression opportunities, staff reward, compensation, allowances and general work environment. From the above discussion as well as cited studies, staff mobility can be avoided and the reasons that lead to staff demotivation dealt with to avoid staff mobility. This study will therefore attempt to address the issue of university academic staff mobility on individual staff general levels of job satisfaction.

2.4 Institutional Policies as a Key Driver to Academic Staff Motivation

University institutional policies form critical foundational drivers and architecture upon which university organizational cultures, practices, norms, and expectations are founded upon and established. In the understanding of university education, these policies are not mere administrative documents or instruments; but they serve as significant drivers that determine academic staff levels of job satisfaction, productivity, output and retention. University academic staff job satisfaction, being a critical determinant of performance, sustainability and quality education delivery, it is heavily

influenced by how policies are conceived, communicated, implemented, and evaluated within university settings whether public (University Alpha) or private (University Beta) (Ng'ethe, Iravo, & Namusonge, 2012; Ofoegbu & Nwadiani, 2020).

2.4.1 Conceptualizing Institutional Policies in University Education

In its basic understanding institutional policies refer to the formalized rules, regulations, procedures, and operational frameworks that guide behaviour, resource allocation, performance expectations, and decision-making within organizations (Gappa, Austin, & Trice, 2007). In the light of the subject under study, these policies are not only administrative instruments but also strategic drivers that shape the internal environment within which university academic staff members operate whether private university or public university. University policies guide the university in critical decisions such as staff recruitment and promotion, staff compensation and benefits, staff workload allocation, staff performance appraisal, staff sabbatical and study leave, staff grievance handling mechanisms, staff research funding, and staff professional development opportunities (Ofoegbu & Nwadiani, 2020; Teferra & Altbach, 2004).

According to the arguments put forward by Tierney (2008), notes that organizational policies act as exemplified and codified tools to present organizational values, principals and priorities. They actually act as manifestos and communicate what the institutional needs that are significant and represent how relationships, recognition, power, dynamics, opportunity, and rewards are distributed and shared among the members of staff. Ideally when such institutional or organizational policies are designed and developed through participatory processes that involve all the employees and articulated and presented clearly, and implemented consistently in a transparent manner, they promote and foster a sense of trust, fairness, and engagement among the

members of the academic staff or any staff which is a powerful driver of staff motivation and eventual job satisfaction (Barrett & Barrett, 2008; Chacha, 2018). On the other hand, non-staff involvement, poorly designed and prepared, inconsistently presented and implemented, or unclear policies and procedures will likely create wrong perceptions among members of the university academic staff in both university Alpha and Beta as demonstrated in the findings of this study characterised by traces of injustice, ethnic profiling, exclusion, nepotism, or neglect, leading to devaluation, demotivation, staff transfers and attrition, or underperformance and low output (Odhiambo, 2014; Gudo, Oanda, & Olel, 2011).

Importantly, institutional university policies are dynamic, they change and evolve in response to internal needs, and structures, governance changes, external regulatory requirements from institutions such as the commission for university education, financial realities, and changes in academic practices (Shattock, 2003). It should be therefore noted that, despite their key role, there exists limited studies or empirical investigation on the matter of institutional policies at the university level especially within Sub-Saharan Africa focusing on the cases of private – university Beta and public – university Alpha settings on how these institutional policy structures and elements play a role as motivational drivers for university academic staff in university Beta and university Alpha. It should be understood that from the studies examined in this work, this study discovered that most of the referenced or existing literature has narrowly examined or focused on extrinsic motivators or drivers such as salary scales or promotion timelines, but often and mostly neglecting how broader institutional policy environments such as, grievance redress, career progression, academic freedom, trainings, support for research, and staff involvement in administration and governance and contribute to or undermine intrinsic drivers and professional output of the academic

staff in the university Beta and university Alpha (Jowi, 2003; Mbithi, Nassiuma, & Iravo, 2014; Yizengaw, 2008).

This missing scholarly link calls for the urgent need and reason for this study whose scholarly inquiry focused on university institutional policies in university Alpha and Beta as drivers of the academic staff levels of job satisfaction, particularly in the public and private university education sector of developing countries like Kenya and in the rest of sub Saharan countries. As public – University Alpha and private – University Beta expands under academic massification demands, and as expectations for quality research, teaching and extension intensify, understanding how university environments drive to motivate or demotivate the members of the academic staff towards different levels of job satisfaction is essential, them being the core human institutional capital for not only administrative needs but also for intellectual needs (Munene, 2016; Lodiaga & Mbatia, 2019).

On the deeper side, this study comes up at a time and moment when Kenyan public universities (as presented in this study by university Alpha) are experiencing increased competition for relevance, poorly managed university funding model and reduced state capitation through the MOEST, and increasing monitoring, evaluation and accountability demands from the relevant stakeholders. In this and similar situations, university policies are no longer placed at the peripheral but at the centre of management; they are considered as key strategic drivers that can either promote academic staff output or wholesomely be a barrier to individual academic staff levels of job satisfaction and the general university performance. By this study examining how university academic staff conceive, perceive, interpret and react or respond to these institutional policies has definitely provided actionable proposals to the UMB, UASU,

MOEST and university councils, further informing on higher education national policy frameworks, and has greatly contribute to the international discourse on academic staff work, autonomy, and job satisfaction in both university Alpha and Beta (Altbach, 2015; Knight & Tandon, 2017).

Therefore, from this study, understanding university policies as key motivational drivers to academic staff levels of job satisfaction is not only critical and foundational to the construction of literature in comparative and international education but is also important in justifying the significance of how university policies are designed, executed, presented, its inclusivity, and generally how its implementation aspects determine the levels of university academic staff job satisfaction in public – university Alpha and private – university Beta.

2.4.2 Theoretical Anchors Linking Policy and University Academic staff Job satisfaction.

This study reveals that in order to understand the deep relationship between university institutional drivers such as policies and university academic staff levels of job satisfaction requires the understanding of several motivational theories that explain not only how employees are motivated to increase output, but also why they remain loyal to university mission, goals and objectives. In order to achieve this, this study employed a blend of two theoretical frameworks namely the Herzberg's Two-Factor Theory and the Self-Determination Theory (SDT) that is anchored by a detailed conceptual framework in 1.13 of this study to provide useful understanding and examination of how university policy environments are critical drivers to academic staff levels of job satisfaction in both university Alpha and university Beta.

2.4.2.1 Herzberg's Two-Factor Theory: The Role of Hygiene Factors

This study has used in detail Herzberg's Two-Factor Theory developed in 1959, which is also referred to as the Motivation-Hygiene Theory. This theory distinguishes between two sets of drivers that influence university academic staff levels of job satisfaction in both university Alpha and university Beta: that is the *motivators* which is considered as intrinsic drivers and *hygiene factors* which is considered as extrinsic drivers. Motivator drivers consists of elements such as staff recognition, staff achievement, and staff responsibility which are considered to influence academic staff job satisfaction and drive or increase staff output, while on the other hand hygienic drivers consists elements such as university policies, university administrative practices, academic staff salary, and university working conditions which do not in themselves motivate members of the academic staff, but their absence or inadequacy definitely leads to high levels of job dissatisfaction among the members of the university academic staff in both university Alpha and university Beta for this study (Herzberg, Mausner, & Snyderman, 1959).

Based on this study, university institutional policy in both university Alpha and Beta falls can be classified under hygiene factors or drivers as argued in this theory. When a university wheather Beta or Alpha has poorly designed or inconsistently applied policies characterised with unclear academic staff promotion procedures and criteria, bureaucratic performance evaluation tools and procedures, or inequitable staff recognition, rewards and compensation standards may ultimately lead to university academic staff frustration, disengagement, demotivation, low output, disengagement and transfer to better or well-structured universities. On the other hand, when university policies are clearly and well-articulated, procedurally implemented, and transparently executed, they decrease's the levels of the academic staff dissatisfaction and create a

well supportive staff working environment within which intrinsic drivers can flourish leading to greater academic staff job satisfaction in both university Alpha and university Beta (Ng'ethe, Iravo, & Namusonge, 2012; Odhiambo, 2014). Therefore, although university policy may not always directly “motivate” and “influence” academic staff job satisfaction, it should be understood that it is important in creating a working environment where motivation is nurtured and thrives and is sustainable for the benefit of the institution and the members of the university academic staff.

2.4.2.2 Self-Determination Theory (SDT): Nurturing Intrinsic Motivation

As discussed above while Herzberg two factor theory was used in this study to provide an indepth examination into the significance of hygienic drivers to the university academic staff levels of job satisfaction in both university Alpha and university Beta, Self-Determination Theory (SDT) theory, developed and applied by Deci and Ryan (1985), was used in this study to focus on the internal university drivers of academic staff job satisfaction. SDT as employed in this study argues that university academic staff members in university Alpha and Beta are most motivated and satisfied at job when three important psychological drivers are effectively put at place. These drivers are namely university academic staff autonomy for example a sense of volition and agency, university academic staff competence which is a sense of mastery and effectiveness, and university academic staff relatedness which is a sense of belonging and social connection. In all these university policies are important drivers to satisfying or frustrating these needs which are important for the university academic staff job satisfaction levels in both university Alpha and university Beta.

For example, university Beta and Alpha policies that grant members of the academic staff an opportunity in decision-making on matters concerning curriculum design,

university governance participation, or staff research issues will directly promote staff autonomy. On the other hand, university Alpha and Beta policies that promote staff professional or career progression, staff research fund activities, recognition and reward on academic achievement will definitely lead to the enhancement of the academic staff competence (Ryan & Deci, 2000). Finally, inclusive university policies that recognize academic staff team efforts, academic staff support mentoring, and encourage academic staff collegiality promotes staff cohesion, creating a more unified and self-driven academic community. When university policies align with these psychological needs of the staff, they not only promote extrinsic motivation like compliance with performance metrics but also drives intrinsic motivation, which is more significant, enduring, personal, self-regulated, and is linked to higher levels of university academic staff commitment, production and innovation and levels of job satisfaction in the context of university Alpha and Beta (Deci & Ryan, 2008; Van den Broeck et al., 2016).

2.4.2.3 Integrating study theories to justify the concept of institutional policies on the academic staff job satisfaction.

Realigning and using the two theories as discussed above makes and qualifies this study as unique and of its kind never to have been done. While the first theory, Herzberg's two factor theory emphasised dealing with the issues around university academic staff dissatisfaction, SDT's places a lot of emphasis was on promoting intrinsic drivers which seemingly provides a powerful source of academic staff levels of job satisfaction. This argument gives the justification and need as to why this study is relevant presenting a detailed evaluation of policies in university Alpha and university Beta as critical drivers of university academic staff job satisfaction. While related studies as well as studies cited in this work have often treated job satisfaction as a function of pay or promotion alone, the double theoretical examination in this study

recognizes that both the structural which is hygienic and psychological which is self-determined drivers within the university working environments are very significant to the levels of job satisfaction among the members of the academic staff in both university Alpha and university Beta. This blended view is particularly relevant in university settings (in both university Alpha and Beta), where members of the academic staff operate within highly intellectual, autonomous, and value-driven professional ethos, ethics, traditions, values and cultures. This study reveals that university Policies that are draconian and whose focus is to control academic staff members through compliance mechanisms may to a greater extent reduce the intrinsic motivation and productivity, while universities that empower members of the academic staff, include, and support academic staff holistically will definitely promote academic staff output levels, morale, innovation, institutional loyalty and ultimately the levels of job satisfaction which is the case with university Alpha and Beta (Altbach, 2015; Barasa & Omulando, 2020).

Available related studies especially on African university education settings has paid very little attention to how university policies simultaneously shape both extrinsic and intrinsic motivational drivers among the members of the university academic staff as earlier discussed. This study therefore addresses the important missing link by having laid its strong foundation and investigation in both Herzberg's and SDT theoretical frameworks to evaluate on how specific institutional policies are very strategic drivers to academic staff job satisfaction levels in public university Alpha and private – university Beta whose results should be generalised to other settings especially in sub Saharan countries and other third world nations.

2.4.3 University Policy Design and Academic Staff Voice

This study reveals that, one of the most critical and never-ending discussion in the current educational arena especially on matters of university governance in Kenya is the extent to which academic staff members are meaningfully involved in institutional policy identification, formulation, development and execution. This study notes that this matter should be seen beyond the normal administrative procedure since it fundamentally shapes and determines how academic staff members perceive their value within the university, how satisfied they feel to contribute to its development, and how aligned they are with institutional mission, objectives, goals, plans and strategies. In other words, policy design processes in both university Beta and Alpha need to be inclusive, transparent, and consultative, in order to serve not only as governance structures but also to act as essential institutional vehicles and drivers for promoting the levels of the academic staff job satisfaction, commitment, institutional loyalty and job retention (Gappa et al., 2007; Deem, Hillyard, & Reed, 2007).

Available related similar scholarly works largely agrees with the idea that university academic staff in both university Alpha and Beta must be involved in policy development in order for the university to realise its maximum potential. It should be noted that participatory university policy development, in which university academic staff are actively engaged in, which will eventually govern their work environments, has a major positive effect on the staff levels of job satisfaction. This study points out that participatory mechanisms should be cultivated to promote a sense of ownership, agency, and psychological safety, which will in turn promote intrinsic motivation a core component in Self-Determination Theory as advanced by Ryan & Deci, (2000) and as applied in this study. According to a study conducted by Kariuki and Mbugua (2021), involving members of staff in policy formulation will definitely create a

stronger bond between individual professional goals and institutional objectives, thereby reducing institutional resistance and enhancing commitment to implementation and eventual job satisfaction. This should actually be seen in the context of both university Alpha and university Beta as examined in this study.

On the other hand, in universities where top-down or authoritarian policy formulation is advanced, which is mainly evident in public universities characterised by bureaucratic inefficiencies and hierarchies have been found to foster dissatisfaction, staff disillusionment, staff withdrawal, and in some cases, active as well as passive resistance from staff (Mugabi, 2015; Jowi, 2003). These kind of leadership styles in most cases disregard the institutional realities of the duties of the members of the academic staff, resulting in university policies that are impractical, misaligned with academic staff and poorly executed (Oanda, 2016). Such fragmental management style creates a perception of staff marginalization, which undermines generally the levels of the academic staff job satisfaction and erodes institutional trust.

In their comparative study of public and private universities in Kenya, Onger and Kisavi (2022) found that inclusive policy formulation in universities was greatly related with higher levels of academic staff job satisfaction and output at work, particularly in private universities. This study found out that the way private universities deal with academic staff and the level of their responsiveness to academic staff issues are major drivers to staff levels of job satisfaction and productivity. This outcome differs with the more centralized, bureaucratic and rigid governance structures in public universities (as evident in university Alpha), where the academic staff involvement is often artificial or symbolic. Similarly, Teferra and Altbach (2004) emphasize that African universities must reconfigure governance systems to move away from colonial-era authoritarianism

toward participatory models that empower academic communities. This should be the case with both university Alpha and university Beta as this study notes in section 5.3.

From a theoretical discussions in this study, the importance of the place of the academic staff in policy development is strongly supported by the organizational justice theory, which argues that employees' perceptions of fairness in decision-making processes which is procedural justice, significantly affects their work attitudes and behaviours (Greenberg, 1990). In this context in situations where the academic staff feel heard and respected on issues that deal with policy matters, they are most likely to internalize institutional goals, principles, ethics, values, norms, exhibit organizational citizenship behaviour, and commit to long-term institutional achievement (Colquitt et al., 2001).

From the above discussion, this presentation emphasises on the need for this study giving a detailed empirical inquiry into the role of university academic staff participation in university policy formulation and its effect on academic staff levels of job satisfaction, especially within Kenya where university governance reforms are ongoing. It is worth to interrogate not only the formal mechanisms of participation such as through the university senates and UASU but also the need to evaluate its authenticity, regularity, and implication of such engagement on actual policy outcomes and the resultant effect on the academic staff levels of job satisfaction. This study seeks to bridge the knowledge gap by evaluating how members of the university academic staff are involved in policy developing policies and how it differs in public – university Alpha and private – university Beta and how this variation influences motivation, job satisfaction, and work or job output.

2.4.4 Policy Clarity, Fairness, and Consistency

This study would like to note that the clarity and fairness of university policies in both university Alpha and university Beta are widely acknowledged as essential drivers of academic staff job satisfaction. In the absence of specific articulated, consistently applied, and rightfully implemented university policies, the university environment can become a source of staff depression, staff anxiety, staff resentment, and staff professional disengagement. Complexities in policy statement or poor procedures of implementation may create a negative belief among staff of biasness, staff favouritism, and university injustice conditions that are a barrier to both individual staff motivation and job satisfaction as well as the general university image (Chireshe & Shumba, 2011; Mugabi, 2015).

When university Alpha and Beta policies, particularly those concerning academic promotions, academic staff performance evaluations, academic staff workload distribution, and academic staff access to benefits, are seen by staff to be fair and transparent, automatically it will reinforce a sense of procedural justice and adherence to professional ethics and ethos. When these kind of university policies are poorly presented or communicated and or selectively applied to specific members, they not only undermine trust in university administration but also lead to a psychological trauma and a contract breach with members of staff , lowering to greater extent the levels of academic staff job satisfaction, reducing the level of staff commitment, and in some cases, influence staff trnsfer (Ebrahim & Zarea, 2020; Onyango & Wanga, 2021). According to a study that was done by Odhiambo (2014) the findings emphasizes that academic staff are more likely to be committed and productive when institutional structures in this case universities support staff fairness, staff

predictability, and clarity working conditions that enable university academic staff to navigate their duties confidently and strategically within and without the university.

As examined in the theoretical discussion of this study. Examining the relationship between policy clarity and fairness and academic staff job satisfaction can be best explained looking at the Equity Theory by Adams (1965), this theory argues that individual staff assess fairness in work environment by comparing their input at work - to-outcome ratios at work with those of other workers. In the context of university Alpha and Beta, work inputs may include lecture hours, research output, and administrative duties, while academic staff outcomes may be represented by staff promotions, staff rewards and recognition, staff salary scale, or staff leave entitlements. Where university academic staff perceive that their efforts are not equitably rewarded by the university management compared to other workers under KUSU or KUDHEIA or that university policies governing such rewards are poor, unclear or inconsistently applied to staff. Feelings of inequity among members of staff arise. These perceptions lead to negative results and outcomes such as staff withdrawal, staff decreased performance, and staff emotional disengagement (Cropanzano & Mitchell, 2005).

Moreover, clarity in the procedures of the university is essential not only in terms of policy adherence but also in how policies are cascaded and communicated to staff, understood by staff, and interpreted and implemented across different academic structures and levels. Lack of effective university academic staff policy awareness is a significant contributor to perceived staff injustice, especially in large public universities as the case of university Alpha as demonstrated in this study where policy dissemination is often characterised with a lot of weakness

According to a similar study done by Gudo, Olel, & Oanda, (2011) brings a clear contrast, private universities just like university Beta in this study tends to exhibit greater agility in policy enforcement, communication and execution, resulting in limited loopholes between formal university policy and academic staff lived experience as advanced by Ouma, (2020); Ongeru & Kisavi, (2022).

Despite the seriousness of this topic as well as this knowledge, existing scholarly work has not sufficiently explored the depth, clarity and fairness in policy implementation differ between public – university Alpha and private – university Beta, and how these variations influence university academic staff self motivation and the levels of job satisfaction. Public – university Alpha is in most cases characterized by rigid, bureaucratic tendencies and top-heavy administrative and authoritarian structures; this automatically leads to the difficulty of the administrators or the management translating university policy intentions into fair outcomes. Private – university Beta, though relatively is characterised by flexibility in dealing with policy matters, it may struggle with informal and vague decision-making processes that may also affect perceived fairness in the process of implementation. These dual realities in university Alpha and university Beta warrant a comparative empirical inquiry of this nature. Therefore, this study seeks to bridge this empirical and theoretical gap by interrogating how the clarity and fairness of university institutional policies affect members of the university academic staff self motivation and the levels of job satisfaction in both public – university Alpha and private – university Beta in Kenya. It is important to understand how university type or category influence academic staff experiences of fair job practices, and how perceived work injustices or work related ambiguities in policy environments translate into an individual levels of job satisfaction. Therefore this study is not only valuable to the university management boards determined to enhance

university staff productivity and reduce academic staff turnover rates but is also very significant to the state department of higher education in the MOEST, UASU, CUE and university councils in initiating effective policy reforms aimed at improving quality standards and equity in the academic profession by improving on the welfare of the university academic staff.

2.4.5 Impact of Specific University Policies on Job Satisfaction

University policies are designed to function not merely as administrative regulatory weapons against staff but as active and key drivers of academic staff job experiences, expectations, performance, determination, output and engagement. Several other studies related to this work have not adequately examined how specific categories of universities policies when clearly articulated and defined, fairly and equitably enforced, and contextually and locally or accustomed to the local setting, plays a critical role in enhancing or undermining academic staff levels of job satisfaction. These specific university policy domains relate to the most sensitive aspects of the university academic life such as: academic staff career advancement, academic staff research autonomy, academic staff career progression or professional development, and academic staff workload balance. The following subsections of this study critically explores deeply how each of these university policy areas affects the academic staff motivation and the levels of job satisfaction in both university Alpha and university Beta.

2.4.5.1 University Academic Staff Promotion and Career Progression Policies

Academic staff promotion is one of the most powerful university signals of staff recognition and generally academic worth. University policies structured to govern academic staff career progression and advancement that are relatively transparent,

seriously merit-based, effectively and timely, and consistently effected and applied have been found to greatly and significantly raise the levels of academic staff job satisfaction, institutional trust, and long-term staff commitment to the institutional values, norms and practices. This argument tends to find favour with studies done by Ng'ethe, Iravo, & Namusonge, (2012); Chacha, (2018). It should be understood that when a university has a clearly defined criteria that tends to effectively balance academic staff responsibilities namely research, teaching, and extension or community service. The academic staff members will feel or rather develop a sense of control over their professional or work growth practices, which reinforces and promotes their intrinsic motivation to self-job satisfaction despite the type of the university whether public – university Alpha or Private – university Beta.

However, when a university has staff promotion policies and processes that are not clearly defined or vague characterised with delayed promotions, or subject to ethnic profiling and or favouritism, nepotism and patronage, even highly competent members of the university academic staff will definitely experience dissatisfaction, frustration, low self-esteem, disengagement, demoralization, and eventually transfer or disengagement with the university. According to Equity Theory as advanced by Adams (1965) it clearly demonstrates this dynamism: in line with this theory if a member of the university academic staff perceives their roles are not justly rewarded relative to other members of staff, it will definitely lead to the affected staff to develop a sense of injustice which will eventually lead to the academic staff reduced effort, dissatisfaction, emotional withdrawal, psychological stress, poor performance, transfer or turnover intent (Cropanzano & Mitchell, 2005). According to this study, this is especially evident in many public – university Alpha where bureaucratic administrative structures often hinder timely academic staff promotion decisions.

2.4.5.2 Research and Publication Policies

Academic, research, extension and students affairs is the heart beat of a university core of academic function, identity and global ranking. University policies that recognize and support research based related activities such as funding proposals, internal academic staff grant schemes, internal research funding, book and journal publication funding, teaching load reduction for active academic staff researchers and internal part time payment for academic staff with extra load. In addition, inclusion of research output as an academic staff promotion criterion will provide an enabling environment for individual scholarly and institutional growth (Wambua & Kimengi, 2020; Teferra & Altbach, 2004). If university Alpha and university Beta will ensure that this provisions are made available it will be a confirmation of the university's commitment to improving the academic staff welfare through knowledge creation, knowledge retention, knowledge dissemination, and it will be a sign of respect for academic staff freedom, both of which strongly relates with increasing the level of academic staff job satisfaction as demonstrated in the works of Ryan & Deci (2000).

In comparison, universities that demotivated academic staff members by undervaluing research, overburden academic staff members with high teaching and administrative responsibilities, fail to have clear promotion criteria, and fail to provide adequate support for scholarly publication. Such a university risk losing dedicated academic staff members, affect academic staff creativity and innovation, interfere with the academic staff academic freedom and the levels of job satisfaction. This study would like to clearly point out that these issues are more common in public universities as demonstrated in the case of university Alpha where large student numbers often compromise on institutional support for academic research and extension as supported in the work of Munene (2016). Meanwhile, the study also reveals that in private

universities as demonstrated in university Beta, though sometimes they suffer from shortage of funding they have in most times a more flexible policies that prioritize academic staff welfare thereby raising their levels of job satisfaction.

2.4.5.3 University Academic Staff Professional Development, Training, and Career Progression Policies.

Related literature as well as this study would like to point out to the fact that the university academic staff level of job satisfaction is in most cases influenced by opportunities for continuous professional development (CPD) or career progression. University Policies that support staff involvement in staff workshops, international conferences, short trainings, and international academic exchange programs with other universities will definitely promote individual staff member levels of confidence with the institution and raise the levels of staff job satisfaction as demonstrated in the works of scholars such as Khan & Khan (2014) and Ouma & Kiplangat (2021). These opportunities are very significant if provided to members of the academic staff especially young academics in the ranks of tutorial fellows or assistant lecturers, who seek guidance, academic exposure, academic grounding and mentoring to manage the dynamism of university teaching, research, and community service.

When the university academic staff career professional development or career progression opportunities are made readily available for those qualified and institutionalized in the human resource development manuals as university policy framework. The members of the academic staff will be assured of the university commitment in promoting their welfare and therefore influence positively their levels of job satisfaction, work morale and retention. It should also be understood as the case with university Alpha and sometimes university Beta that when access is restricted to a

select few members of the academic staff whether due to ethnicity, favouritism, nepotism, unclear promotion criteria, or budgetary weaknesses the same policies can lead to demotivation, disengagement, feelings of giving up, feelings of exclusion and ultimately high levels of job dissatisfaction. At this point it is the institution that stands to lose especially if the academic staff decide to transfer service to other institution. This case can be the same in both public and private universities.

2.4.5.4 Workload Management and Leave Policies

Fare distribution of academic staff teaching and administrative workload, access to sabbatical and study leave, and academic staff policies that allow time for research, innovation, community service or time to rest are important to maintaining university academic staff job output and psychological stability. According to scholars Mukuni and Gathumbi (2019) they demonstrate in their work that equitable staff workload management based and guided with clear policy framework and guidelines reduces staff psychological stress, dissatisfaction and burnout, particularly in teaching responsibilities, which this study focuses on especially in public university Alpha where we have very high number of student lecturer ratio.

In public universities like university Alpha as examined in this study, heavy teaching workloads, frequent large class populations, and administrative responsibilities have been consistently mentioned by the members of the academic staff as the core reasons for job dissatisfaction, characterised by draconian, ridged, conservative or out of place institutional policies. In contrast, private universities like university Beta, while they are too demanding on institutional goals and objectives in most cases they offer greater flexibility on the issue of the academic staff welfare such as workload models,

depending on the academic staff terms of service whether permanent or contract. This argument is found in favour of a study that was done by Lodiaga & Mbatia (2019).

2.4.5.5 Implications for the Current Study

From the overwhelming discussion in this study, it is clear that the discussions points out that, institutional policies must be carefully developed and structured and implemented to meet the specific reason that they were developed in order to realise their impact on the university academic staff levels of job satisfaction. Despite the significance of institutional policies in promoting the academic staff levels of job satisfaction, there remains a lack of comparative research that evaluates how specific policy aspects are considered and implemented across public universities like university Alpha and private universities like university Beta in Kenya and in similar contexts. Moreover, most of the studies examined and evaluated in this study do not adequately explore the link between institutional policy development, clarity, fairness, and the academic staff levels of job satisfaction, nor does it examine and bring out the academic staff voices and lived experiences across different institutional types as evident in this study.

Unlike the studies before this study, the uniqueness of this study aims at filling the critical gap by critically and systematically evaluating how unique policy structures promotion, academic staff research, academic staff career progression and professional development, academic staff workload, and aspects such as sabbatical leave play a significant role as drivers or deterrents to academic staff levels of job satisfaction in both university Alpha and University Beta. This has been achieved by the study comparing the academic staff life in public university Alpha and private university Beta in Kenya. This study therefore provides critical empirical examination into how

institutional setting whether private like university Beta or public like university Alpha shapes and influences policy development, design, assessment, execution and implementation. These insights are not only relevant to university administrators but also to the Commission of University Education, UASU, State department of university education and other national higher education policy makers seeking to enhance academic productivity, staff retention, and institutional performance.

2.4.6 Institutional Type and Policy Effectiveness

From the findings of this study it would like to note that the type of university whether public like university Alpha or private like university Beta significantly affects the policy development process, its design, implementation, and ultimate its effectiveness in shaping academic staff levels of job satisfaction. While in Kenya all universities operate within the defined operational framework by the commission of university education (CUE) regulations, their internal governance structures, decision-making processes, funding mechanisms, and accountability practices differ considerably depending on their institutional culture and classification. These variations and differences have profound effects on how policies are developed, perceived, adapted, and experienced by academic staff members.

Private universities like university Beta in this study, are often more business oriented, entrepreneurial, money making, market-responsive, and performance driven, and therefore they make and develop policies that are more staff adaptive, flexible, and directly tied to meet institutional goals, need, objectives, competitiveness and staff performance (Ouma, 2020; Barasa & Omulando, 2020). It should be further understood that private university policies especially those concerning performance appraisal, promotion, academic staff workload management, and career progression and

professional development are usually developed and structured to promote institutional productivity, recognize individual staff contribution to the institution, and attract and retain top performing staff in a competitively scholarly job market. The advantage that private universities like university Beta have is that they have smaller and lean administrative structures and much accessibility, reduced levels of rigid, less conservative and less bureaucratic structures creating space for faster policy development, innovation and responsiveness to academic staff feedback, which conforms well with job satisfaction theories such as Self-Determination Theory and Goal-Setting Theory as advanced by Deci & Ryan (2000) and Locke & Latham (2002).

Despite these observable trends in higher education as pointed in this study, there remains a gap in the discipline of comparative and international education that has taken a comparative approach to empirically examine how university type develops and implements policy with respect to academic staff levels of job satisfaction. Most existing studies including those referred in this study either focuses exclusively on public universities or treat private universities as separate institutions without investigating and examining their internal administrative or policy implementation environments. This study, therefore, has deeply addressed this gap by comparing public university Alpha and private university Beta in Kenya in order to examine how the type of university determines the development, adoption, clarity, fairness, responsiveness, and executional impact of university policies. By doing so, this study contributes to the deeper understanding of how university differences shapes and determines the effectiveness of policies intended to drive academic staff levels of job satisfaction and offers an examination into how both private and public sectors can adapt, align, or

reform their policy frameworks to promote academic staff job satisfaction and institutional performance and output.

2.5 Chapter Two Summary

This chapter has examined the related scholarly works on the institutional drivers influencing university academic staff job satisfaction in both (University Alpha) public and private (university Beta), with particular emphasis on the Kenyan case focusing on university Alpha and university Beta. The review in this section of the study examined on the relevant thematic and sub thematic aspects that are aligned well with the objectives of this study namely, the role of the working environment, the influence of compensation and benefits, the effect of professional development opportunities, and the impact of institutional policies on academic staff job satisfaction. These themes have been examined through the comparative approaches based on experiences between public – university Alpha and private – university Beta, forming the basis of this study’s investigative framework and scholarly work. The review also radically pointed out critical research and scholarly gaps, particularly in the real application of these drivers within Kenyan university set up. While this study notes that previous studies have offered useful theoretical and empirical foundations, there remains limited comprehensive data and analysis that simultaneously and comparatively accounts for the understanding of the dynamism of university institutional type (whether public like university Alpha or private like university Beta) in order to evaluate and determine critical academic staff job satisfaction drivers.

In conclusion, this section of the study has in a deeper sense, laid an important conceptual, literal, context based and empirical groundwork for a study that addresses present day issue in the university sector, justifying its focus on selected public –

university Alpha and private – university Beta in Kenya. The findings of this study should be generalised to other Sub-Saharan countries, Caribbean countries and all developing nations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

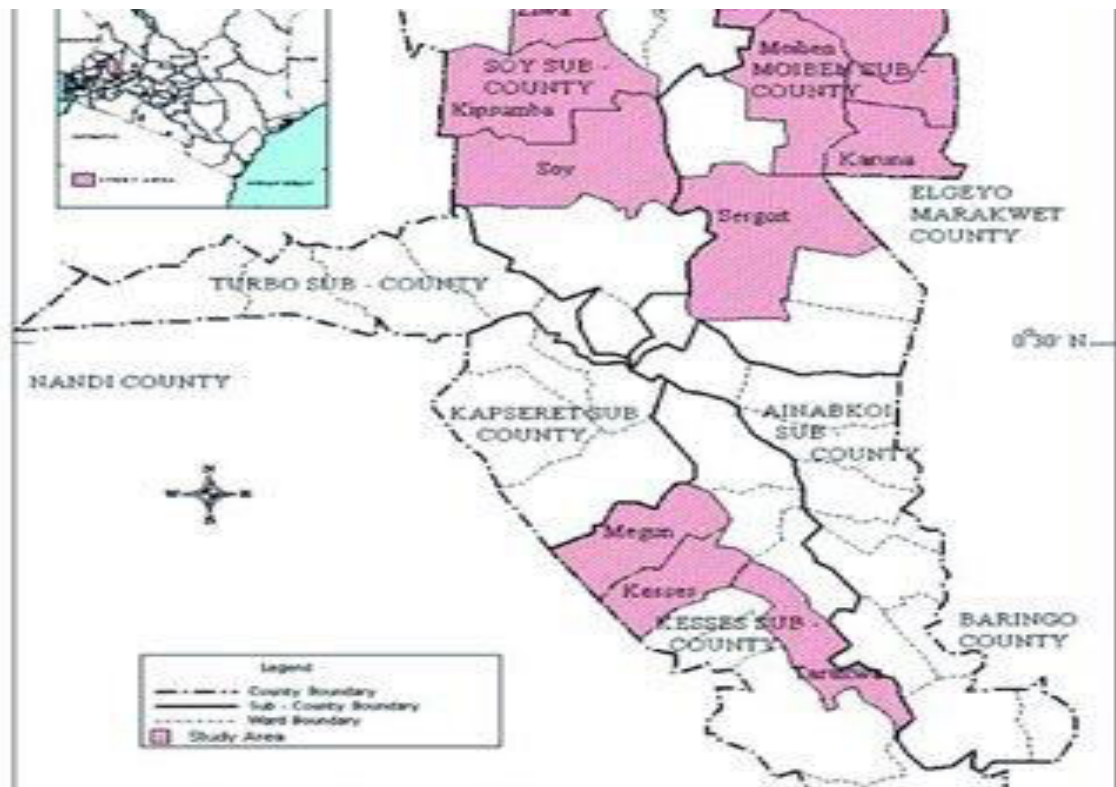
This section of the thesis presents detailed methodological approaches that were used to carry out the study. Specifically, this chapter focuses on the area of study, research design, target population, sample size and sampling procedure, research instruments, data collection procedures, data analysis, and ethical consideration. The basic principle of this chapter is to clearly indicate and demonstrate the ‘how’ ‘when’ ‘where’ of the study; how data was collected, where data was collected, how data was managed, analyzed and finally presented.

3.2 Area of the Study

In order to get comprehensive data on the subject matter the study selected two most prominent universities in Kenya; one private university named for the purposes of this study as university Beta and another public university named as university Alpha. The study carefully selected and considered one of the largest and well established public universities in the great North Rift region of Kenya, Uasin Gishu County and one well established private University in the Eastern region of Kenya, Machakos County, Mavoko Sub County. Uasin Gishu County borders Trans Nzoia County to the north, Elgeyo Marakwet to the east, Baringo County to the southeast. Eldoret City is the head quarter and largest town and the only city in Uasin Gishu County. Uasin Gishu County lies in the south of the slopes of the famous Cherangani or famously Cheranganyi Hills; the local elevation varies from about 2100 metres above sea level at the airport to more than 2700 metres in nearby areas approximately 7000-9000 feet.

According to the Kenya National Bureau of Statistics data, the standing population of Uasin Gishu County was 1,163,186 as per the 2019 census (Kenya National Bureau of Statistics [KNBS], 2019) and it is currently one of the fastest growing County in Kenya. It is believed that, as at now the population must be over one million drawn from different ethnic and racial groups. Uasin Gishu county houses Eldoret City dubbed the city of champions which is currently the second largest City and urban centre in mid-western and third city in the western region of Kenya following Kisumu and Nakuru cities and the fifth largest city and urban centre in Kenya. The name "Eldoret" is based on the Maasai word "eldore" meaning "stony river" because the bed of the nearby Sosiani River is very stony (<https://opencounty.org/county-about.php?com=8&cid=27>). According to oral traditions, the earliest white settlers in the town decided to name it Eldoret to make it easier for them to remember the name and pronounce it. At the start of the colonial era, the area was mainly occupied by the Nandi community. Initial records indicate that the area was occupied by the Maasai and the Sirikwa. Uasin Gishu County is boarded by Nandi County to the southwest (<https://opencounty.org/county-about.php?com=8&cid=27>).

Fig. 3.1 Uasin Gishu County Map

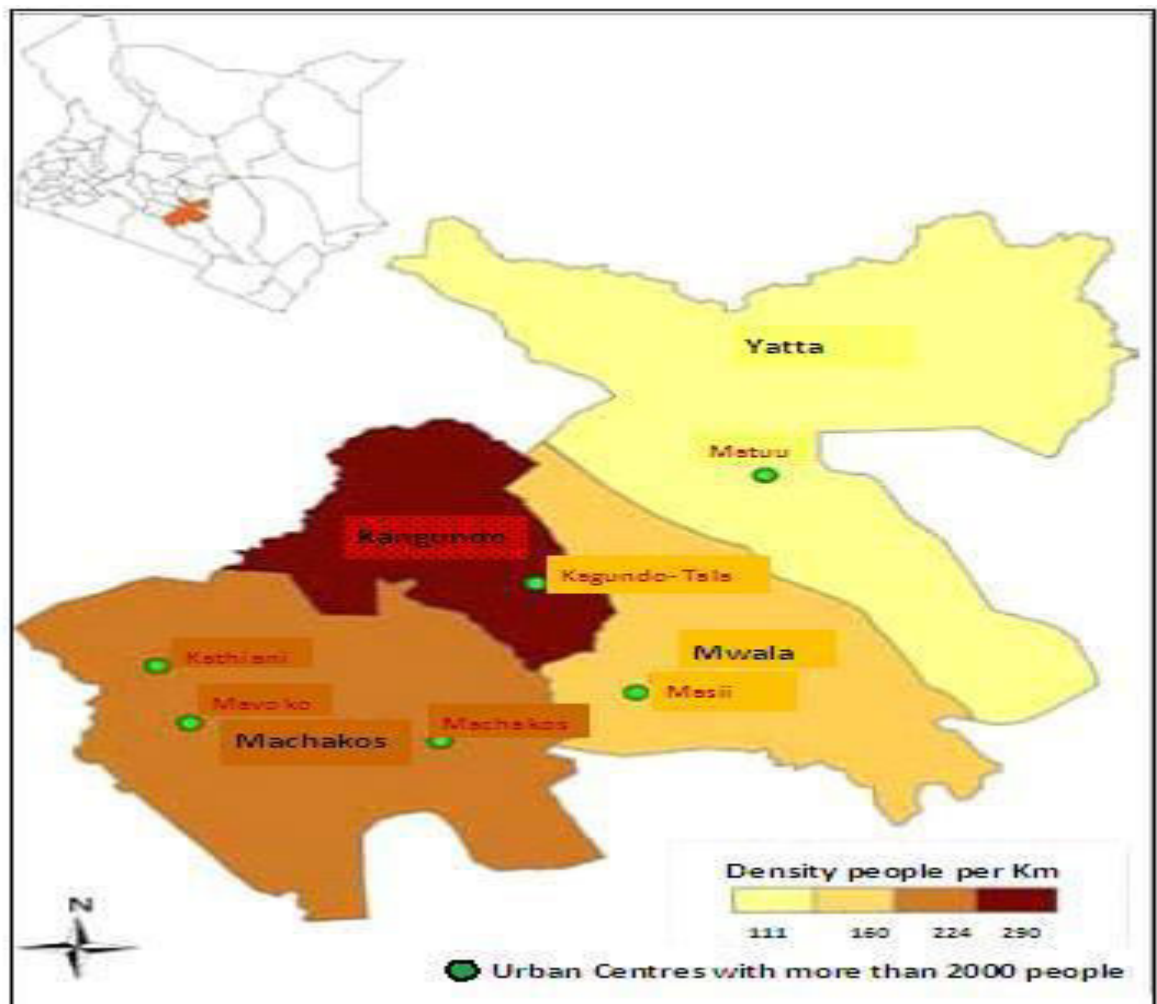


Uasin Gishu County Map (Source; Murgor D, K 2021)

On the other hand the private university was carefully picked from Machakos county which borders Nairobi and Kiambu Counties to the West, Embu County to the north, Kitui County to the East, and Makueni County to the South, Kajiado County to the south west and Muranga County and Kirinyaga County to the North West. Historically Machakos town was first nicknamed ‘Macha,’ which is believed to have been the first capital city of Kenya and is now an administrative county in Kenya (Machakos County Website <https://machakos.go.ke/about-machakos-county> Downloaded on 21/09/25). Machakos is made up of eight (8) constituencies including Machakos Town, Mavoko, Masinga, Yatta, Kangundo, Kathiani, Matungulu, and Mwala. Machakos Town is the administrative capital of the County. Machakos County borders Nairobi and Kiambu counties to the West, Embu to the North, Kitui to the East, Makueni to the South, Kajiado to the South West, and Murang’a and Kirinyaga to the North West. Machakos

County stretches from latitudes 0° 45' South to 1° 31' South and longitudes 36° 45' East to 37° 45' East. The county has an altitude of 1000 – 1600 meters above sea level. Machakos County covers an area of 6043 sq km, with the population of about 1,421,932, while Uasin Gishu County covers an area of 2955.3 sq km, with the population of about 1163,186 according to the 2019 census (Kenya National Bureau of Statistics [KNBS], 2019).

Fig.3.2 Machakos County Map.



Machakos County Map

Source; <https://opencounty.org/county-about.php?com=8&cid=16> (Downloaded on 21/09/2025)

Uasin Gishu and Machakos Counties represent diverse geographical and demographic characteristics needed for this study. Uasin Gishu County, is known for its vast agricultural activities and many educational institutions which includes, several universities namely; Mount Kenya University Eldoret Campus, Moi University, Catholic University of East Africa Gaba Campus, University of East Africa Baraton Eldoret extension Center, and the University of Eldoret, equally Machakos County is inhabited by diverse ethnic communities and has several educational institutions including Machakos University, South Eastern Kenya University Tala Campus, Scott Christian University and Daystar University. Consequently, the variance in these areas will provide valuable insights into how different environmental factors influence the academic staff job satisfaction in the university.

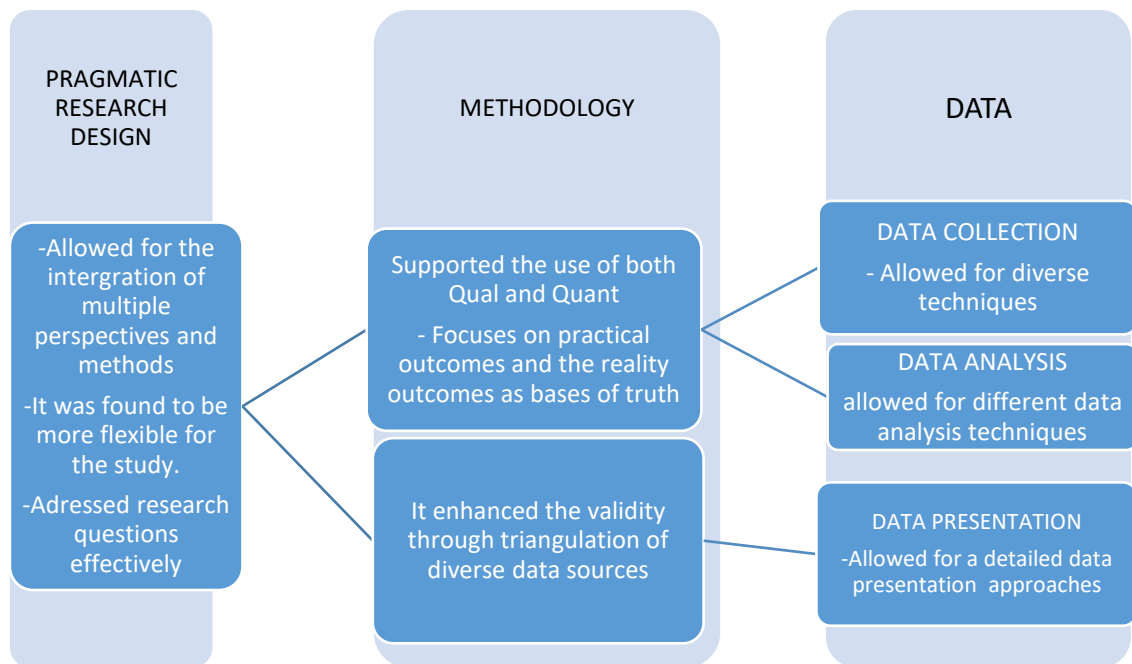
The most fundamental question that needs to be critically answered is why the specifically public university Alpha and private university Beta were selected for this study? To critically answer the question, the study firstly explored on the outcome of a similar study that was done by Odhiambo (2022) on institutional factors influencing job satisfaction in Rongo university which basically called for the need to compare its outcome with a similar study focusing on an older university. And to be more particular an old private and an old public university to compare the outcome and draw generalizations. The second justification for the choice of the two universities are the variance of geographical setting of the two institutions which provide very valuable insights into how different environmental factors influence the academic staff job satisfaction in the university sector which is the major concern of this study. And the final justification is that the two selected universities have demographic advantages with high staff numbers in all categories that this study intended to examine compared to several universities or the rest of the universities.

3.3 Research Paradigm

This study was based on Pragmatism paradigm, which has gained considerable prominence over the years as a philosophical assumption for understanding mixed method studies (Feilzer, 2010; Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2007). This philosophical paradigm is focused ‘towards solving real practical problems in research by focussing on the “real life world” (Feilzer, 2010) rather than basing on research assumptions and misconceptions about the nature of reality and knowledge, an ideal which this study was determined and focused on achieving. This particular philosophical assumption is derived from the writings of C. S, Peirce (1839-1914), Dewey (1859-1952) and William James (1842-1910) in the 19th and early 20th centuries and by Neo pragmatists such as Richard Rorty, Hillary Putnam, Nicholas Rescher, Jurgen Habermas, Susan Haack, Robert Brandom and Cornel West in the late 20th century.

It should be understood that pragmatism as a philosophical paradigm in educational research has grown over time and space from Classical pragmatism led by Pierce and Dewey, to post Dewian pragmatism led by Quine and Rorty. The themes and areas of examination have also grown and become more concerned about the contemporary research concerns in education ranging from seeking methodology to maxim, ant cartesianism, Kantian inheritance, spectator theory of knowledge and beyond the correspondence theory of truth.

Fig. 3.3 Diagrammatic expression of pragmatism philosophy as employed in this study.



Source; Barasa S.O (2025)

It should be understood that the early proponents of pragmatism as a philosophy led by philosophers William James and John Dewey was really criticized and pointed as weak philosophical underpinning by Bertrand Arthur William Russell (1872, 1970) based on a number of levels of facts, but particularly on its difficulty in determining what really ‘works’ and how. With all this weaknesses raised, and levelled by some scholars this philosophical paradigm has over the years been worked on and improved to gained significant prominence as a philosophical assumption in mixed research method, which proves to be suitable for this study. The most important reason and strength of this philosophical paradigm in relation to this study is that it enables the researcher to develop a fully holistic analysis to fully incorporate several significant drivers into the study, and it is very useful when unexpected results arise or is discovered a prior to the study. As a philosophical assumption being that, it assumes the usefulness and significance of any particular mixed methods design; this philosophical underpinning

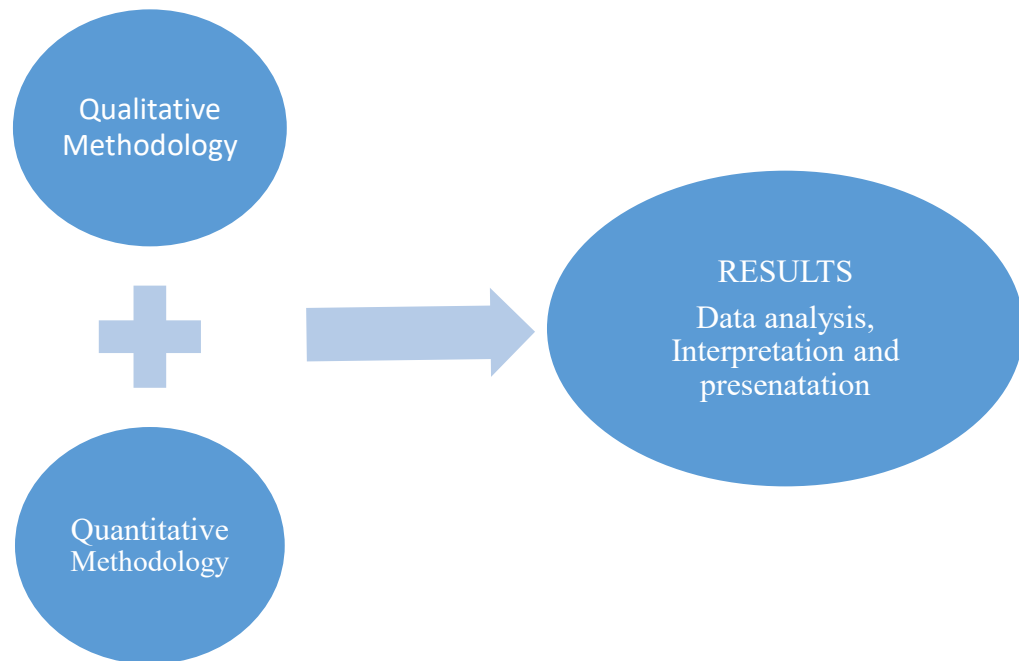
can enable results be known in advance of it being applied. The choice of a mixed methods research design is based on a number of considerations including the way the research questions have been structured and the specific purpose of this research.

3.4 Research Design

This study employed and used concurrent mixed-method research design, to collect data analyze data, interpret data, and present findings for this study (Kroll & Neri, 2006). Ideally, a research design is used in research of this nature to determine the what, when, how much, where, or by what means a study processes and which stages were involved. As noted presented by Almalki, (2016) it should be understood just as mentioned above the study research design includes data collection, data analysis, data interpretation and presentation of findings in a way that is determined to meet the objectives and the purpose of a particular study.

The argument as to whether mixed method design worked for this study or not? Can be answered and is evident from the in-depth analysis of findings in chapter four of this study, concluding that it was the best approach to be used.

Figure 3. 4: Diagrammatic representation of concurrent mixed research method design.



Source; Barasa S.O (2025)

Figure 3.4 indicates how data for this study was collected, analyzed, interpreted and findings presented. In this study, the researcher conducted quantitative research through a survey guided by a well-structured questionnaire. Qualitative findings played a complimentary research role to quantitative findings; field or oral interviews were conducted extensively, the participants in this study were purposively sampled from the study participants or population and further identified through snowballing process. On the other hand while studying a population sample, this study employed survey research design which was considered appropriate because it enabled the researcher to get a detailed numeric descriptions, analysis and understanding of a particular sample or study population, study trends, and study participants attitudes.

From the analysis and results of this study in chapter four, the researcher generalized and drew conclusions about the population that was involved in the study as presented by Wu & Little (2011). The employability of mixed research methodology in this study

was concurrent in nature, where quantitative methodology and qualitative methodology were used together in the process of data collection, data analysis, data interpretation and presentation of results. The outcome for this was the merging of the results from the two methodologies at the last stage in the analysis of this study termed as evaluation and interpretation process; this made the study to be information rich where one methodology was able to fill the gap left by another methodology.

Mixed research method design was suitable for this particular study as indicated above because qualitative data provided more insights and in-depth information that was blended with quantitative numeric data, through data corroboration, this played a complimentary role filling the gaps in each of the methodologies employed. Qualitative analysis provided the study with participants lived experiences, which played a significant role in creating and drawing into the study the reality of human experiences drawing a detailed conclusion for this study.

3.5 Target Population

Ideally, in any study the target population is a group of individuals who share some common study characteristics. From the study population the researcher will sample the actual study population for the study and engaged them in the study where the outcome or the findings will be generalized to represent the entire population, this is in line with Creswell, (2012). Therefore the target population for this study were members of the university academic staff in selected public (University Alpha) and private (University Beta) universities, universities directorate of quality assurance from both university Alpha and university Beta and members of the university management boards from the two universities. There are approximately 1000 members of the university academic staff in both the public university (named in this study as university Alpha) and private university (named in this study as university Beta). The accessible population was 200

members of the university academic staff with more than three years of teaching experience, academic heads of department and University management of both university Alpha and University Beta.

3.6 Sample Size and Sampling Procedure

3.6.1 Sample Size

The sample size in any study is actually the number of individuals selected in a research study to represent a study population. Determining the sample size is very important for any study since the process may affect the validity and reliability of the outcome of the study. In the case of this study, the researcher considered the confidence interval (margin of error) and confidence level (percentage of Probability) of the study. The researcher considered confidence intervals, which is a measure of the degree of uncertainty employed in the sampling process and the level of uncertainty with a specific statistics employed in this study. Either this should be either a plus or minus which was the case for this study. On the other hand confidence, level was also used to determine the process that was employed for this study. Confidence level in this case means the probability that the confidence interval would contain the true outcome of the study based on the participant's response when a researcher draws a random sample multiple times. Other critical measures that the researcher took to determine the formula that was employed in this study was the standard deviation measure, which was used by the researcher to examine data set distribution from its mean. Lastly the size of the entire population was also considered as an important factor.in this study.

For this particular study the sample size that was used depended on all the above mentioned factors which included comparisons that were to be made in both university Alpha and university Beta, the nature of analysis that was to be carried out to understand the two contexts, the desired precision of the estimates the researcher

intended to score in the study. The study variables to be explored and the diverse nature of the study population that was sampled (Lind et al., 2014).

The sample size for both university Alpha and university Beta in this study was determined based on the formula provided by Yamane's 1967. In order to determine an appropriate sample size from a finite population of 200 academic staff. The formula is expressed as :-

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N the population size, and e is the level of precision in the study. In the process of getting the sample size we substitute the known values as follows:-

$$n = \frac{200}{1+200(0.027)^2} = 175$$

The level of precision level for this study for both university Alpha and university Beta was therefore obtained by multiplying both sides by $1 + 200 e^2$, which is

$$175(1 + 200 e^2) = 200$$

$$175 + 35000 e^2 = 200$$

$$35000 e^2 = 25$$

$$n = \frac{25}{35000} = 0.0007143$$

$$e = 0.0007143 = 0.0267$$

So for the sampled population of 200 participants and a margin error of 2.7% the sample size for this study was therefore 175. These formulae yielded a sample size of approximately 175 respondents from both university Alpha and university Beta which

was used in this study. The choice of a 2.7% margin of error for this study was considered suitable for the reason of ensuring high precision, given the relatively small population size of the study. This sample size was also deemed adequate for this study in order to allow meaningful statistical analysis and ensure representativeness across various academic staff categories in both university Alpha and university Beta. In addition to the above justification, the adopted formulae promoted data reliability and minimized sampling bias, aligning the study outcome with recommendations for similar studies that involved smaller populations (Yamane, 1967).

From the above calculation therefore, the sample size for university Alpha was 115 participants, while the sample size for the university Beta was 60 participants. The study had a total sample size of 175.

Qualitative studies researchers have over the years put up an argument that its difficult to generate a single response to the research question of “how many”, and yet the study sample size is dependent on various factors relating to systemic, philosophical, epistemological, methodological, phenomenological, and practical considerations (Baker & Edwards, 2012). According to Sandelowski (1995), it is believed that the sample sizes for qualitative research should be substantial enough to promote and sustain the creation of profoundly adequate knowledge and experiences allowing an in-depth, exhaustive, information rich, adequately focused research outcome. In an argument put forward by Morse, (2000), it is noted that the fewer participants are in any given study then it becomes obvious that the information or data are gathered from each subject will be more valuable and essential.

Therefore, the sample size for this study was 175 with university Alpha having 115 participants, while the sample size for university Beta was 60 participants.

Table 3. 1: Sample Frame

University	Target Population	Accessible Population	Sample Size
University Alpha	740	134	115
University Beta	141	66	60
Total	887	200	175

3.6.2 Sampling procedure

This study whose focus was on the university academic staff job satisfaction employed Simple Random Sampling technique in identifying the participants that were involved. This sampling technique was designed to ensure that every participant within the target population in this study was provided with an equal chance of being selected to participate in giving information, this in turn helped in eliminating participant bias and ensuring that the sample was a clear and true representation of the entire study population. For the case of this study, the population included all members of the academic staff across the selected public (university Alpha) and private (university Beta) universities in Kenya. A complete list (sample frame) of academic staff in both public (university Alpha) and private (university Beta) universities was then carefully created and evaluated. This was done by the researcher collecting staff data from both university Alpha and university Beta department of human resource and staff recruitment. Once the sampling frame was complete, the researcher then employed, applied and used a random number generator fomula or a lottery method to identify those to be involved in the study from both university Alpha and university Beta. This exercise was intensive and involved allocating a unique identifier number to each member of the academic staff and randomly selecting a subset for their perceived participation in this study. The advantages of simple random sampling technique in this

study were that it really reduced selection of participant bias and ensured that each academic staff member regardless of their administrative duties in the university, level of career progression, or individual status had profoundly an equal opportunity for being selected for this study. Simple random sampling technique as employed in this study ensured that the researcher selected a diverse and information rich cohorts of the academic staff members cutting across different academic departments, ranks, positions, and years of university teaching experience, this identifier model was very important for the single purpose of understanding the overall levels of the academic staff job satisfaction in both public (university Alpha) and private (university Beta) universities. Since the method has been proven to be unbiased, it allowed for generalization of the findings to the broader population of the university academic staff in this study. This technique ensured equal representation of participants from both university Alpha and university Beta, and therefore making the study more reliable since the researcher was able to account for different levels of academic staff, disciplines, and administrative positions.

Simple random sampling technique was used in this study to identify participants within the selected universities (university Alpha and university Beta), to avoid incidences of bias. This exercise involved allocating unique identifiers or numbers to all the members of the academic staff in the selected universities (university Alpha and university Beta) which was then placed in a box and randomly mixed up. This was followed by the researcher handpicking an identifier number by one after the other with replacement until the suitable sample size for the study had been reached. The rationale for this technique was basically to limit and minimize bias in selecting members of the university academic staff members from university Beta and Alpha for this study. This

way, every academic staff member had the same opportunity of getting involved fully in this study.

In the context of this study, the researcher ensured the ten to thirty percent (rule) samples had been fully observed. This sample threshold has over the years been advocated for by a number of scholars including Mugenda and Mugenda (1999) who argues for at least 10% of the target population for any meaningful descriptive research. Since an entire university selected has large population and given the logistics and dynamics of the study, the researcher settled for a sample size of 20% to get a more accurate representation of the study population characteristics.

This study also employed purposive sampling, which is also referred to as judgmental or selective sampling, for the purpose of this study the process involved identifying study participants based on unique features or selection criteria that are particularly useful; basically participants who are information rich to enable the researcher answer all the study questions exhaustively. As explained above this process enabled the researcher to deal with specific subgroups or types of study participants who were particularly informed, knowledgeable or representative of specific departments or sections of the university. The study also employed criteria selection: where the researcher decided to target specific subgroups of university academic staff members, for example the academic staff members with certain levels of university teaching or work experience for example, graduate assistants, tutorial fellows, lecturers, senior lecturers, associate professors and full professors. The study also involved key university administrative responsibilities such as the academic chairs of department, academic deans of schools, or directors of university institutes. The study also focussed on specific academic staff faculties or and their areas of specialization for example staff from the school of Arts, and social sciences, school of sciences, school of

Engineering, school of business and economics, school of education and school of nursing. The study also employed strategic Sampling in this study: at this point, the researcher purposively identified participants from the above named cohorts to ensure that their opinions on the levels of the university academic staff job satisfaction are fully incorporated in the study findings. For example, during the pilot study it was noted that senior members of the academic staff had different perception on job satisfaction compared to junior members of the academic staff, and the academic staff members who had been incorporated in the administrative structures of the university were facing what can be referred to as ‘conformity pressures’ of the fear of making comments that may injure the reputation of the university management and therefore they did not give the true reflection of their levels of job satisfaction. The advantages of purposive sampling in this study were that the technique focused on specific, relevant groups (that is the members of the university academic staff in both university Beta and university Alpha) who had very meaningful understanding of the study parameters and therefore this enabled the researcher to collect data from information rich participants who provided the kind information needed to answer the study questions on the institutional drivers influencing university academic staff job satisfaction.

In this study, purposive sampling technique as used, ensured that the study captured in-depth perspectives from the different levels of the academic staff members who had important information into institutional drivers like academic staff workload, academic staff career progression criteria, academic staff promotion opportunities, academic staff leadership roles and opportunities within the university, or university institutional culture and practices. This technique was proven very useful in enabling the understanding of the differences in perception between senior academic staff members

and the junior academic staff members or between academic staff in different types of universities and in this context public university Alpha vs. private university Beta.

This study revealed a lot and at a given point the study was interested in understanding job satisfaction among staff members with at least 10 years or more of university teaching experience, in this case the researcher purposively selected senior academic staff members as the level of senior lecturer, associate professor and professor to ensure that their experiences are well-represented in an attempt to understand the different needs of the members of the academic staff in different levels of professional growth. Similarly, purposive sampling was used to focus on members of the academic staff with known challenges for example university academic staff members with disabilities, those who had been declared redundant and other special cases to explain higher turnover rates in order to gain deeper understanding into individual academic staff drivers of job satisfaction.

3.7 Research Instruments

For purposes of data collection, this study used two major instruments for data collection namely questionnaire and interview schedule. The study specifically employed questionnaires to members of the university academic staff and university managers while key informants' participants in the oral interviews included the university management's board members, academic deans of departments, chairs of academic departments and some members of the academic staff in both university Alpha and university Beta. According to Kombo and Tromp (2006), they have argued that questionnaires can easily be administered to many participants in a given study who have the autonomy of responding to it in a private setting, which ensures total participant confidentiality. This study used questionnaires particularly to uphold participant confidentiality, gather a lot of information, save time and to collect data

from a large sample of population using pre-determined response options, therefore allowing for effective quantitative data analysis (Neudrorf, 2011). In this study, the researcher administered questionnaires to members of the university academic staff and directors of university quality assurance and standards and members of the university management boards and academic deans and chairs of departments.

This study also employed the use of interview schedules for data triangulation and to supplement and compliment quantitative data in the study. The key informants were the heads of the directorates of quality assurance and university management from both private (university Beta) and public (University Alpha) universities and the members of the university academic staff. A well-structured interview schedule was developed and used to collect data that reflected the reality and feelings of the members of the university academic staff on the levels of their job satisfaction. This methodology allowed the researcher to get in-depth real life experiences that was not possible to be obtained through questionnaires in order to meet the specific objectives of the study. It should be also noted that the interview schedule in this study enabled the researcher to explore, probe, and ask questions spontaneously and establish conversation on a pre-determined subject area as argued by Patton, (1990). In the context of this study the researcher conducted a number of interviews with the members of the university management boards and the members of the university academic staff in the selected public (university Alpha) and private (university Beta) universities.

3.8 Validity of the Research Instrument

Validity is the accuracy and meaningfulness of conclusion of results, which are, based on the research study outcome. It is the extent to which a measurement measures what it is supposed to measure in a study according to Creswell, (2005). To ensure the validity of research instruments in this study, the researcher ensured that the study

instruments were developed as per the study's objectives guided by the review of the related literature as discussed in chapter two. Specifically, this study employed content validity, and as argued by Fraenkel and Wallen (2009) content validity is determined by expert judgment therefore experts from the Department of Educational Foundations and the school of education at Masinde Muliro University of Science and Technology who are at the level of senior lecturers and above and the researcher's own supervisors helped in validating the research instruments. The feedback which the experts named above provided was used to improve the relevance of the study questions as guided by the study objectives. This process assessed whether the questionnaire and the interview schedules were adequately prepared and covered all aspects relevant to the university academic staff job satisfaction. In this case, ensuring that the survey items represent the various factors influencing university academic staff levels of job satisfaction, such as pay, working conditions, and career growth, is crucial

3.9 Reliability of the Research Instrument

In the context of this study reliability is the extent to which a measurement produces or yields the same results on repeated attempts in a quantitative study, this as presented by Creswell, (2005). The study questionnaires were pilot tested in a public university in Kakamega County and a Private university in Kisumu County, possessing similar characteristics and working conditions to the selected universities (university Alpha and university Beta) for the study. The pilot study sample for this study was equivalent to 10% of the study's sample size, as argued by Kothari (2004) t. Therefore, that the stated range is appropriate. The sample size for the pilot study was 13 participants drawn from the public and the private university. For the questionnaires, an internal consistency reliability test was conducted. Concerning this, reliability was ascertained using test–retest method. A coefficient of at least 70 was obtained, which implies that the

instruments used in this study were very reliable in achieving the set objectives. Test-Retest Reliability was employed in quantitative study in this study; this process assessed the stability of the outcome over time by administering the same test to the same participants (university academic staff members) after a period and comparing the outcome. The results of this process were consistent, meaning that the instrument had high test-retest reliability. Inter-rater Reliability was used to test qualitative results in this study. In cases where subjective judgment was involved in scoring or analyzing qualitative responses, inter-rater reliability ensured consistency between different data evaluators.

3.10 Data Collection Procedure

Before collection process took place in this study, the researcher was cleared and an clearance letter was issued by the directorate of post graduate studies at Masinde Muliro University of Science and Technology, which facilitated the researcher in obtaining a research permit from NACOSTI. An authorization permit to conduct the study was obtained from the National Commission for Science and Technology Innovation (NACOSTI). The permit was presented to all relevant stakeholders and participants in this study, who gave the researcher authority to collect data in the respective areas of jurisdiction. The authorization permit was equally presented to the selected university managements. The researcher administered questionnaires to 125 participants and purposive sampling was used to select key informants for oral interviews in the study.

3.11 Data Analysis

In this study, data was analyzed qualitatively and quantitatively. This was done concurrently and then merged with the final report (concurrent mixed research method). Quantitative data was analyzed using Statistical Package for Social Science (SPSS)

software. Both descriptive and inferential statistics were used in quantitative data analysis. For descriptive statistics, percentages and frequencies were used; for inferential statistics, simple linear regression was used.

Qualitative data was analyzed using QDA Miner software. This process involved six main steps as follows: transcription, familiarizing themes, developing coding framework, coding, data analysis and final report writing. According to a study conducted by Jwan and Ongondo (2011), transcription involves turning data from verbal (and sometimes non-verbal) to written mode. During transcription in this study, the researcher familiarized with the data and created separate data base files for the interviews conducted and compiled field notes. The following step involved familiarizing with the transcribed data set to enable the researcher to get general ideas of what the participants will say and the tone of the ideas. This process assisted the researcher to engage with the collected data and internalize the data thoroughly. This was strictly followed by the data coding process. According to Dornyei (2007), he notes that, coding process involves highlighting extracts of the transcribed data and labelling them to be transcribed, reviewed or grouped quickly. The coding process in this study was a critical step in identifying important data, arranging and systemizing the ideas, concepts and categories uncovered in the data collected in the field. Data coding process in this study took place in three phases namely, the open coding phase, the axial coding phase, and the selective coding phase.

The data collected in this study was carefully prepared, cleaned, coded, analyzed, audited and presented to ensure its accurate and conforms with the required standards of a valid and reliable research outcome. In summary, data in this study was collected, and analyzed as per objectives in the following ways: -

- a) Objective One of this study was on the role of the working environment on academic staff job satisfaction. In examining this objective data was collected in the form of surveys and interviews. The methodology that was involved in analysing data for this objective was both qualitative. The data collected was specifically to discuss how working environment drivers within the university set up influence the levels of the academic staff job satisfaction. Further analysis was conducted to examine relationships between working environment variables and job satisfaction among the university academic staff members. Qualitative methodology employed in this study included thematic data analysis of interview responses from the participants of the study to explore recurring themes on the working environment's effects on the levels of the academic staff job satisfaction.
- b) The study objective two was on the influence of compensation and benefits on academic staff job satisfaction. In order to address this objective the following data collection methods were involved; Surveys method was used to examine the levels of compensation structure, benefits ratings and organizational data such as pay scales. The study employed the following methodology for data analysis: for quantitative data analysis, regression analysis was used to determine the strength of the relationship between compensation or benefits and satisfaction levels of university academic staff members. The study also used analysis of variance (ANOVA) to compare differences in university academic staff job satisfaction levels across public (university Alpha) and private (university Beta). Qualitatively the study employed content analysis of open-ended survey questions to analyze data on the perceptions of compensation

fairness among the university academic staff members in university Alpha and university Beta.

- c) The study objective three was on the effect of professional development opportunities on university academic staff job satisfaction. In examining this objective data was collected through surveys to examine the opportunities for career development and progression, conference attendance and trainings. Focus groups discussions were also conducted in an attempt to address the concerns of this particular study objective. Data obtained was used to identify key aspects of academic staff professional development contributing to job satisfaction among university academic staff members. Categorical relationships between academic staff career development opportunities and the general levels of job staff satisfaction was observed. Qualitatively, Narrative analysis was used to examine data collected from focus groups to understand university academic staff personal experiences with professional growth opportunities within the university as an environmental factor.
- d) Objective four of this study was on the impact of institutional policies on academic job staff satisfaction. The following data collection methodologies were employed to address the study objective: Surveys were used to examine policy awareness and impact of ratings. On the other hand, oral interviews were conducted on the members of the university academic staff and with the university administrators whom in this context included academic deans of schools and chairs of departments. Methodology that was used to analyze data in order to address this objective was qualitative which enabled for deep examination of how university policies affect academic staff levels of job satisfaction. This also enabled the understand of the relationship and the link

between several university policies and their overall effect on the academic staff levels of job satisfaction. Qualitatively, case study approach specifically content analysis was used to examine institutional policies and how they affect the academic staff levels of job satisfaction. On the other hand, oral interview, data was analyzed to uncover and give an understanding into how university policy implementation affects the university academic staff satisfaction.

3.12 Ethical Consideration

The study will strictly observe all areas of ethical considerations in conducting research of this nature. It should be noted that, the researcher in this study obtained permission to conduct the research from the board of postgraduate studies at Masinde Muliro University of Science and Technology. The researcher in this study procured a research permit from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher sought permission from relevant university authorities involved in the study (university Alpha and university Beta) to access the institutions. The researcher made all necessary attempts to notify the County Directors of Education and the university managers of the universities under study. The study ensured that all participants that were selected to participate in this study did so voluntarily, willingly and without coercion. The study also created room for all participants who were unwilling to be part of the study to opt out without any form of victimization. Participants in this study were only be allowed to participate more than once in occasions when more information was needed of some clarification on an issue was required in order to ensure the response's reliability. The researcher considered and respected the participant's time, decisions, religion, gender, culture or other differences in the participant's sites (Cacciattolo, 2015).

The researcher ensured that permission was sought from participants to record the interviews. The researcher explained to all participants the reason for recording the interview discussions, which was to enable transcription of the interview later. Participants were further assured that the interview recordings will be stored securely, privately and would not be released to any other party at whatsoever reason and will be destroyed after the study. The participants were not be required to provide any identification details; therefore, their anonymity was guaranteed, and they were assured that the information collected was strictly to be used for academic purposes and to serve the needs of this study only. The participant's opinions were fully respected and treated with utmost confidentiality during the entire research process. The findings herein will be dispensed to all the concerned parties in the study.

For purposes of anonymity and confidentiality, the selected public university was labelled as university Alpha while the selected private university was labelled as University Beta. This ensures that the true identity of the universities under study are only known and kept by the researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter exclusively deals with the presentation of the results of the data collected in this study through well-refined questionnaires and interview schedules and further discusses and presents the findings in a well-structured way (concurrent mixed research method). The primary purpose and focus of this study was the examination of the institutional drivers influencing university academic staff job satisfaction in selected public university (named university Alpha) and private university (named university Beta) in Kenya. This study employed concurrent mixed research method in collecting analysing and presenting data as discussed in chapter three of this study.

Further justification of concurrent mixed research method is elaborated in section 3.2 of this study as advance by Kroll & Neri (2006) in concurrence with the augments put forward by Almalki, (2016). This section of the study clearly brings out the detailed issues and gaps that have in a limited way been captured or forgotten in the previous studies as indicated and demonstrated in chapter three of this study. It should therefore be noted that the discussion of results in this section of the thesis are structured along the objectives of the study.

4.1.1 Analytical Presentation of Kenyan Public and Private Universities

Table: 4.1 Number of Universities in Kenya

No	University or University College	Year of Establishment and or Accreditation
Public Universities		
1	University of Nairobi	Established in 1970 Chartered in 2013
2	Moi University	Established in 1984 Chartered in 2013
3	Kenyatta University	Established in 1985 Chartered in 2013
4	Egerton University	Established in 1987 Chartered in 2013
5	Jomo Kenyatta University of Agriculture and Technology	Established in 1994 Chartered in 2013
6	Maseno University	Established in 2001 Chartered in 2013
7	Masinde Muliro University of Science and Technology	Established in 2007 Chartered in 2013
8	Dedan Kimathi University of Technology	2012
9	Chuka University	2013
10	Technical University of Kenya	2013
11	Technical University of Mombasa	2013
12	Pwani University	2013
13	Kisii University	2013
14	University of Eldoret	2013
15	Masaai Mara University	2013
16	Jaramogi Oginga Odinga University of Science and Technology	2013
17	Laikipia University	2013
18	South Eastern Kenya University	2013
19	Meru University of Science and Technology	2013
20	Multimedia University of Kenya	2013
21	University of Kabianga	2013
22	Karatina University	2013
23	Kibabii University	2015
24	Rongo University	2016
25	The Co-operative University of Kenya	2016
26	Taita Taveta University	2016
27	Murang'a University of Technology	2016
28	University of Embu	2016
29	Machakos University	2016
30	Kirinyaga University	2016
31	Garissa University	2017
32	Alupe University	2022
33	Kaimosi Friends University	2022
34	Tom Mboya University	2022
35	Tharaka University	2022

	Specialized Degree Awarding Universities (Public)	
1	National Defence University-Kenya	2021
2	Open University of Kenya	2023
3	National Intelligence Research University	2024
	Public University Constituent Colleges	
1	Turkana University College	2016
2	Bomet University College	2017
3	Koitaleel Samoei University College	2018
4	Mama Ngina University College	2021
5	Kenya Advanced Institute of Science and Technology	2022
6	Nyandarua University College	2025
7	Kabarnet University College	2025
	Private Chartered Universities	
1	University of Eastern Africa, Baraton	1991
2	Catholic University of Eastern Africa (CUEA)	1992
3	Daystar University	1994
4	Scott Christian University	1997
5	United States International University	1999
6	Africa Nazarene University	2002
7	Kenya Methodist University	2006
8	St. Paul's University	2007
9	Pan Africa Christian University	2008
10	Strathmore University	2008
11	Kabarak University	2008
12	Mount Kenya University	2011
13	Africa International University	2011
14	Kenya Highlands Evangelical University	2011
15	Great Lakes University of Kisumu	2012
16	KCA University	2013
17	Adventist University of Africa	2013
18	KAG EAST University	Chartered 2016
19	Umma University	2019
20	Presbyterian University of East Africa	2020
21	The Aga Khan University	2021
22	Kiriri Women's University of Science and Technology	2022
23	The East African University	2022
24	Zetech University	2022
25	Lukenya University	2022
26	Management University of Africa	2024
27	Tangaza University	2024
28	Islamic University of Kenya	2024
29	Riara University	2025
30	Uzima University	2025
	Private University Constituent Colleges	
1	Hekima University College	1993

2	Marist International University College	2002
Institutions with Letters of Interim Authority		
1	GRETSA Universit	2006
2	Pioneer International University	2012
3	International Leadership University	2014
4	AMREF International University	2017
ACCREDITED ONLINE DISTANCE AND ELECTRONIC LEARNING (ODEL) CENTRES		
1	Mount Kenya University	
2	Zetech University	
3	Kabarak University	
4	Dedan Kimathi University of Technology	
5	Jaramogi Oginga Odinga University of Science and Technology	
6	Kenya Methodist University	
7	Meru University of Science and Technology	
8	Murang'a University of Technology	
9	United States International University-Africa	
10	University of Eastern Africa, Baraton	
11	Management University of Africa	
12	AMREF International University	
13	Riara University	
14	Daystar University	
15	Kiriri Women's University of Science and Technology	
16	Lukenya University	
17	St. Paul's University	
18	Kenyatta University	
19	Africa Nazarene University	
20	Maseno University	
21	Masinde Muliro University of Science and Technology	
22	Laikipia University	

Source: CUE 2025 UNIVERSITIES AUTHORISED TO OPERATE IN KENYA

downloaded on 28th July 2025; <http://www.cue.or.ke>

Note: Kabarnet University college a constituent college of Moi University has been added to the list that was downloaded since it was officially gazette after.

It is evident from table 4.1 of this study that both private and public universities have grown tremendously over the years. We have a total of 45 public universities and constituent colleges and 36 private universities and constituent colleges totaling to 81

universities and constituent colleges in Kenya as at the time this study was concluded. From the information above it should be understood that, while university enrolment stood at approximately 3,000 students in 1970, it rose steadily over time and space to 67,558 by the 2003/2004 academic year and surged upwards to over 276,000 by 2013 (Nganga, 2014; Commission for University Education [CUE], 2018). This trend reflects a broader global higher education pattern, where countries like India, South Africa, Nigeria, and Brazil have also expanded higher education systems to meet growing demand and improve national as well as local development outcomes (Altbach et al., 2009; Teferra & Altbach, 2004). This significant growth in higher education sector supports the global recognition of the importance of higher education as a key driver of socio-economic progress and innovation at both local and global platforms.

It is evident from a number of scholarly works interrogated in this study, that over the past few decades, Kenya has experienced a significant transformation in its higher education landscape, characterized by a significant increase in the establishment of both public and private universities rising from two public universities in 1984 to the current 81 public and private universities. The rapid expansion of university education in Kenya has directly contributed to a sharp rise and ever-growing student enrolment against the number of the academic staff. The move by the government to upgrade public university constituent colleges to full-fledged university status by being awarded charters, the creation or the establishment of additional campuses, and the steady increase in the number of private universities and their constituent colleges have all played a crucial role in enhancing access to the high demand of university education.

Table: 4.2 Student Enrolment in Kenyan Universities and Constituent Colleges

Accreditation/Category	Male	Female	Total	Number of accredited Programs
PUBLIC Chartered Universities	243,586	167,732	411,349	4806
Private Chartered Universities	71,666	63,422	135,709	889
Operating with letters of interim authority	2,629	2,978	5,608	54
Public universities' constituent colleges	2,242	2,430	4,673	128
Private constituent colleges	978	1,303	2,281	40
Total	321,778	237,191	559,620	5917

SOURCE: CUE 2024

The data presented in Table 3.3 reveals that male students in Kenyan universities constitute 58% of the total university enrolments in Kenya, while female students represent 42% of the total university student's population, reflecting a persistent gender disparity in access to higher education in Kenya. Additionally, according to CUE (2023), over 80% of the academic programs are housed within public universities, with private institutions accounting for less than 20%. This uneven distribution significantly influences enrolment patterns, with public universities consistently enrolling a much larger student population than their private counterparts.

Currently, there are 5,917 academic programmes offered across Kenyan universities. Of these, 4,544 have been formally accredited by the Commission for University Education (CUE), while 1,373 remain unaccredited, raising questions about quality assurance and regulatory oversight (CUE, 2023). Similar disparities are observed globally, in countries such as India and South Africa, public institutions dominate both programme offerings and enrolment figures, often due to greater state funding and broader mandates for equity and access (Altbach et al., 2009; Cloete et al., 2011). These trends highlight the continuing need for quality regulation and balanced development between public universities and private universities in the provision of higher education.

Table: 4.3 Enrolment of students at different academic level

Accreditation status	Bachelors	Masters	PhD	Post-Gr	Total
Public Chartered University	388,383	18,621	3,840	504	411,349
Private Chartered University	120,713	10,649	3,655	692	135,709
With a Letter of Interim Authority	3,323	2,259	26	-	5,608
Public University Constituent C	4,526	146	-	-	4,673
Private University Constituent C	1,822	399	60	-	2,281
	520,767	30,075	7,581	1,196	559,620

SOURCE: CUE 2024

As shown in the data above, the larger percentage of students in Kenyan universities (both private and public universities) are pursuing undergraduate degrees, accounting for 94% of total enrolments in all universities. On the other hand postgraduate studies in both public and private universities remain comparatively limited, with only 4.9% of students enrolled in master's programmes, 1% in doctoral programmes, and just 0.2% pursuing postgraduate diplomas. This distribution reflects a ratio of approximately 78:4:1 for undergraduate to master and to doctoral students, highlighting a strong undergraduate focus within the Kenyan higher education system. This also explains why the government university funding model is focused on the undergraduate programmes.

According to CUE records, the University of Nairobi leads in undergraduate enrolments with 34,111 students, followed closely by Kenyatta University (31,743), Mount Kenya University (31,164), Jomo Kenyatta University of Agriculture and Technology (30,936), and Masinde Muliro University (27,245). At the postgraduate

level, Jomo Kenyatta University tops the list with 3,516 master’s students, followed by the University of Nairobi (3,327), Egerton University (2,249), Kenyatta University (2,228), KCA University (1,277), Mount Kenya University (1,227), and Strathmore University (1,191).

The situation in the Kenyan universities is not different from the global situation. Especially when comparing with what is happening in other developing countries in Africa, Asia and South America, where universities are under pressure to absorb rapidly growing youth populations, dealing with issues of trained youth unemployment resulting from heavily undergraduate focused student enrolment and education systems as noted by Altbach et al., (2009) and Teferra & Altbach, (2004). On the contrary, universities in countries that put alot of emphasis on research, innovation and capacity building for example the United States, Russia, China, Sweden, Germany, or the United Kingdom tend to put more emphasis on postgraduate enrolments due to higher and greater investments in graduate education and research funding according to UNESCO, (2021).

Table: 4.4 Staff Status in Kenyan Universities and Constituent Colleges.

Institution Category	Teaching Staff	Non-Teaching Staff
Public University Chartered	10,092	15,582
Private University Chartered	3,168	3,889
With a Letter of Interim Authority	674	664
Public University Constituent C	327	629
Private University Constituent C	88	122
	14,349	20,886

Source: CUE (2024)

According to available data from CUE (2023), the staffing structure in Kenyan universities both private as the case of university Beta and public as the case of

university Alpha reveals notable disparities in distribution of academic staff and students in respect to type, gender, and academic staff rank. Available data indicates that both public and private universities employed a total of 14,349 academic staff and 20,886 non-teaching staff. This trend is very dangerous simply because it has created an imbalance between the academic staff ratio and non-academic staff ratio and the ratio with students. Ideally and in line with global practice, the academic staff ratio is supposed to be higher compared to non-teaching staff.

Data indicates that public chartered universities in Kenya accounted for the majority, employing 10,092 members of the academic staff and 15,582 non-teaching personnel supporting academic programs. Private chartered universities and their constituent colleges followed with 3,168 members of the academic and 3,889 non-academic staff supporting academic programs. From the above a significant gender imbalance is therefore observed, with male member's of the academic staff numbering 9,382 compared to 5,058 females. In terms of academic rank, lecturers formed the largest group (6,052), followed by tutorial fellows (3,498) and senior lecturers (1,987). Overall, the average teacher-to-student ratio stood at approximately 1:64, which may have implications on teaching quality and workload distribution (CUE, 2024; World Bank, 2023). These figures raises very serious concerns about staffing adequacy when comparing the ratios between teaching and non-teaching staff, gender equity, and institutional capacity in the higher education sector (Otieno, 2021; Republic of Kenya, 2023).

Table: 4.5 Academic Staff by Rank.

No	Rank	Staff No
1	Adjunct Staff	379
2	Associate Professors	817
3	Graduate Assistant	815
4	Lecturers	6,052
5	Management	97
6	Professors	475
7	Research Assistant	73
8	Research Fellow	187
9	Senior Lecturers	1,987
10	Skilled Workers	64
11	Tutorial Fellows	3,498
Total		14,444

Source: CUE 2024

The above data from CUE (2024) it reveals that there are 14,444 members of the university academic staff working in public universities in Kenya. Academic staff at the level of Lecturers account for six thousand and fifty two (6,052) recording the majority, those at the level of Tutorial Fellows follow them at three thousand four hundred and ninety eight (3,498) and those at the level of Senior Lecturer at one thousand nine hundred and eighty seven (1,987). Collectively all members of the above cohorts of the academic staff account for approximately eighty point six percent 80.6% of all the academic staff. Professors, Associate Professors, Research staff and visiting faculty account for two point seven percent 2.7% of all academic staff members, the remaining percentage is filled up by part-time lecturers.

It should be noted from the above data and discussions that the majority of the academic staff, are mainly tutorial fellows, Lecturers and Senior Lecturers, which should be clearly examined in the light of universities role and focus in academic reaching, research and extension. From the data, there is a substantial number of Tutorial Fellows and Graduate Assistants in our public universities, this indicates a bigger role that they play in promoting academic teaching in the universities. It should

be understood from this research finding that the presence of high numbers of university Professors, associate lecturers and senior lecturers indicate the institutions commitment and dedication to academic, research and community service. Additionally, if the institution has well-refined administrative policies that support academic staff in discharging their duties it will positively influence the staff levels of job satisfaction as well as the institutional performance and output.

As illustrated in Table 4.5, the distribution of staff members across various ranks within Universities in Kenya. Each level in the table represents a specific category of university academic staff, showing their respective counts, and provides a clear comparison of the different levels of university academic staff members.

The table evidently indicates dominating numbers of Lecturers and Tutorial Fellows as discussed above, showing a strong focus on teaching and instructional support within the universities but at undergraduate levels. The significant number of senior lecturers and associate professors indicates mediating academic staff, while the presence of Professors raises the question of our universities levels of commitment to academic research, teaching, extension and community service. Additionally, the table clearly points out the significant role of university academic staff at the lower levels of ranking (that is the graduate assistant and or assistant lecturers) in supporting academic teaching especially oft undergraduate students. On the basis of evaluating each institution, the difference in the numbers of the members of the academic staff shows the commitment of each of the university management in giving support to members of the academic staff in terms of initiating and promoting career growth and development and at the same time in supporting the universities operational needs, ensuring the smooth functioning of the university.

Table: 4.6 Staff by Highest Academic Level

Highest Academic Qualification	Count of Staff
Doctorate	6318
Masters	5798
Bachelors	2257
Post Graduate Diploma	36
Blank	18
Certificate	12
Total	6

Source: CUE 2024

As indicated above, the analysis from table 4.6 on the academic qualifications of the members of the university academic staff in Kenya reveals that the majority possess doctoral degrees (PhDs), with six thousand three hundred and eighteen (6,318) staff members holding PhDs. This is followed closely by five thousand, seven hundred and ninety eight (5,798) academic staff holding master's degrees, reflecting the minimum requirement as per the CUE for teaching positions in universities. From the above data, of greater worry is the two thousand two hundred and fifty seven (2,257) staff members who hold bachelor's degrees or qualifications lower than master's degree. It is believed that universities are not involving this category of members in teaching; therefore, it is assumed that many of them are likely to be serving as laboratory technicians, or in junior or administrative academic roles.

These figures from CUE indicates a fairly well balanced and qualified university teaching workforce within the university system in Kenya, though the data also indicates the need for the government through the state department of university education to continually invest in the quality of the academic staff in our universities by supporting academic staff development, particularly in supporting the career progression of master's and bachelor's degree holders upward through in service support programs and training (CHE, 2022; Onsongo, 2019; World Bank, 2023). The academic qualifications profile of any given university is critical for maintaining and

promoting quality assurance, research output, and global university ranking and competitiveness within the higher education sector (UNESCO, 2022). Table 4.7 below indicates a well-detailed academic staff by rank and qualifications.

Table 4.7 Analysis of Academic Staff in Private Universities in Kenya

No	University	Prof	Ass. Prof	SNR L	LEC	R. F	TF	MN GT	Total
1	Adventist University of Africa	3	4	3	6	0	0	0	16
2	Africa International University	5	2	10	20	0	5	0	42
3	Africa Nazarene University	0	3	9	59	1	2	0	74
4	Aga Khan University	8	13	67	100	0	24	0	212
5	Amref International University	0	0	4	11	0	7	0	22
6	Catholic University of East Africa	1	11	32	114	0	62	3	223
7	Daystar University	2	8	38	79	0	14	0	141
8	Great Lakes University of Kisumu	4	0	5	12	2	38	5	66
9	Gretsa University	3	0	1	8	0	18	0	30
10	Hekima University College	1	0	2	16	0	6	0	25
11	International Leadership University	5	0	5	7	2	1	0	20
12	Islamic University of Kenya	0	0	1	25	0	0	0	26
13	Kabarak University	5	9	32	133	0	32	0	211
14	KAG East University	0	0	3	74	1	0	0	78
15	KCA University	1	2	6	27	21	56	0	113
16	Kenya Highlands University	1	0	1	3	0	10	0	15
17	Kenya Methodist University	0	5	24	55	0	82	0	166
18	Kiriri Women's University of Science and Technology	0	0	3	15	0	81	0	99
18	Lukenya university	2	0	8	8	0	23	0	41
20	Management University of Africa	2	1	7	24	1	6	3	44
21	Marist International University	0	0	0	8	0	30	0	38
22	Mount Kenya University	2	7	24	92	66	149	3	323
23	Pan African Christian University	1	0	7	2	11	12	13	46
24	Pioneer International University	0	0	0	1	0	14	0	15
25	Presbyterian University of East Africa	1	0	2	67	0	0	0	70
26	Riara University	17	1	8	19	0	37	2	84
27	Scott Christian University	1	0	4	38	0	48	0	91
27	St Pauls University	3	4	15	127	0	9	1	159
28	Strathmore University	10	10	35	152	0	343	15	565

29	Tangaza University	1	1	5	38	0	0	0	45
30	The East African University	0	1	11	1	0	29	0	42
31	Umma University	0	0	0	26	0	16	0	42
32	United States International University - Africa	12	14	96	15	6	0	0	143
33	University of Eastern Africa Baraton	3	3	9	33	1	60	0	109
34	Uzima University	1	3	31	33	0	0	0	68
35	Zetech University	1	2	1	5	0	70	1	80
Total		477	822	1998	6190	187	3555	101	13,330

Source: CUE (2024)

Table: 4.8 Analysis of Academic Staff in Public Universities and Constituent Colleges in Kenya

No	University	Prof	Ass. Prof	SNR L	LEC	R.F	TF	MN GT	Total
1	Alupe University	0	0	4	22	1	49	0	76
2	Bomet University College	0	2	8	45	0	5	0	60
3	Chuka University	12	26	23	126	0	74	0	261
4	Cooperative University of Kenya	1	3	6	21	0	32	0	63
5	Dedan Kimathi University of Technology	9	10	36	65	0	86	0	206
6	Egerton University	27	51	69	200	0	67	2	416
7	Garissa University	1	3	10	26	0	8	0	48
8	Jaramogi Oginga Odinga University of Science and Technology	7	16	23	95	1	28	3	173
9	Jomo Kenyatta University of Agriculture and Technology	33	66	142	296	8	25	16	820
10	Kaimosi Friends University	1	4	12	31	1	20	0	69
11	Karatina University	2	10	9	63	22	64	0	170
12	Kenyatta University	21	58	174	802	0	12	0	1182
13	Kibabii University	2	4	14	56	0	36	0	112
14	Kirinyaga University	3	2	10	53	0	45	0	113
15	Kisii University	1	9	35	130	0	12	0	297
16	Koitalel Samoei University College	0	1	6	12	0	1	0	20
17	Laikipia University	0	11	14	40	0	17	0	82
18	Maasai Mara University	6	12	25	78	0	35	0	156
19	Mama Ngina University College	0	0	3	2	0	6	4	15
20	Machakos University	4	7	14	37	0	71	0	133
21	Maseno University	24	34	44	260	3	27	1	393
22	Masinde Muliro University of Science and Technology	29	37	79	206	1	11	0	363
23	Meru University of Science and Technology	4	5	18	73	1	45	0	146
24	Moi University	32	57	136	321	0	20	0	746
25	Multimedia University of Kenya	2	6	15	71	16	7	0	117

	Kenya										
26	Muranga University of Technology	of	1	5	11	35	0	18	0	70	
27	Pwani University		12	10	13	96	0	62	0	193	
28	Rongo University		1	11	16	50	0	5	0	83	
29	South Eastern Kenya University		2	13	15	96	0	31	0	157	
30	Taita Taveta University		3	2	9	31	0	27	0	72	
31	Technical University of Kenya	of	32	33	60	256	1	30	2	693	
32	Technical University of Mombasa	of	4	4	27	108	0	10	6	252	
33	Tharaka University		0	2	3	10	0	45	0	60	
34	Tom Mboya University		2	4	7	53	0	26	0	92	
35	Turkana University		0	0	0	0	0	11	0	11	
36	University of Eldoret		19	27	1	236	0	12	5	300	
37	University of Embu		5	5	23	70	1	18	0	122	
38	University of Kabianga		3	1	17	47	0	25	11	104	
39	University of Nairobi		76	167	358	518	19	13	5	1280	
								7			
	Total		477	822	1998	6190	187	35	101	13,330	
								55			

Source: CUE (2024)

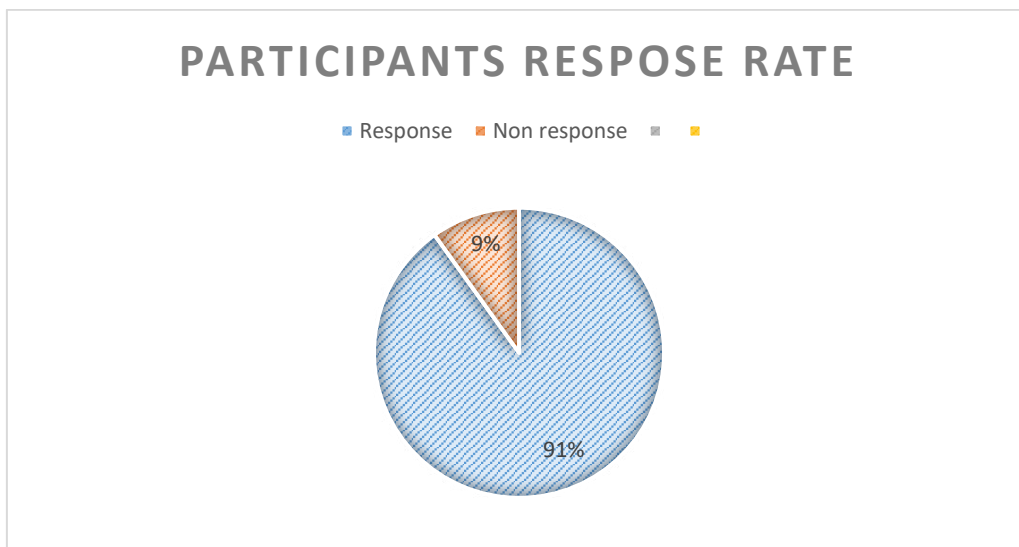
4.2 University Academic Staff Participants response rate

This study had a sample of accessible population of two hundred participants with actual participants being one hundred and seventy five with university Alpha having one hundred and fifteen and university Beta having sixty participants, where seventy-five participated in qualitative study whereas one hundred and twenty five participated in quantitative study. Quantitatively a hundred and twenty-five participants were involved where fifty questionnaires were issued in the University Alpha and University Beta in identified counties of UasinGishu and Machakos counties subsequently. The response rates were notably high, with fifty five (55) questionnaires out of 74 questionnaires issued were returned by respondents in university in Alpha marking a response rate of ninety two percent (92%) and the return rate in university Beta, forty five (45) questionnaires out of fifty one (51) questionnaires issued were returned by respondents marking a respondent rate of eighty-nine percent (89%). Overall, the combined response rate was 91%, with a non-response rate of 9%, indicating strong

participant engagement in the study among the total sampled participants for this study. The study used a pie chart and table to present the participants' response rate in the quantitative study and qualitative study respectively.

The pie chart (**Figure 4.1**) provides an overall picture of the quantitative participant's response rate in both university Alpha and university Beta.

Figure 4.1 Quantitative Study Response Rate.



On the other hand the following table, 4.1 indicated the response rate in the qualitative study in both university Beta and university Alpha.

Table 4.9 Qualitative Study Response Rate in university Alpha and university Beta

University	Participants	Non responsive Percentage	Responsive Percentage	Total Percentage
Alpha	60	5/60 = 8%	55/60 = 92%	
Beta	15	5/15=33%	10/15 = 67%	86%

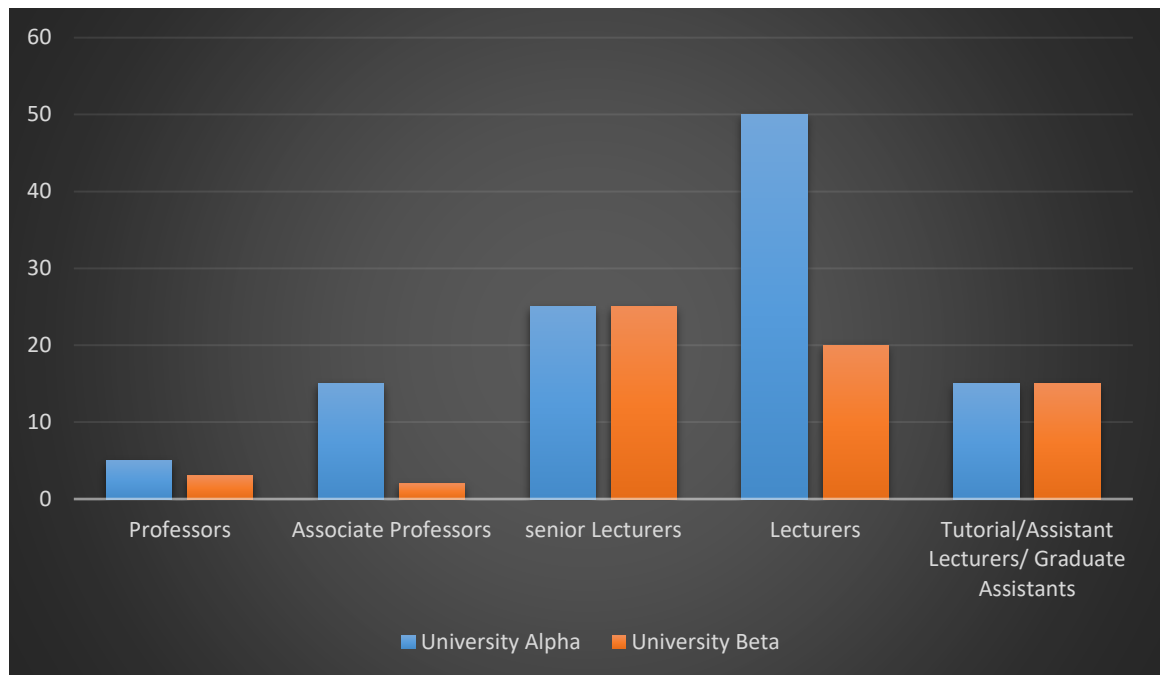
In reference to Mugenda and Mugenda (2008), it is argued that a response rate of 50% is enough for data analysis and reporting in any given study. A 60% response rate is

considered good, while a 70% or higher response rate is deemed as very good for a study of this nature. The outcome from Chart 4.1 of this study indicates that the study response rate was 90.1%, while the non-response rate was 9.9%, therefore it is considered as very good for this study leading to acceptable outcome. Where Table 4.9 of this study indicates that in qualitative study the response rate was 86% while the non-response rate was 14%, which is far above the threshold set by Mugenda Mugenda (2008). This study therefore met and surpassed the threshold of the participant's response rate and was therefore, suitable for data collection, analysis, reporting, presentation and conclusion.

4.2.1 Distribution of University Academic Staff Members by Rank

This study sampled two hundred participants with one hundred and seventy five as actual participants. The study-categorized participants into two sets of cohorts: the first cohort consisted of the university academic staff members employed on permanent and pensionable terms and the second cohort consisted of the university academic staff members employed on contract terms as tutorial fellows and adjunct lecturers. This study further categorized the universities under study into university Alpha and University Beta. In Table 4.10 of this study it provides an overall picture of the number of university academic staff members in a selected Public university Alpha representing public universities and University Beta representing private universities in this study. It should be therefore noted from the table that, those considered, as tutorial fellows are academic staff members employed on contract terms.

Table 4.10: Distribution of University Academic Staff Members by Rank



In Private University Beta represented by color orange, 65 academic staff members representing thirty seven percent (37%) of the total participants in this study, and in University Alpha, a total of 110 members of the academic staff representing sixty three (63%) of the total participants in this study.

The strata were represented as follows in University Beta; Full Professors were three (3), associate lecturers were two (2), senior lecturers were twenty five (25), lecturers were twenty (20), tutorial / assistant lecturers were fifteen (15).

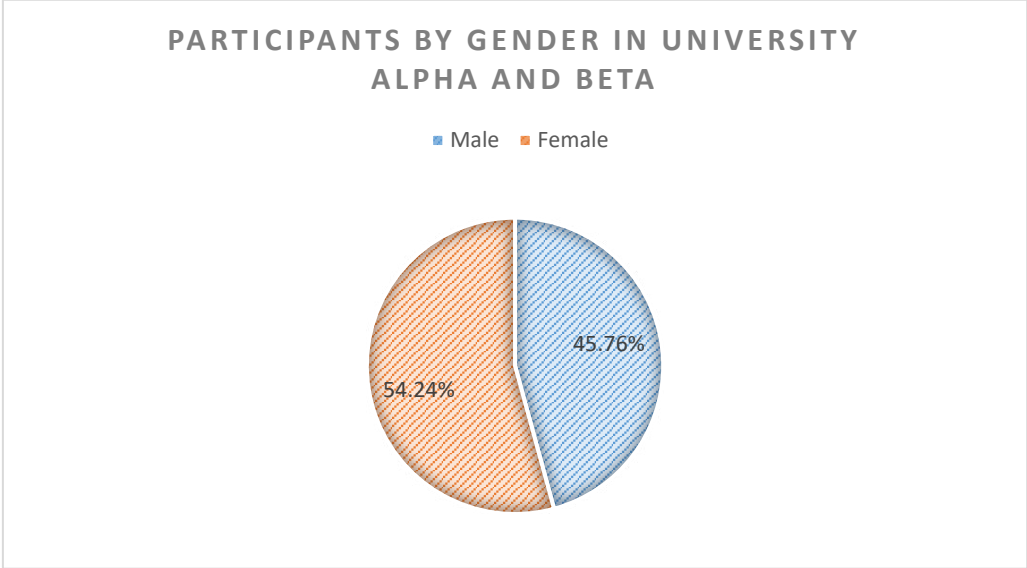
The strata were represented as follows in University Alpha; Full Professors were five (5), associate lecturers were fifteen (15), senior lecturers were twenty five (25), lecturers were fifty (50), tutorial / assistant were ten (15).

4.2.2 Distribution of the Study Participants by Gender

The Participants in this study were asked to indicate their gender voluntarily. It should be noted that gender was considered by the researcher as one of the factors that may

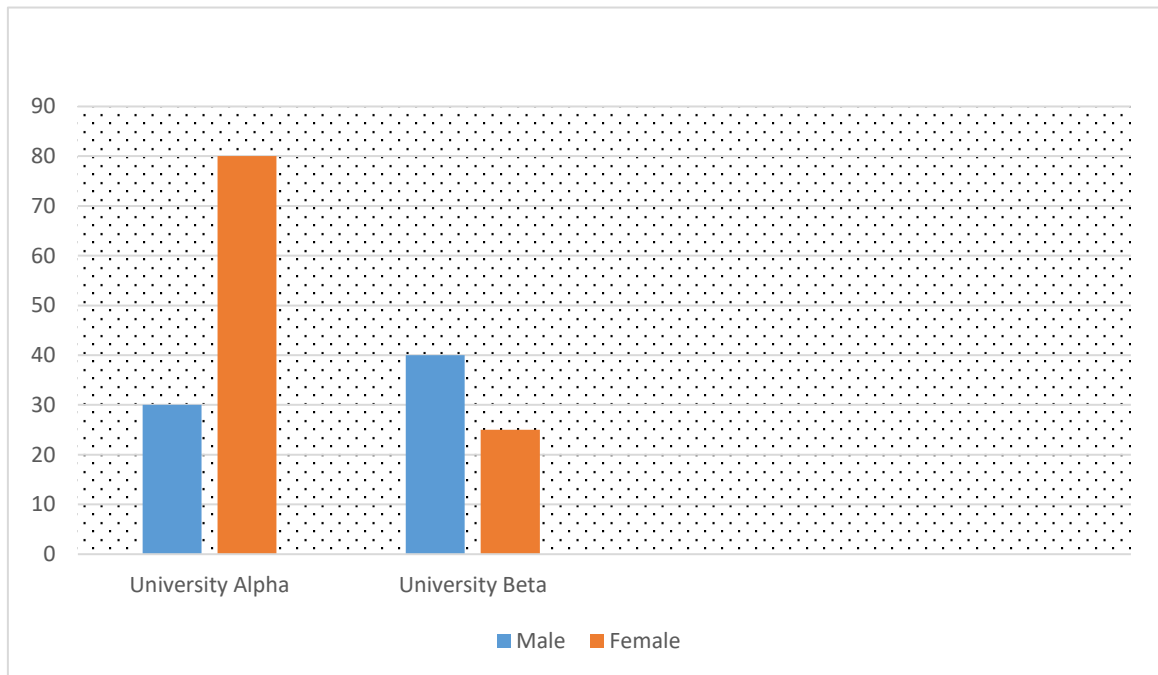
influence the nature of the response that would be given by the respondents and received by the researcher. Fig 4.2 in this study displays the distribution of participants in this categorized by gender, specifically focusing on the identified gender standard and classification to be either that of male or female. Being a comparative study a comparative analysis of the participating gender was made for both public university Alpha and private University Beta.

Figure 4.2: Total Study Distribution of participants by gender



Among the participants in this study, 80 (45.8%) were male, members of the academic staff in both university Alpha and university Beta. On the other hand, 95 (54.2%) were female, with University Alpha having a higher representation of female participants compared to University Beta. This gender distribution sheds light on the participant demographics in this study, indicating a slightly higher female representation. This information is clearly elaborated in figure 4.3 below indicating participants based on gender numbers from the two universities Alpha and University Beta

Figure 4.3: Gender distribution in University Beta and University Alpha on Participants by Educational Background



This study sought to establish the participants' highest level of education in both university Alpha and Beta. Table 4.12 shows the distribution of participants by education background in both university Alpha and university Beta. Two highest levels of education required for teaching in any university were considered for this study namely Master's degree and Doctorate degree qualifications.

Table 4.11: Distribution of participants by university academic staff educational background rating.

No	University Type	Level Based on the highest qualification of the academic staff on a scale of 1-5 with 5 as the highest
1.	Alpha Public	5
2.	Beta Private	1

Table 4.12: Distribution of participants by educational background.

University Type	Masters	Doctorate (Ph.D.)	Total Number of Participants
University Alpha	15	95	110
University Beta	15	45	60

The data as indicated above shows that most participants held a doctorate degree, with 42 (35.6%) in University Beta and 63 (53.4%) in university Alpha. Furthermore, a number of participants from both university Alpha and Beta held master's degree, and a minimal representation was observed for other qualifications such as degree or other equivalent qualification below the level of Master degree.

4.2.4 Distribution of the study participants by the level of teaching experience

Participants from both university Alpha and University Beta were asked to indicate their teaching experience. Table 4.13 illustrates the distribution of participants based on their teaching experience ranges, including 3-5 years, 6-10 years, 11-15 years, 16-20 years, and above 21 years.

Table 4.13 Distribution of participants by teaching experience

YEARS OF EXPERIENCE	1 TO 5 YEARS	6 TO 10 YEARS	11 TO 15 YEARS	16 TO 20 YEARS	ABOVE 21 YEARS
NO PARTICIPANTS	30	40	80	15	10
PERCENTAGE	17.1%	22.8%	45.7%	8.5%	5.7%

The data indicates that a significant portion of participants had teaching experience in the 1-5 years range, accounting for 17.1 %, 6-10 years 22.8%, 11-15 years 45.7%, 16-20 years 8.5% and above 21 years 5.7%. This indicates that the study was considerate to representation of academic staff from all cadres and level of experience. This distribution gives deeper understanding into the terms of service and experience levels of the participants in the study in relation to the levels of academic staff level of job satisfaction. The table indicates a representation from both university Alpha and university Beta.

4.2.5 Distribution of participants by the number of students per unit taught

Participants in this study were asked to indicate the average number of students per unit taught at the university in both university Alpha and university Beta. The distribution of participants was based on the number of students per unit categories was 0-50 students, 51-100 students, 101 -200 students, 200 to 500 students , 500 to 1000 students and above 1000 students. In Table 4.14 shows the overage number of students per class in both university Alpha and university Beta.

Table: 4.14 Distribution of participants by number of learners per course in a semester

Number of students	0 to 50	51 to 100	101 to 200	to 201 to 500	500 to 1000	to Above 1000
University Alpha (110 students)	0	0	10	50	30	20
	0	0	9.09%	45.45%	27.27%	18.18%
University Beta(65 Students)	10	40	15	0	0	0
	15.38%	61.53%	23.07%	0	0	0
Total Percentage (175 Students)	10	40	35	50	30	20
	5.71%	22.85%	20%	28.57%	17.14%	11.42%

The results from table 4.14 indicates that most participants chosen in this study had classes of over two hundred and one (201) students constituting 57.1% of the total participants. Additionally, a significant number of participants and especially those from university Beta reported classes with less than 200 students. This distribution indicates the nature of class sizes and probable reflection of its determining driver to academic staff level of job satisfaction in both university Alpha and university Beta.

4.3 Study Objective 1: Examine the role of the working environment on academic staff job satisfaction in selected public and private universities.

In addressing, the research question related to the objective one of this study, this part of the study presents a detailed evaluation of how working environment is a key driver to the level of job satisfaction among the members of the academic staff. In understanding the dynamics involved the study examined the case of University *Alpha* and *University Beta*. Data was mainly analyzed qualitatively in order to understand the dynamics of the academic staff lived experiences on the levels of the academic staff levels of job satisfaction in both university Alpha and university Beta. Qualitative data involved in-depth key informant interviews (KIIs) this was supplemented by key findings of studies earlier done on the subject matter. The study employability of the examination of the academic staff lived experiences approach enabled the study to have a clear distinction of institutional drivers that influence the academic staff levels of job satisfaction in both university Alpha and university Beta, extending beyond simple statistical analysis to a deeper examination of the lived experiences of university academic staff members.

In the view of this particular objective and in connection with the review of literature conducted in chapter two, this study identified a gap that while there is notable acknowledgement of the key drivers affecting the university academic staff levels of

job satisfaction in both private and public universities globally, the current body of knowledge is limited, fragmented, agile, scanty, and insufficiently examined and evaluated. Majority of the studies examined, fail to offer comparative insights and or examination between public – university Alpha and private – university Beta. Most importantly, critical areas such as university infrastructure, university administrative processes, academic staff resource access, staff collegiality, academic staff workload, and academic staff career progression remain underexplored in empirical terms particularly in the Kenyan higher education set up which is the case of this study. This study is also a critical source of all the missing key information in the previous study as discussed in data analysis aimed at addressing the research question in objective one.

4.3.1 Analysis on the role of working environment as a driver.

This study conducted an in-depth data analysis to assess the extent to which certain university aspects and facilities within the working environment in both university Alpha and Beta such as university administrative leadership styles, university infrastructure, staff and administration relationships affects the level of university academic staff job satisfaction in both university alpha and university Beta.

From the analysis of different sets of data, it became clear that there is a very strong positive correlation between the academic staff-working environments in the university in relation to university academic staff levels of job satisfaction. It should be noted that although it is evident from a number of studies explored in chapter two of this study that working environment may not be an important driver of the university academic staff levels of job satisfaction in both university Alpha and Beta, the results from data analysis in this study indicates that, that is not the case. It is clear and evident from the study outcome that other institutional moderating variables and drivers may be related to significantly higher levels of job satisfaction among the members of the university

academic staff in both university Alpha and university Beta, therefore the study found that other drivers such as university policies could be or have stronger drivers than working environment within the university influencing the levels of the academic staff levels of job satisfaction.

Data indicates that there is some level of increase in a number of university environmental drivers that may be responsible for lower levels of university academic staff levels of job satisfaction in both university Alpha and university Beta, however it should be noted that this outcome is not very significant based on a number of variables that will be discussed in this chapter of the study. Previous studies point out that working environment within a university plays a fundamental role in shaping the university academic staff levels of job satisfaction. It is argued that a conducive, safe, and well-equipped university work environment promotes not only the well-being of the university academic staff but also their output and overall contribution to the quality of the university education.

Similarly, Oyebanji (2019) found a positive correlation between physical working conditions and staff productivity. The study concluded that improved physical conditions such as classroom lighting, ventilation, and cleanliness serve as enablers for enhanced academic performance. Lucky and Chika (2018) corroborate this view in their research on educational institutions by emphasizing that an institutions environmental factors such as adequate lighting, moderate temperatures, spacious classrooms, and well-furnished offices create comfort and reduce distractions, thereby fostering productive academic engagements. Which can be the case of university Alpha and university Beta in this study.

The importance of the physical and psychological role within the work environment on an employee as an institutional driver is further emphasized by Nakpodia (2011), who argues that improving university academic staff level of job satisfaction goes beyond enhancing academic qualifications and includes sustained improvement measures in the workplace and in this context the university environment. The premise is that university neglect of the work environment not only brings down the levels of educational quality but also frustrates the professional growth of the university academic staff members.

In Kenya, Adhiambo (2012) highlights that 59% of the members of the academic staff have abandoned teaching as a profession citing poor working conditions as their main reason. It should be understood that in any educational institution administrative leadership determines how the staff feel valued, empowered, and engaged. According to Nwankwo (1984), academic staff are more motivated and perform better when they are included in institutional management processes. According to Bamisaiye (1998), he observes that unfair treatment of the staff and lack of transparency by an institution contributes to a greater length on the levels of the academic staff job satisfaction.

4.3.2 Analysis of Academic Staff Lived Experiences on the University Academic Staff Levels of Job Satisfaction Levels.

This study further conducted a qualitative examination to verify the findings of quantitative analysis in order to determine the true position of university environmental drivers to university academic staff levels of job satisfaction. Oral interviews were conducted on participants in university Alpha and Beta to determine this; therefore, the study oral interviews were guided by well-structured interview schedules. Therefore, data obtained through key informant interviews (KIIs) were analyzed using thematic data analysis procedures. It became clear from the analyzed data that the outcome from the oral interviews in this study revealed a lot as compared with quantitative outcome in

this study as discussed above. Qualitative findings through participant's voices is discussed below.

4.3.2.1 Institutional Infrastructure and Resource Availability

From the qualitative finding in this study, infrastructure came out to be a major sub driver within the university environmental driver as a force of academic staff levels of job satisfaction. From the analyzed data it is clear that all the respondents from university Alpha that this factor greatly undermined the levels of academic staff job satisfaction. Academic staff in university Alpha described poor working environment characterized with low government capitation, threats of redundancies, old and dilapidated lecture halls, unstable and unavailable internet services, lack of certain or all laboratory equipment's and lack of or inadequate office space for members of the university academic staff. These were the major issues that were pointed out as key reasons for high levels of the academic staff levels of job dissatisfaction among the members of the academic staff in Alpha University as compared to university Beta.

Academic staff in university Alpha noted the following:-

“It is very painful to work in an environment where the management issues redundancy threats all the time. When you are teaching a class of more than a thousand students. Every time you are reminded, that the university has over employed staff and they need to declare redundancies in order to manage wage bill. It is unfortunate that the so called over employed staff are members of non-teaching staff. What is this? How do we even get motivated to work? This is a very rough working environment”. KII-5-M-A

“In our university very few members have offices and in most cases they are for very old professors who came to the university earlier than us and the heads of academic departments, majority of us share offices or even worse use our cars as offices limiting our levels of privacy.

Sometimes it is difficult to even sit in the office to write academic papers and even mark examination scripts; it is just difficult for us to fully function. How does the university expect us to be motivated? With what when the working environment is very rough on us”. KII-2-M-A

While the third participant noted that,

“It is very very difficult for me to supervise post graduate students because I can’t even access the latest journals and books in my area of specialization unless I go out of hand and purchase using my own money. It is really frustrating something needs to be done. Things can not continue to be done this way. We love Moi university and we may want to go elsewhere but this environment tires”. KII-4-M-A

Another KIIs noted

“The lecture halls are dilapidated, they have not been painted for a very long time. There are no power sockets I can’t even use my laptop and projector, and there are no power sockets. Yet today people are talking to intergrating ICT in learning and teaching”. KII-2-M-A

Similarly

“Sometime I go to the lecture hall early enough but students have no chairs to sit on, they keep on walking around looking for chairs that cant even be found. Students can take even an hour or more looking for imaginary chairs and nobody is concerned. This practice has been on for years now. Students numbers are increasing but the state of facilities in the university has remained the same for over ten years I have worked in this university. My love for the university is unquestionable but I am very demotivated”. KII-3-M-A

From participants voices this study notes that the university Alpha environmental challenges plays a significant role in demotivating members of the university academic staff by lowering their levels of job satisfaction. The findings point out that or perhaps there is a strong indication that public universities have not prioritized university academic staff work environment as a major driver of raising the levels of job

satisfaction. Members of the university academic staff in public universities feel they are not adequately supported by the institutional environment in meeting their professional, personal and institutional targets therefore leading to lower levels of job satisfaction among the members of the academic staff. On the other hand academic staff members of university Beta reported a very different situation from university Alpha, they noted that their institution as having ultra-modern facilities characterized with beauty, modernity and lavishness.

This study would like to note that, all the participants from university Beta interviewed noted with a lot of confidence that they have ultra-modern lecture and teaching halls fixed with projectors, they have enough well equipped offices allocated to them, the university has a lecturers parlor for academic staff socialization, they have high speed stable internet connectivity in offices and classrooms and their libraries are well furnished and updated with latest books. This is noted by the voices of participants from university Beta as follows:-

“I have a fully furnished personal office similarly to my colleagues that we enjoy working from. Our offices are connected with reliable and stable internet. I am able to mark my scripts, mark thesis, set examinations and conduct online meetings and classes at the comfort of my beautiful office. I prefer working from my office than in any other place, sometimes I find peace in my office than my home”. KII-1-F-B

“We are linked to university subscribed journal web and latest reading materials, our university librarian sends us reading and research materials nearly on daily basis. We have literally everything that an academic staff requires and would demand to effectively work however; all this comes with a lot of pressure and expectations from the university management to meet institutional set individual as well as institutional performance goals and targets”. KII-5-M-B

“In our university access to research based resources is excellent in our university. However, the only challenge is the pressure to perform and outperform is extremely very high, you are expected to sign performance contract and to keep to it and adhere to institutional goals and objectives. An academic staff member is also expected apart from teaching to conduct extensive research and community extension services. All this though they can be seen from a negative perspective but they also professionally build us as strong academicians with global reputation”. KII-3-M-A

From the above data, it is clear that the discussions this study notes that university Alpha that is a representative of public universities in Kenya does very little to support the members of the academic staff to perform the duties, which they were, employed to perform unfortunately lowering their levels of job satisfaction. This has definitely led to the general feeling among members of the academic staff in public universities in Kenya to feel rejected, orphaned, unsupported, neglected and helpless where as in university Beta that represents private universities in Kenya there is more enabling and supportive environment that supports members of the university academic staff to perform their duties. However it to should be understood from the findings of this study that this institutional or university support mechanisms through creation of the enabling working environment is attached to a level of accountability from the part of the members of the university academic staff. The strict accountability and institutional demand processes to a larger extent act as a catalyst and a major hindrance to the sense of academic freedom , job output, and job security among members of the academic staff hence lowering the levels of job satisfaction.

The differences in the outcomes of the working environments between university Alpha and Beta tends to justify a study conducted by Ulfah et al. (2023) which demonstrated

that high performance institutional systems and in this case universities require parallel investment in both staff support mechanism and performance evaluation and monitoring. There must be a clear balance in order for the employee or the members of the university academic staff to realise full potential at the place of work thereby influencing high job satisfaction levels.

From the analysed findings, this study further reveals that the availability of better working environment in university Beta did not relate to perceived academic staff academic freedom at place of work, which is seen as a key driver to individual academic staff levels of job satisfaction. Several participants in this study demonstrated that while infrastructure was well managed and good, institutional environment was sometimes too formal and institutional goals driven, with the management expecting a lot or more than a lot from the workers to achieve and fulfil institutional goals. This specific finding agrees with a study done by Slaughter and Rhodes (2004) whose outcomes indicate that that sometimes educational institutions promote what he calls 'academic capitalism' where this institutions operates like business entities or enterprises, measuring academic productivity through quantifiable benefits. Looking at the results and the outcome of this study therefore, it is quite open that the level of the academic staff job satisfaction is determined by available resources as well as the manner in which the institution treats its staff in the process of achieving institutional goals and objectives. This is should be seen as the case for both university Alpha and university Beta.

4.3.2.2 Administrative and Leadership Styles and Support in university Alpha and university Beta.

University administrative and leadership styles and support emerged as a unique driver to academic staff levels of job satisfaction in the university Alpha and university Beta.

Members of the academic staff in university Alpha expressed that they are not happy with the bureaucratic and ridged leadership systems and structures that tend towards dictatorship which they view as a strong indicator against the university academic staff levels of job satisfaction. This study notes that, all the participants from both university Alpha pointed out that decision making is noninvolvement, slow and always influenced with non-academic factors. Administrative appointments and promotions are highly politicized and ethnicized against the principal of meritocracy or qualification and motivation which is against the academic staff levels of job satisfaction.

On this aspect, the academic staff in university Alpha noted that:-

“It is so so sad, just imagine in the university of this nature and standing a simple thing like ordering a ream of photocopying paper takes weeks or even months and even sometimes we are not given . Nobody bothers about anything anymore in this system, in most cases we are forced to use our own money to get the papers and our own resources in order to perform university tasks”.

KII-4-F-A

“My friend if you are not in the right tribe and know the correct people in the system then you might never be promoted or given administrative responsibility in this university. You cannot be appointed to any committee within the university, not even in charge of water unless you have direct connection to the system, your work is just to teach and go home, and again the teaching you are loaded with several classes of a thousand plus students”.

KII-7-M-A

“How do you see it, I taught and supervised my current chair of department and the dean of my school from undergraduate to PhD but I have never sat on that seat and if things remain the same I might not. Most of my colleagues in the department have been promoted as associate or full professors but I am stuck as senior lecturer for over ten years now. What justifications can one give for not being dissatisfied” .

KII-8-F-A

“If the system was listening and attentive to us we would have given beneficial ideas that would enhanced and turn around services in our university for the better. But nobody would want to listen to an ordinary member of the academic staff. Even if they will listen they would not take our advice seriously but just for the sake of entertainment and public relation. Nothing works completely”.

KII-1-M-A

An interesting turn in this study is that in university Beta, the members of the university academic staff demonstrated characteristics of effective administrative practices. University academic staff members in university Beta noted that the university was open to free communication and took up any advice aimed at improving the university reputation. Academic staff members in university Beta further noted that the university was very quick to respond to any request made and to address any grievance arising from the members of the academic wing of the university. However they also raised some concern of dissatisfaction that, despite the university administrative system being democratic and open, in most cases they were not involved in making key decisions affecting their welfare and the administrative structure was much rigid limiting staff inclusivity and therefore affecting the levels of the academic staff job satisfaction.

“Our university system is very effective on staff issues, you raise an issue and within a minute it’s addressed. This make us to have a lot of trust in the university system. Sometimes in a cruel world where nobody listens to you, our university has created a listening ear for us. The university listens to us and addresses our problems”.

KII-2-F-B

“The most dissatisfying and frustrating thing about this system is that the management style is rigid and conservative with no room to challenge or contribute to a decision made by the university management. What

comes is like a religious doctrine that must be followed by all to the later, with no questions, no complain nothing, nothing, and nothing”.

KII-6-F-B

“This kind of university administrative structure leads to some level of forced staff loyalty characterized with deception to blind the university management. To a larger extent it leads to stupid sycophancy where individuals are forced to blindly follow and support the university management even for wrong decisions only for recognition, which is pure sycophancy which is far away from the university set standards. Yet in the real world a university should be a place of critical thinking, free mind and freedom of thought”.

KII-3-M-B

The study reveals a greater difference in the management of university Alpha and university Beta in the manner in which they observe administrative structures and leadership styles which is revealed in the differences in which the motivation drivers between the two; university Beta and university Alpha influences the levels of the academic staff levels of job satisfaction. The comparative qualitative analysis of University Alpha and University Beta reveals several significant drivers to academic staff job satisfaction namely leadership style, administrative practices and other similar factors that act as motivating or demotivating drivers to the levels of academic staff job satisfaction. The findings of this study further indicates and argues that the levels of the academic staff job satisfaction is dependent on the organizational and administrative support systems and structures.

It needs to be understood that the results from the qualitative inquiry in this study relates well with the study done by Harsonet et al. (2023) which argues that leadership style and educational institutional structures significantly affects an employee levels of job satisfaction which can be related to the case of the university Alpha and university Beta. Therefore, this study demonstrates and argues that an open administrative system

of leadership that is focussed on motivating workers tends to boost and raise the staff commitment, morale and general output at the university. While bureaucratic ridged, hard, difficult, and non-consultative university leadership structures that promotes aspects that undermine best work practices in the university tends to limit or hinder university academic staff levels of job satisfaction. This findings tend to concur with the findings of a study done by Ulfah et al. (2023) which argues that a particular leadership style and especially that which is transformative promotes high levels of job satisfaction and generally it is very beneficial for the institution and the employee. This should be seen in the light of universities in Kenya and in other similar contexts.

In comparison between university Alpha and university Beta, this study reveals that University Alpha is characterised by poor administrative structures and conservative leadership styles that affect that effect greatly the academic staff levels of job satisfaction. On the other hand, the study also reveals that, while university Beta has leadership styles that is open and transparent, some administrative elements greatly limits the academic freedom of the members of the academic staff and their involvement in key decision making processes is limited to greater lengths. The study would like to clearly point out that in this situation, both this universities leadership practices affects the levels of academic staff job satisfactions within this institutions. The finding of this study tends to agree with the study done by Paz's (2021) indicating that poorly managed institutions in most cases public universities, tend to struggle with promoting employee involvement and engagement, and motivation due to rigidity, unclear policies and underdeveloped human resource structures. However, of significant interest, this study would like to reveal that university Alpha has very high numbers of qualified academic staff members compared to all private universities in Kenya but they are subjected to bureaucratic leadership and administrative styles.

The findings of this study confirms the arguments discussed about the Herzberg's two factor theory of motivation as employed in chapter one of this study where hygiene factors such as administrative efficiency and fairness in academic staff promotions are important drivers to job satisfaction even when they do not directly motivate academic staff members. This is evident from the findings from both university Alpha and university Beta.

4.3.2.3 University Workload and Work-Life Balance as a Driver to Job Satisfaction in University Alpha and University Beta.

In relation to Table: 4.6 on the distribution of participants by number of learners per course in a semester this study would like to demonstrate that the members of the academic staff in university Alpha tend to deal with relatively high numbers of students compared with the academic staff in university Beta. This scenario seems to be the case with public university in Africa. It is evident from this study that university Beta has a clear academic staff workload policy that is manageable by members of the academic staff compared to university Alpha that is silent on the available workload or rather does not implement the staff workload policy. This study notes that university academic staff workload and how it affects the work life balance of the members of the academic staff is a strong driver to academic staff levels of job satisfaction. Staff in university Alpha reported excessive teaching load characterised by understaffing and high student's enrolment levels. Majority of the participants in this study indicated that they ended up teaching several units up to four undergraduate classes and three post graduate courses including postgraduate supervision with very high number of students and sometimes over a thousand students per unit course in a single class without public address system.

University Alpha respondents noted:-

“I teach in the university from Monday to Friday, I have post graduate classes up to very late at night and sometimes, I have to fix post graduate classes over the weekend, and I have no time to rest. I do not have time to conduct research, publish papers or even for personal development and family. My daughter told me she would not admire my job seeing me on the table throughout. She always asks if I am never tired of reading books”.

KII-8-F-A

“The most unfortunate thing is that university declared some academic staff redundant, others have left for greener pastures, and others have died or opted for early retirement. We are forced to handle more than what is expected to fill the missing gaps. The university has freeze employment of new staff; we are the donkey to carry the load”.

KII-3-F-A

“At the end of the semester I have always ended up marking over 6000 scripts, in which university does that happen. Its work, work, work, and nobody cares but expect you to work and keep on working. By the time results are due; one is completely tired and burned out and highly demotivated and dissatisfied to work in the coming semester”.

KII-10-F-A

Therefore, the study would like to note that the heavy workload for members of the university academic staff in university Alpha greatly affects their levels of job satisfaction. The study reveals that academic staff are unable to conduct research, publish or engage in community service which ideally should be the key responsibilities is limited to just one role which is teaching. On the contrary, the academic staff in university Beta reported more structured and practical workload allocation which in turn enabled the staff to conduct research, publish and actively participate in community engagement. However, this study notes from the participants

voices, it is clear that this structure also puts a lot of pressure to the academic staff members to meet specific university performance targets which is closely monitored through regular appraisals.

“I teach fewer hours compared to our colleagues in public universities, this gives us a lot of advantages such as time to engage in other work related activities. But performance reviews in our university are important and they are closely monitored by the university. One is expected to meet the institutional targets and goals”.

KII-4-M-B

“In our university, at the end of each semester and the academic year an academic staff is expected to demonstrate how they have contributed to research, teaching and community service and definitely how they have raised the university profile. One must give a satisfying and detailed report or risk being sacked”.

KII-7-M-B

“The challenge that we have in our university is that if you work behind schedule, pressure will build up rapidly and you will be overwhelmed. Everything is manageable in this university, you only need to understand the university practices and of significant importance you need to work on top of your daily targets”.

KII-5-M-B

This study reveals that although in university Beta the academic staff appreciated the availability of clear academic staff workload policy that is practical and manageable they also noted that performance evaluation processes are very tight which is mentally involving and puts them under lots of work pressure. While in university Alpha the academic staff members are over worked, it should be noted that they are left or are minimally supervised by the university administration. The overburdened and heavy academic staff workload in university Alpha; limited the academic staff ability to engage in other personal and work related activities. This study reveals that the University academic staff member's workload and work-life balance differentiates the

experiences of academic staff in public and private universities, both of them have motivating and demotivating drivers. These findings are in concurrence with a study done by Korir (2017), who demonstrated that academic staff workloads in public universities just like in university Alpha are never aligned with staff workload policy, and capacity, resulting in staff fatigue, reduced research output, and declining morale. Findings herein reveals that in university Beta the academic staff have manageable workload, which improves there, efficiency and job satisfaction levels and outputs; however they are psychologically traumatised due to pressure to meet work targets.

Comparatively academic staff members in the two universities (university Alpha and university Beta) are subjected to some rather work related pressure, university Beta on meeting institutional targets and university Alpha in the form of performance or work anxiety. This outcome is in line with the finding of a study conducted by Harsonet et al. (2023) who identified this tension and named it “productivity paradox,” where demands for university efficiency, goals and objectives improve institutional output but can lower intrinsic motivation of the academic staff members who develop feelings of being over-scrutinized.

In summary, from the findings of this study, the qualitative findings demonstrate two unique institutional drivers at the center of raising the levels of the academic staff job satisfaction. It is noted that university Alpha has poor administrative concerns about the academic staff workload leading to high levels of staff demotivation, delays in attending to academic staff issues, academic staff promotion and performance stagnation. While university Beta reflects an efficient system governed by rigid accountability structures promoting university success but also raising some level of stress among the academic staff members. This difference in institutional operations in university Alpha and university Beta demonstrates the nature of working environment

and how work related environment plays an important role in influencing the academic staff levels of job satisfaction. Whether through infrastructural enhancement, leadership styles or workload related issues; this study notes, that to a larger extent all this shapes the academic staff levels of job satisfaction.

4.3.2.4 Synthesis of the Findings on working Environment as a Job Satisfaction Driver in university Alpha and University Beta.

From the above discussion on the first objective of this study, it is clear that, although the findings of this study demonstrated some level of weak relationship between university working environment and academic staff job satisfaction as a driver to academic staff levels of job satisfaction further inquiry into the matter revealed that university work environment is a strong driver to university academic staff levels of job satisfaction as indicated in **table 4.15** below:-

Table: 4.15 Results on the influence of Working Environment on University Academic Staff Job Satisfaction.

Dimension	University Alpha	University Beta
Institutional infrastructure	Dilapidated, constrained	Ultra-modern
Administrative Structures	Bureaucratic, with autocratic tendencies	Effective
Leadership style	Detached, reactive	Focused and responsive
Workload	Heavy , overburdening	Manageable
Stress Contributors	Job security	Performance rewards, autonomy recognition
Job satisfaction drivers	Resource scarcity, unclear promotion criteria	Output pressure, evaluation fatigue

From the discussions of objective number one of this study above, the findings reveal that there is a big difference in academic staff levels of work experiences in the two universities (university Alpha and university Beta). This reflects minor but serious systemic challenges that needs to be resolved. Public universities like University Alpha, which depends heavily on government support, sponsorship and funding, is characterised with resource deficiency, limitations and systemic conservatism and bureaucracies characterising a kind of leadership style that does not promote positive working environment. This therefore means that academic university academic staff job satisfaction levels in public universities like university Alpha is limited by serious structural and administrative challenges rather than individual staff performance limitations.

On the other side private universities, with a perfect example of University Beta, operate under strict business company administrative structures that prioritize academic staff performance, university branding, and university return on investment to meet institutional goals and objectives. It should be understood that while this can lead to more efficient university system and better working conditions of private universities as compared to public universities, it definitely commodifies the academic staff role, to a larger extent reducing the academic staff levels of job satisfaction for those who value intellectual or academic freedom over institutional directives as noted by Marginson, (2007).

Further, the study findings reveal a significant relationship between university resource availability and university academic staff intellectual as well as job freedom. In public universities like university Alpha, the study reveal that the academic staff enjoy more intellectual freedom but face infrastructural as well as administrative challenges when

discharging their duties hence limiting their levels of job satisfaction. In private universities like university Beta, members of the university academic staff benefit a lot from well-resourced working environments but they are always subjected to very strict university policies and policy control structures and measures. This study reveals that this situation is not necessarily created by an individual academic staff choice but rather created by university policy as well as administrative structures; therefore, the universities whether private or public must balance institutional performance expectations, goals and objectives with the academic staff professional dignity, status and general well-being, in order to improve their levels of job satisfaction.

The qualitative findings of this study strongly agree with existing literature on job satisfaction and organizational dynamics in educational institutions as discussed in chapter two. As demonstrated by Harsonet et al. (2023), Ulfah et al. (2023), Korir (2017), and Paz (2021), they have both argued that the relationship between university leadership or administrative style, institutional infrastructure, academic staff workload, and general university practices are key drivers in determining university academic staff levels of job satisfaction. It is on this basis of the above argument that this study therefore, calls for the need for differentiated strategies to address administrative challenges in both public university Alpha and private university Beta.

For example in public universities like university Alpha there is the need for investment and improvement in infrastructure and administrative changes as well as administrative policy reform. While in private universities like university Beta, there is need of these institutions to develop environments that enhance and promote the academic staff voices and reduce performance induced stress on academic staff members. If this proposal is fully implemented by university Alpha and university Beta, then the

academic staff in both institutions will experience significant levels of job satisfaction and the respective institutions will experience positive institutional output.

4.3.2.5 Conclusion of the findings of Study objective one

In understanding objective one and answering the research, question related to it. This study found out that while quantitative analysis outcomes reflects lesser role of the working environment as a critical driver to the academic staff levels of job satisfaction qualitative explanations gives contrary outcome indicating that academic staff levels of job satisfaction is influenced by work environmental conditions or drivers. In public universities as demonstrated by university Alpha in this study shows that the levels of university academic staff levels of job satisfaction is basically affected by structural issues, beaureocracy and resource shortages.

While in private universities as reflected by university Beta, it demonstrates that performance requirements are characterized by administrative interferes on staff performance with the benefits of better university infrastructure having a minimum benefit with the academic staff levels of job satisfaction being lowered. This points out of the urgent need by both university Beta and university alpha carrying out immediate policy reforms in order to address the loopholes identified in this study in order to raise the levels of the academic staff job satisfaction.

4.3.3 Study Objective 2: Evaluate the Influence of Compensation and Benefits on Academic Staff Job Satisfaction in Selected Public and Private Universities

The second research objective that guided this research sought to evaluate the role of university academic staff members compensation and benefits levels and how it influences the levels of job satisfaction in a selected public and private universities using the cases of university Alpha and Beta in Kenya.

Over the years, it is common knowledge that compensation for the members of the university academic staff remains one of the key drivers to university academic staff levels of job satisfaction in Kenya particularly where intellectual labor, academic workload demands, and expectations for university academic staff outputs are high. This section of the study therefore evaluates this objective from the qualitative and quantitative data analysis perspective in order to get an in-depth understanding of the case at hand. According to the literature reviewed in chapter two of this study, it has been noted that university academic staff structures of compensation and benefits are universally as well as in this study acknowledged as critical drivers to promoting individual academic staff levels of job satisfaction and fulfilment among university employees including the academic staff in public and private universities. The exploration of the cases of university Alpha and university Beta will give a clear picture of the situation in the Kenyan university sector whose findings should be generalized to fit other similar contexts in Kenya and abroad.

This objective therefore examines how university academic staff compensation structures and associated benefits influence university academic staff in university Alpha and university Beta levels of job satisfaction drawing a clear comparison (between public university Alpha and private University Beta), through its detailed qualitative data analysis techniques employed in this study. The data in this study reveals the existence of the different levels of university academic staff job satisfaction in the two universities. Academic staff perception on the idea of equality and equity in the university and organizational university challenges across university Alpha and university Beta tends to be different based on the outcome of this study.

Using quantitative data analysis technique, this study employed the use of one way Analysis of Variance (ANOVA) to examine and explore objective two of the study to

statistically assess if there were significant differences in university academic staff levels of job satisfaction scores in university Alpha and university Beta. This was based on academic staff levels of job compensation and staff benefits between university academic staff in university Alpha and university Beta as indicated below:-

Hypotheses:

Null Hypothesis (H_0): There is no significant difference in mean job satisfaction levels scores between the university academic staff in university Alpha and Beta.

Alternative Hypothesis (H_1): There is a significant difference in mean job satisfaction levels scores between the university academic staff in university Alpha and Beta.

Sample Size and Variables Based on this study objective:

Respondents: 72 University academic staff members (university Alpha: n=38; university Beta: n=34)

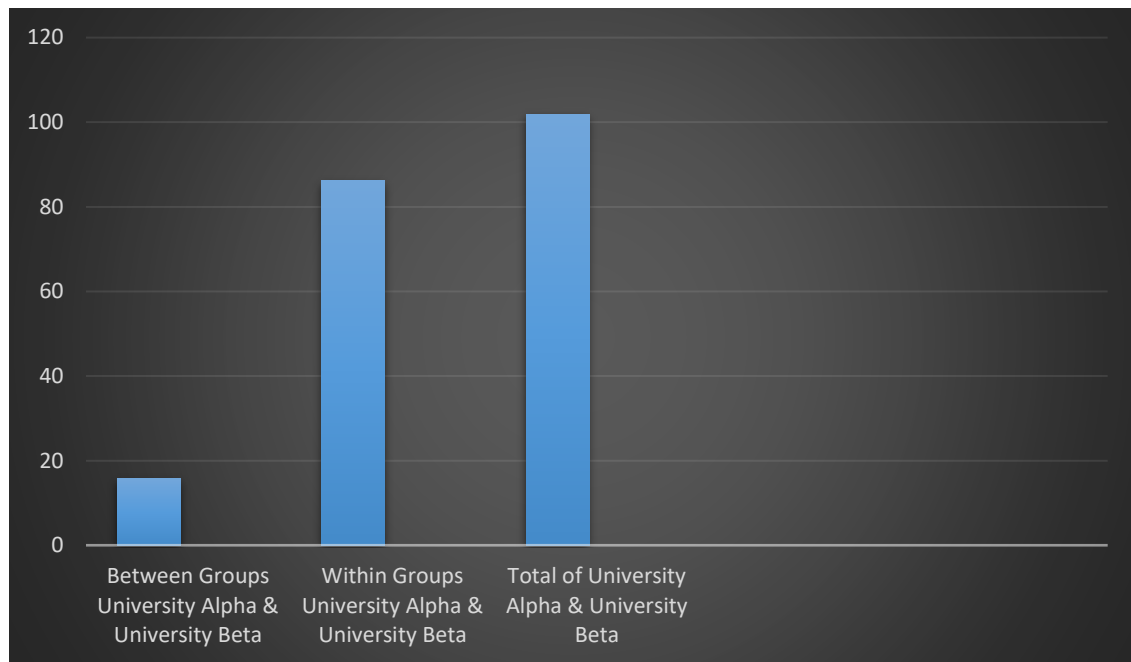
Dependent Variable: University academic staff job satisfaction score (measured on a Likert scale from 1 to 5)

Independent Variable: University type (university Alpha or university Beta)

Table 4.16 Outcome of ANOVA Results:

Model	Sum of Squares	Df	Mean Square	F	p-value
Between Groups	15.73	1	15.73	12.46	0.0008
Within Groups	86.21	70	1.23	-	-
Total	101.94	71	-	-	-

Fig 4.4: Graphical representation of ANOVA results: Sum of Squares by Source.



From the above data, table 4.16 and Fig 4.4 above illustrates the distribution of sum of squares across scores between university Alpha and Beta and within university Alpha and Beta termed as between groups and within groups. This study findings demonstrate that the F-value of 12.46 is statistically significant at $p < 0.001$, confirming that there is a meaningful difference in job satisfaction levels between the university academic staff in university Alpha and university Beta. This study would like to note from the above stated results that university Beta demonstrated significantly higher mean satisfaction scores in aspects related to academic staff levels of job compensation, academic staff benefits and academic staff recognition categories.

Table 4.17 ANOVA on Compensation and Reward Drivers in university Alpha and university Beta.

Theme	F-statistic	p-value
Compensation Levels	546.7500	0.0000
Benefits Structure	840.1765	0.0000
Recognition Levels	972.0000	0.0000
Workload Structure	1192.8600	0.0000
Job security Structur	1296.5870	0.0000

Fig 4.5 Satisfaction Scores in university within Alpha and Beta

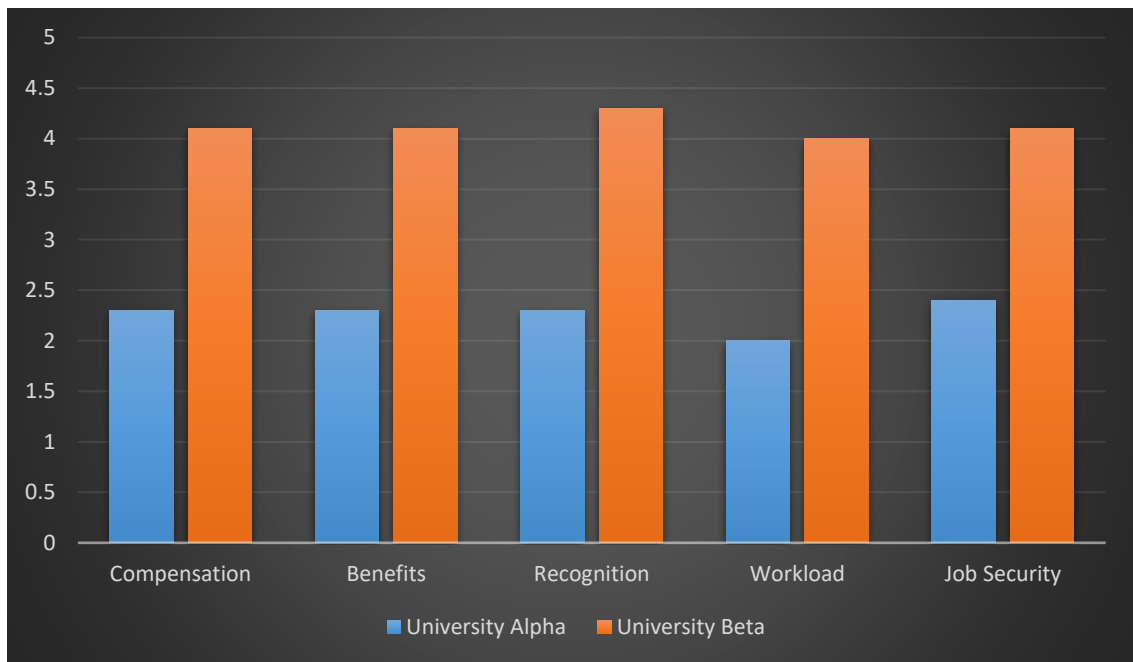
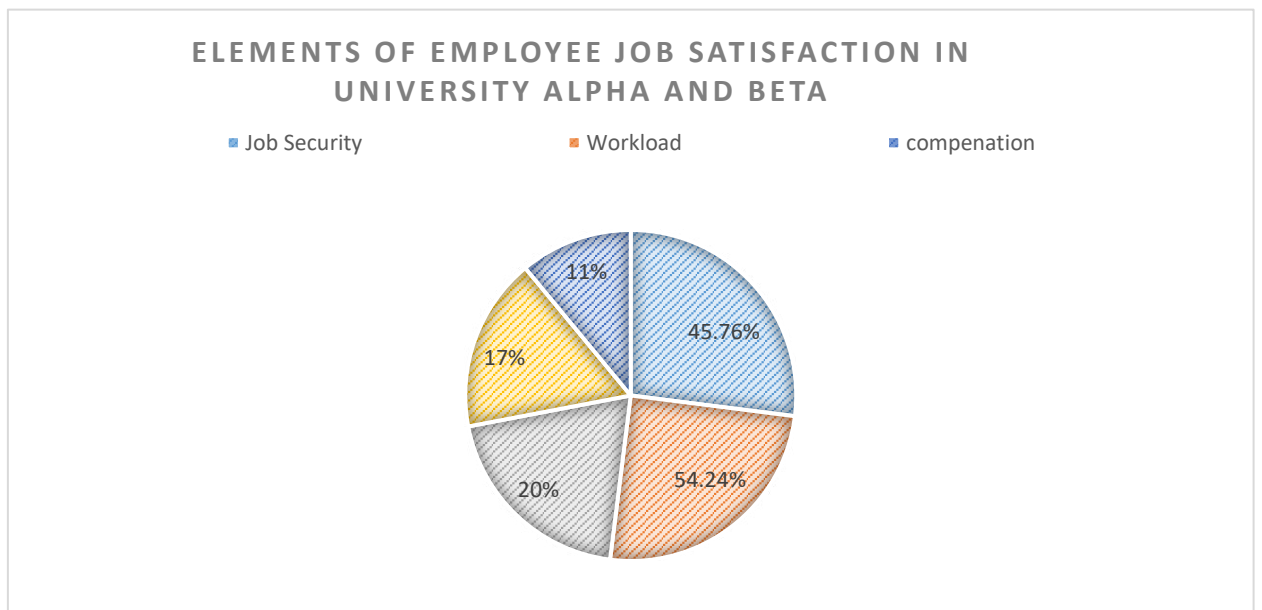


Fig: 4.6 Elements in Employee job satisfaction



Key

Job Security 27%

Workload 25%

Recognition 20%

Benefits 17%

Compensation 11%

From the above table 4.17, Fig 4.6 indicates key institutional drivers of academic staff levels of compensation and reward among the members of the university (academic staff) in both university alpha and Beta. The findings from the two universities continuously showed higher job satisfaction levels across all themes mentioned such as academic staff job security, academic staff workload, academic staff recognition, academic staff benefits and compensation levels. However, these themes tend to be very high in the university Beta compared to university Alpha as discussed in this study.

The study notes that compensation structure is a critical driver in promoting university academic staff levels of job satisfaction in both categories of universities which is indicated as $F = 546.75$, $p = 0.0000$. This finding illustrates that there is a statistically significant difference in academic staff levels of compensation and job satisfaction drivers between university Alpha and university Beta. Based on the responses from the participants in this study, this difference is evident in salary base where university Beta reported stable salary base and more regular payment schedules while university Alpha staff expressed dissatisfaction over stagnant pay scales and frequent salary delays and non-payment of statutory deductions. This is in line with a study done by Korir (2017) and Harsonet et al 2023 who argued that delayed staff compensation levels and rewards of academic staff in public universities definitely creates staff anxiety, erodes trust at work place and confidence in the administration and lowers academic staff levels of job satisfaction.

University academic staff benefits as a driver to the university academic staff levels of job satisfaction is represented in this finding by $F = 840.18$, $p = 0.0000$. This finding implies that the benefits offered in university Beta representing private universities lead to significantly higher university academic staff levels of job satisfaction compared to

university Alpha that is a public university. According to the responses in this study, participants from university Beta noted that they benefit more from comprehensive medical health insurance plans covering dependents, dental services, optical services, mental health services, and emergency care. While those in university Alpha noted that they have very unreliable healthcare insurance schemes, often only covering basic outpatient services and sometimes the health coverage is suspended forcing them to go for months without a significant medical cover.

On the issue of university academic staff retirement and pension schemes participants from university Beta noted that the university managed pension systems proactively and offered regular workshops and trainings on financial literacy. While those from university Alpha noted that public university, staff reported confusion or delays in accessing retirement benefits and sometimes-non remittance of their retirement benefits. On the issue of non-monetary benefits, the Staff in university Beta mentioned access to university gym memberships, university staff transport, and staff subsidized meals, and university staff wellness programs. These benefits contributed to academic staff wholesome well-being and indirectly improved the academic staff levels of productivity and job satisfaction. From the above discussion, the implication is that, there is a wide benefit system, which acts as a form of institutional care, promoting academic staff loyalty to the university and reducing academic staff brain drain and turnover levels.

Recognition and Incentives as drivers to university academic staff levels of job satisfaction is represented as $F = 972.00$, $p = 0.0000$. This implies that the university academic staff in university Beta showed tendencies of being more satisfied with recognition and incentive systems as compared to the counterparts in university Alpha that is a public university. The study would like to note that participants from

university Beta indicated that their university conduct annual academic staff reward and award ceremonies, the university circulate newsletters with “the academic staff of the month,” and issue certificates of recognition to academic staff for commitment to service. While counter parts in university Alpha noted that the university does not have recognition policy or rather, it is silent on the existing one, which greatly affects the levels of the academic staff job satisfaction. This finding could be easily linked to the Herzberg’s Two-Factor Theory as discussed in chapter two of this study, which has been extensively employed to explain and give justifications as to how recognition is a driver that directly increases university academic staff levels of job satisfaction. Therefore, lack of university academic staff recognition structures can lead to academic staff emotional fatigue and withdrawal from active professional engagement in the university. This study would like to strongly note that recognizing university academic staff contributes and cultivates a sense of staff worth, purpose, level of commitment, service delivery and alignment with university goals and objectives.

The issue of academic staff workload and job flexibility as a driver is represented in the findings as $F = 1192.86$, $p = 0.0000$ which signifies that the university academic staff workload distribution and flexibility levels differ significantly between university Alpha and university Beta, and in support to university Beta. Qualitatively the participants in this study noted that university Alpha academic staff often handle up to over six units per semester and more than twelve units per academic year due to understaffing and large students numbers per course. In comparison, university Beta, teaching workload are manageable, and the academic staff can negotiate work schedules as compared to those in university Alpha. The driver of flexibility and work-life balance came out as a key driver to the academic staff levels of job satisfaction in both university Alpha and university Beta.

The findings of this study reveal that private universities like university Beta tend to offer flexible work arrangements for its academic staff, including blended teaching models where academic staff can teach students both online and physically, opportunities for research sabbaticals are given to academic staff members, and existence of equitable workload redistribution policy. Participants from university Alpha in this study reported the existence of conservative and rigid administrative systems, which creates little or no space for academic staff personal or professional development needs. The study found out that in university Beta, the university employed enough teaching assistants and department administrators to ease the academic burden of senior members of academic staff while participants in university Alpha reported lack of administrative and logistical support, which promotes higher levels of the academic staff job dissatisfaction. This study outcome implies that excessive academic staff workload in university Alpha reduce research output, limit academic staff innovation, and cause work related psychological stress and trauma among the members of the academic staff. From the above discussion in the findings in university Beta and university Alpha, the study would like to note that balanced academic staff workloads support productivity and job satisfaction levels among academic staff in university Beta as compared to university Alpha.

On the matter of academic staff job security and promotion as a driver to academic staff levels of job satisfaction it is represented as $F = 1296.59$, $p = 0.0000$ implying that there is a clear differences on how the academic staff in university Beta and Alpha perceive job security and promotion criteria. The study would like to note that participants from university Alpha argued that they are employed on permanent and pensionable terms and therefore this gives them some level of job satisfaction, however tutorial fellows in this university reported higher job insecurity due to delayed contracts and unplanned

dismissal by the university management. Respondents from university Beta indicated that the university provides them with regular and timely renewable contracts with clearly defined terms, reducing work related stress and feelings of uncertainty.

On the matter of academic staff promotion, participants from university Alpha noted that the promotion criteria is often delayed and characterized with uncertainty. Participants from university Beta noted that their university uses transparent promotion criteria and academic staff performance appraisals to determine on academic staff career development and progression. The findings of this study can be linked to the arguments of Equity Theory, which states that when staff perceive unequal treatment or career stagnation, they experience demotivation and reduced effort therefore equity in promotions builds trust and fosters a meritocratic academic culture. This study therefore concludes that university Alpha as compared to university Beta should adopt a more transparent and timely promotion systems, policies and structures, which will definitely act as critical drivers to academic staff levels of job satisfaction.

In this study, the findings point out that the academic staff at university Beta consistently rated their job satisfaction levels higher than in university Alpha, attributing this to, timely and transparent salary payments, structured performance-based staff motivation and incentives, and comprehensive benefits such as stable and good health insurance policy, pension clarity, and staff wellness programs. Academic staff supportive work environment and participatory university administrative structures. On the other hand, university Alpha participants noted they are highly demotivated because of consistent salary delays and unclear promotion criteria, inadequate academic staff welfare benefits and poor communication of university administrative policies, heavy workloads, high student numbers and understaffing, limited academic staff recognition policy and lack of career progression. The above

analyzed results gives a detailed empirical evidence to the claim by this study that university policies developed and focused on the university academic staff compensation and benefits to a greater extent drives the academic staff levels of job satisfaction in both university Alpha and university Beta.

In conclusion, the analysis indicates that there is statistically significant differences across all areas of discussion in both university Alpha and university Beta suggesting systemic as well as structural reforms in the two universities in order to address inequalities in terms of university academic staff job satisfaction levels in both university Alpha and university Beta. These results seemingly agree with other studies done by Zhenjing et al., (2022); Ulfah et al., (2023); Myeya & Rupia, (2022) which demonstrates that university environment, and not just economic incentives and support, determines university academic staff levels of job satisfaction in university Alpha and university Beta.

4.3.3.1 Lived experiences on Compensation Adequacy on the Academic staff levels of Job Satisfaction.

The study notes that the academic staff from university Alpha indicated complete dissatisfaction with university services offered to the members of the academic staff such as salaries citing delayed payment and unremitted statutory deductions, pensions, poor academic staff compensation packages, stagnant salaries, unhonored annual salary increments, and delayed promotions as the primary drivers of university academic staff levels of job dissatisfaction. Majority of the participants in this study from university alpha a public university indicated that their pay does not reflect their academic qualifications as well as the assigned work load.

“Despite holding a bachelor’s degree, two master degrees and a PhD and over ten years teaching experience my salary has not significantly changed. We feel like this

university system rewards staff stagnation more than growth. But those who are in correct ethnic position are rewarded by this system accordingly and given additional responsibilities with packages”.

KII-4-M-A

“Our job allowances are very minimal and not enough to support our basic living standards in these hard economic times in our country. The only money that we meet is teaching practice allowance which is also paid in phases and I can tell you up to now we have not been cleared our allowance for the last academic year. Nothing seems to be moving towards the positive side in terms of rewarding the academic staff members in our university”.

KII-8-F-A

The study would like to note that this level of academic staff frustrations characterized with delayed promotions greatly affects the effectiveness of the academic staff service delivery to the university and their general social and psychological welfare. This specific finding aligns with a studies done by by Zhenjing et al., (2022); Ulfah et al., (2023); Myeya & Rupia, (2022), which all tend to agree that in public institutions such as public universities as in the case of this study. Existence of poor compensation structures in the university prevents not only the academic staff performance but also the morale and retention at the university. On the other hand the participants from university Beta showed some higher level of job satisfaction and contentment with their salaries and benefits from the university, they acknowledged that while they were paid slightly lower than their counterparts in university Alpha, they are given more allowances and the salary payment was very stable.

“Honestly I will be lying to you if I say that our salaries are higher than those of our counterparts in public universities. However, we have better allowances packages than they do. It is a balance situation with our counterparts in public universities. Our salaries never

delay. We are always paid on or before the 20th of every month”.

KII-5-F-B

“To be honest our medical insurance scheme is one of the best that one can have in this country, apart from that we are given travel allowances to attend international conferences and our pension scheme is up-to-date and real time. But the only challenge that we have is that the institution demands a lot from us, we have strict timelines to meet the institutional goals, sometimes we feel that we have given our freedom to the institution and forgotten about ourselves”.

KII-2-F-B

The above participants voices tends to agrees with a similar study done by Ulfah et al. (2023), who argued that while good university administrative and leadership structures and structured university performance are critical drivers to university academic staff levels of job satisfaction in private universities. However, the study would like also to note that workers in university Beta are subjected to strenuous conditions in meeting the university goals, vision, mission and objectives.

4.3.3.2 University Non-Monetary Benefits and Welfare Support as driver.

This study would like to clearly point out that the findings reveal that the provision of none monetary benefits and welfare among the members of the university academic staff differ greatly in both university Alpha and university Beta. All the participants from university Alpha complained that there are no clear university structures supporting academic staff welfare, they strongly complained that sometimes their medical cover is suspended and of late, they have been forced to stay for four months without medical cover. They further noted that they are not even supported or facilitated by the university to participate in international conferences and seminars, all this acting as factors that demotivate them. Participants in university Alpha noted:-

“I can honestly confirm that our medical cover expired two months ago. The university does not even remit our contributions to the national medical insurance cover SHA, so we are praying that we should not get sick during this difficult moment, nobody talks about it, nobody cares about it. We are doomed done and dusted. We are under Gods medical cover; I hope God does not forsake us in this. Look, we are now participating in the national UASU strike but the VC has warned that he will suspend our medical cover if we continue with strike. Really is that how to treat workers”.

KII-11-F-A

‘Imagine we are forced to fund ourselves to attend international conferences and seminars, that will even benefit the university. If you are not linked to the university management and the right system then I can assure you that the university will never give you a penny. Those who have the right connection are funded to attend conferences but those of us who are not well connected we are left to our own fate’

KII-18-M-A

“What else do we stand to benefit from this university? Nothing absolutely nothing. The university benefits from us more than we do from them. It is only that we have no choice. We have a good salary package but it can only be good if the university pays the whole salary amount to us. Things can be good if the university creates the correct environment for us to work”.

KII-14-F-A

The above arguments as put forward by members of the university academic staff in university Alpha points to the fact that public universities in Kenya are not keen in ensuring that members of the academic staff are provided with the necessary benefits to drive their levels of job satisfaction. Participants from University Beta indicated that they have always receive adequate support from the university management which has at all times increased their levels of job satisfaction through promotion, career progression and professional development programs initiated by the university management. They further noted that better health care insurance and university

academic staff welfare savings scheme are all driven and supported by the university management.

“In all our meetings our vice chancellor has at all the time emphasized on family values, the man is so religious and upholds great family values. He believes that the only motivating factor for the academic staff to effectively work is when the academic staff members is fully at peace at home and spiritually. It’s like one of his defacto administrative policies is to ensure every member of the academic staff has a strong family as support system”.

KII-4-F-B

“The human resource office in our university will always remind us to apply for annual leave. They will always write memos and make notices over the same and even send staff emails to remind us on the issue. This is one of the support structure put by the university to ensure the mental wellbeing of the members of staff”.

KII-11-F-B

‘The support the university is determined to give to the members of staff has over the time made us to build trust to the institution. Whenever the academic staff members has an issue, the university is always ready to assist the member to solve the issue. The university has provided us with a home away from home ’

KII-10-F-B

The explanations on personal experiences given by the participants above tends to agree with a number of studies like the one done by Harsonet et al. (2023), who stresses that workers motivation and job satisfaction levels are not just about salary, but also about how public and private universities values and treats their employees’. If the university is concerned with the welfare of the staff then the members of staff will be greatly motivated but when the university turns a deaf ear on the issues affecting the academic staff members then the outcome will be a base of very demotivated group of staff. This greatly determines their levels of satisfaction or dissatisfaction.

4.3.3.3 Disparities in Incentive Structures and Recognition in university Alpha and Beta as a key Driver.

The differences that exist in the incentive and recognition modes and structures in university Alpha and university Beta came out strongly pointing out clear path of departure between university Alpha and university Beta. The study would like to note that in university Alpha the members of the academic staff felt very demotivated, rejected, undervalued, overburdened and unrecognized for their efforts at the university, especially on aspects of academic research output, student mentorship, and administrative duties.

“I did my second PhD and was not recognized, not even by the COD, nobody values individual effort in this university. I am doing my post-doctoral and I do not expect to be recognized or rewarded by those in management. May be one day one time we shall get a university management that is concerned with the welfare of the academic staff and students”.

KII-8-F-A

‘I have published twenty publications since my last promotion as a lecturer but nobody has ever recognized me. We are just publishing for the sake of appraisals. They even refused to shortlist me for interviews citing the issue of departmental staff establishment. We are motivated but we shall never give up in support of our university’

KII-12-M-A

“In this university there is no real academic staff motivation beyond the lecture room, if you do anything extra it’s up to you or out of your own love and commitment. As an academic staff, self-motivation will drive you but not university-factored motivation. Motivation is intrinsic”.

KII-9-F-A

This study would like to note that the characteristics displayed by university Alpha contributes to the staff levels of demoralization, demotivation and lack of innovation

and self-drive among the members of the university academic staff. It should also be noted that poor or lack of academic staff job satisfaction drivers may contribute to all this. The finding on this objective is in line with the study done by Zhenjing et al. (2022) which identified these issues including financial constraints due to underfunded educational programs as a barrier to the academic staff levels of job satisfaction.

The study further notes that participants in university Beta indicated that they have a well outlined reward and incentive systems and structures for the members of the university academic staff such as faculty awards, payments of internal part timing to academic staff and academic staff recognition during graduation and other university functions. However some studies explored earlier on indicated that sometimes academic staff members recognition and awards are done and given to high end researchers leaving teaching based researchers and the junior members of the academic staff out of the benefit matrix.

The participants in this study noted:-

“The university has really emphasized on research but if you are more committed to teaching only your contributions go unnoticed. You must research and write academic papers in refereed journals. You need to write proposals for funding and attract funds for the university. You have no choice but to help put the university at the top of the research map”.

KII-8-F-B

‘The incentive structures push for individualism rather than collegiality. It promotes competition rather than collaboration. People work to attain self-accreditation by the university management. We are living in the world of God for us all but everyone for themselves. It’s up to you as an individual to raise your research profile’

KII-9-M-B

This study finding indicates the deeper dynamics involved in motivating the members of the university academic staff to increase their output and raise their levels of job satisfaction. This specific finding is in line with a study done by Tallam et al. (2019), whose work indicates that reward systems in private institutions drive output but may also foster individualism and emotional fatigue, a fact that is in line with the findings of this study as discussed above.

4.3.3.4 Compensation Packages and Perceptions of Fairness as a Driver in University Beta and Alpha

This study would like to point out that in university Alpha academic staff members explained their levels of job dissatisfaction with the levels of compensation linking it with frequent salary delays of up to three months, stagnant pay scale, unremitted statutory deductions, and lack of financial support for research and or extra academic activities by the university management. The members of the academic staff in university Alpha cited lack of performance based reward. In addition, the unclear policy for promotion and career progression was another demotivating driver, the members of the academic staff pointed out that they were interviewed in December 2024 but it took an industrial action the following year in September 2025 for their promotion letters to be released. This shows how the university management practices can be a serious driver to the academic staff levels of job satisfaction.

The members of academic staff noted:-

“I have worked for fifteen years in this university without promotion or noticeable salary increment. We work but we are not paid for the work that we are doing, imagine someone expects you to work but they have not paid you for more than three months. If you participate in industrial action, you are threatened with being declared redundant. I love teaching but I feel I am not paid well, I am not well treated at this place, if I get greener pasture I can assure you I will pack and go”.

KII-9-F-A

“I teach more than six units in a semester and more than twelve units in one academic year, mark several thesis, serve in the university committees, I have departmental roles but I am not paid for all that. Our university is like a church where you serve and give but you do not expect anything much”.

KII-11-F-A

Other participants noted that delayed promotions and lack of clear career progression criteria in the university discouraged long-term academic staff commitment to the university. This action and weakness on the part of the university management led to feelings of resentment among the members of the university academic staff.

“Nobody really knows the criteria used to promote academic staff in this university. One must really be connected to the system to even get shortlisted by the promotion committee. I taught someone, supervised him at masters and PhD levels but now he is a professor and I am just a senior lecturer. How can you explain this act, this is very very demotivating to members of the academic staff. Personally I am very much demotivated as a members of the academic staff”.

KII-8-F-A

Further revelation from this study indicate that the case is different in university Beta where participants reported that they are offered relatively stable salaries, timely payments, and structured performance-based rewards and fair incentives. Academic staff members in university Beta appreciated the openness of the university as demonstrated through its criteria for paying academic staff annual increments, honoring payments tied to research output, rewarding teaching excellence, and rewarding academic staff community extension, engagement and service.

“In this university as long as you perform you are very safe though sometimes you really need to work up to very late to meet other university demands. If you publish you are paid, if you teach well you are recognized. Everything

is all about how well you are able to put into your work. The university has systems of recognizing and rewarding hard work. Our university is performance driven ”.

KII-8-3-B

“Even if our salary scales can’t be compared with that of our counter parts from public universities, we have other incentives like research grants, conference funding and a lot more that puts us ahead. If you put all this together you will realize that at the end of the day we in private universities end up with a lot of money than our colleagues in the public universities”.

KII-8-F-A

This study confirms that the above findings relates well with a study done by Harsonet et al. (2023), who recognized that the power of remuneration as a motivating driver, when linked to staff merit and clarity, remuneration significantly promotes academic staff levels of motivation and job satisfaction. Similarly the findings of this study agrees with the study conducted by Korir (2017), which discusses the serious effects of staff salary stagnation and unfulfilled financial promises members of staff as a great demotivating driver, particularly in public institutions like university Alpha as discussed in this study.

4.3.3.5 Benefits and Welfare Programs as a key Driver in University Alpha and Beta.

This study notes that apart from staff salaries, the nature of other benefits provided by the university such as comprehensive medical health insurance scheme, housing plan, good pension schemes, and academic staff career progression and development opportunities also emerged as critical drivers in shaping job satisfaction levels among the members of the academic staff. It is worth noting that this study reveals that in University Alpha, the benefits the academic staff members were receiving were limited, unreliable, and inconsistent as indicated from the participants voices as mentioned below:-

“The truth is that our medical cover is very unreliable, in most cases it rarely covers outpatient services. One hundred and fifty thousand shillings is allocated for outpatient services and before the year is half way the amount is already exhausted. Like now the cover with our insurance provider expired, we are now left on our own’.

KII-7-F-A

“The university does not remit our retirement packages and other statutory deductions. We have seen colleagues retire, and go home with nothing, it is very discouraging. We do not know what will be of us if we retire because those who have retired have never received their full retirement packages”.

KII-5-F-A

This study gives a unique and clear picture of university Beta, participants described the university as having a more supportive work environment, where medical health insurance covered for both staff and immediate family members, and pension schemes were provided and well managed with clear policy and implementation structure. The staff members seemed very much contented with how the university implemented this particular driver.

“We have a comprehensive medical health insurance cover for all staff. Outpatient services are superb and we have a feeling that our health is well covered. Our cover allows one to seek medication anywhere in this country. It has no limitations on how much money can be spent in a day by a patient. If your health is safe then you are safe. We can only say thank you to the university”.

KII-4-F-B

“The university consistently organizes workshops for retirement plans. We are always educated on financial literacy. Those who are to retire in two years’ time are already being taken through cancelling process and trainings on how to invest their retirement benefits. We are a very happy lot of the academic staff’.

KII-6-F-B

Participants from university Beta in this study described other staff welfare benefits like subsidized meals during working days, gym memberships for the academic staff members, and mental health counselling programs, as critical drivers that promote university academic staff high levels of job satisfaction as noted below.

“We have serious staff wellbeing programs in this university. The university has wellness programs which includes free counselling programs, physical fitness programs which makes me feel indebted to my university. Our university is concerned about our welfare and well-being”.

KII-9-F-B

‘Our medical cover is the best around; I can’t imagine one that can match our medical cover. I love my job, I love my university. We are because our university is. Our university is the best in the universe’.

KII-10-M-B

From the above discussions the findings of this study seems to have a strong support and concurrence with a study conducted by Ulfah et al. (2023), whose findings concluded that institutional or university organizational support mechanisms to members of staff, including structured benefits, play an important role in promoting staff retention and loyalty to the management, which can be applied to the cases of this study. This study would like to note that in universities where the administrative structures have clear policy guidelines that support academic staff based on aspects of recognition, incentives and motivation will definitely create an academic workforce that will be highly motivated due to the increased levels of job satisfaction. This study strongly recommends that university Alpha should check, develop and adopt clear policy framework on academic staff benefits and rewards while university Beta should work on strengthening the already existing policy framework on benefits and rewards.

4.3.3.6 Recognition, Incentives, and Motivation as a Driver to academic staff job satisfaction.

In its findings, this study reveals that both monetary and non-monetary driver was a key determinant to academic staff levels of job satisfaction in both university Alpha and university Beta. In the oral submission by the academic staff members. Participants from University Alpha reported feelings of largely being unrecognized for their efforts which demonstrates their high levels of job dissatisfaction. This is recorded by their voices below:-

“During university internal and external audits when the academic department does well nobody recognizes the academic staff, it’s actually a non-issue to the university administration. The person who is praised for the good work is the chair of department yet in most cases; they have contributed to very limited success. Lecturers work under the laid down structures that ensures everything works in tandem. It doesn’t matter whether the COD is around or not”.

KII-1-F-A

“We have published a number of university level books, published in a number of reputable international journals that have put the university visible in the global academic map, we have organized conferences at local as well as at international level but we have never even been mentioned anywhere. Not even a thank you note. This is very dissapointing”.

KII-3-M-A

One participant from university Alpha expressed her deep frustration and discouragement to a point of giving up and even contemplating resigning from her place of work:

“There’s no institutional record in this university, today you are the talk in the corridors of power but tomorrow you are forgotten this is very traumatizing. You do much but nobody keeps the record of your good deed. If you do something that is not in line with the university norms, they will attack you and you will become the talk for

years. It is very sad that sometimes one feels orphaned at the place of work”.

KII-10-M-A

The study found the situation very different in university Beta, where things seemed to be perfectly running. Participants in university Beta noted that the university had very clear structures for recognizing outstanding performance in academic staff service delivery at the university. The university usually organizes yearly academic staff award ceremonies, which are held in the university. Public commendations and certificates of appreciation are always given to outstanding members of the academic staff.

“I have been rewarded severally as the best lecturer in the university. I feel very proud of myself for this achievement; this demonstrates that my work is being appreciated by the university administration. The university seems more concerned with us than even the way we are concerned with ourselves”.

KII-8-F-B.

‘Every month the university human resource department will always list the names of outstanding staff members in various categories. This move tends to boost the staff levels of job satisfaction and creates friendly staff competition and staff-administration relationship. This place is just satisfying; sometimes you may not even feel like going home after work’

KII-10-M-B

As discussed above the findings seem to relate so well with the findings of a study conducted by Myeya & Rupia (2022), who points out that the motivational power of recognition for staff, especially when integrated into institutional culture raises the levels of staff job satisfaction. All this can be seen from the outcome of the results from the university Beta that demonstrates that the academic staff members are highly motivated because of the institutional practices and policies that support academic staff. This study would therefore like to recommend that university Alpha adopt similar

policy measures in order to work on the academic staff levels of dissatisfaction that tends to affect the general image of the institution as well as the staff output levels.

4.3.3.7 Professional Development and Academic Support as a Key Driver to Academic Staff Job Satisfaction.

This study would like to note that from the findings herein, both university Alpha and university Beta; university management systems provides opportunities for professional growth, but with significant differences between the two. In University Alpha, academic staff members reported to have received very little support from the university to be able to perform their work effectively. For example, they are not facilitated to attend conferences, pursuing further studies, or access research funds. The participants from university Alpha expressed their levels of dissatisfaction as follows:-

“In this our university, nobody funds your conference travels .you are on your own, if not you miss out. Yet this is one of the requirements for promotion, so you have to fund yourself to attend a conference in order to meet that qualification of you ignore and miss out a big time”.

KII-28-M-A

“I have reached a point of giving up because I have tried to apply for study leave form so many years but it’s never approved, I am always told to carry forward because the department is understaffed. Yet the university is demanding that I up my academic qualifications. It’s very discouraging yet the university expects me to earn a PhD”.

KII-5-F-A

University Beta participants noted that the university supported academic staff development programs through allocating budgets and funds to the academic staff for research, study leaves, seminars, conferences and staff mentorship programs.

“I can confirm that we are normally given research funds by the university. All you need to do is to develop a good

research proposal and apply competitively. If you are lucky then you will be funded. If you are not lucky there is always another time to struggle”.

KII-1-M-B

“The university has several exchange programs with universities abroad, as we speak a number of our staff are out on exchange Programme with a university in Europe. Academic staff members are fully sponsored to participate in international conferences and seminars”.

KII-8-F-B

One tutorial fellow participant noted:

“Our university has a much defined succession structure where senior members of the academic staff support the junior staff to grow, I am two years old but I can assure you at the end of my third year I will be promoted to the position of lecturer”.

KII-11-F-B

From the above discussion, it is clear that university Beta is doing very well in terms of motivating the members of the academic staff as compared to university Alpha that has poor or lacks strategies to motivate members of the academic staff. This study would like to recommend from the above discussion that university Alpha should develop a comprehensive reward structures as a critical driver for the academic staff in order to boost their levels of job satisfaction while university beta needs to develop strategies that would boost further, promote and maintain the academic staff levels of job satisfaction. This move will be a great step towards promoting quality higher education in both public and private universities.

4.3.3.8 Workload, Flexibility, and Job Security as a Key Driver to Academic Staff Job Satisfaction.

The findings of this study reveals that in University Alpha, members of the academic staff bore heavier teaching loads with high students numbers, largely due to shortage of the academic staff and over enrolment of students per program in the university.

Majority of the academic staff members teach more units than it is expected of them, they have minimal time to conduct research, attend to family matters or even just to rest as mentioned earlier in the discussion in this study.

“I teach more than six units in a semester with class numbers exceeding 1000 students per unit. Unfortunately, the lecture hall does not have public address system and one is left to shout at the top of his voice. It is tiresome and tampers with quality. We are left with no time to even prepare for the next lesson. The lecture halls do not have public address system”.

KII-6-M-A

“It is interesting that sometimes you are allocated a class when the semester has already begun or is half way. University procedures demand lesson allocation to be done at least three weeks before the start of the semester. You can imagine that we have absolutely no time to prepare but we just teach to avoid disciplinary measures and most important just to protect our payslip”.

KII-3-F-A

In addition, job security was perceived as a challenge, especially among the tutorial fellows who feared for termination of their contracts. This factor which should ideally act as a motivating factor surprisingly acted as a major demotivating factor to the academic staff levels of job satisfaction.

A tutorial fellow lamented that:-

“Our contract was initially renewable after a year but since last year it’s now renewed after six months. You are working but not sure of what will happen next to your job status. You are not sure if sacking is awaiting you or not. This makes some tutorial fellows to part-time at different places so that incase an opportunity for permanent employment arises in those places they can easily be absorbed. All that we want to be satisfied at our places of work is confirmation on permanent and pensionable terms.

KII-12-M-A

However, participants in University Beta noted that the university provided for them clearer teaching schedules, teaching assistants, and reduced teaching loads for research-active members of the academic staff members.

“We enjoy teaching because we teach manageable number of units with very few students in the lecture room. It is easy to plan for the lesson and even teach. This gives us time for other things. Again, we put in mind that the institution operates under strict timelines and schedules. You do not rest until you forget that you have responsibilities to conduct”.

KII-5-M-B

“An academic staff can’t get tired of teaching, the lessons are few and the students are equally very few. We have time to prepare for our lessons and mentor our students. We give our best and I think quality is our priority. Teaching is the most enjoyable part of our profession”.

KII-6-F-B

“Our university employment contracts are very stable, sustainable, and our promotion criteria is well structured compared to many universities around. I think we have the best job structure in the country”.

KII-10-F-B

This study would like to note that, the disparities between university Alpha and University Beta demonstrates a deep and very highly complex organizational structural issues, confirming the findings from the study done by Zhenjing et al. (2022), who revealed that manageable or minimal staff workloads promotes higher levels of job satisfaction and staff work-life balance among the employees.

4.3.3.9 Comparative Institutional Culture and Its Implications

This study reveals and would like to note that university culture significantly determines and influences how university academic staff members in both the university Beta and university Alpha interpreted their work compensation and benefits. The study points out clearly that in University Alpha, the university culture was

described by participants as hierarchical, bureaucratic, difficult and rigid, this characteristics blocked or limited the academic staff members to be involved and participate in making process, university financial management and or other policy matters that drive the university.

“In our university in most cases we are only informed of policy changes during the implementation phase of the policy at hand, nobody consults us in its developmental stages but we are expected to own and implement the same policy. The university management doesn’t acknowledge the role of the academic staff when it comes to policy development”.

KII-4-M-A

‘Very few members of the academic staff participate in decision making process for the entire university, it makes majority of the academic staff members feel the system does not really depends on them and that the system doesn’t need them at all. Even at departmental levels we have very minimal role that we play. Ours is to listen or read the already crafted policy. We have very little that we can do or add. We have no role in drafting the policies that run the university.’

KII-11-M-A

On the other hand, the study reveals a different opinion and scenario about university Beta noting that majority of the participants in this study expressed feelings that the university had participatory management styles. In this case members of the academic staff are fully involved and incorporated in finance and Human Resource and budgeting senate standing committees which makes key financial and administrative decisions for the university.

“We participate in the university decision making processes by being allowed to nominate representatives in key decision making committees of the senate like the budgeting and finance committee of the university”.

KII-5-M-B

‘When decisions are made in the university we are part of it, so no complaints because we are part of the originators and the owners of that decision. We are the makers of the policies in this university’

KII-5-F-B

‘Everyone’s ideas in the university counts, nobody is left out. Everyone is important in the university. This makes us develop a feeling that we are part of the university system. At all times we are bound by the decisions that we have made to defend the university at all cost. All of us are important to our university’

KII-9-M-B

This study would like to conclude that the process of involving members of the university academic staff in key university decision-making processes plays a significant role in promoting in members of the academic staff a sense of institutional ownership and accountability, and in contributing to academic staff levels of job satisfaction despite higher performance expectations and other variables. This move makes the members of the university academic staff to be highly committed at their places of work.

4.3.3.10 Discussion on the Broader Implications and Interpretations on the Study Objective Two.

The major findings of this study under objective two is that while university Beta offers a better environment where members of the university academic staff are expected to do a lot to achieve and meet institutional goals and objectives, it was discovered that the university also provides a comprehensive support system through structured work related compensation, timely benefits, transparent and accountable system and academic staff recognition structures. On the other hand, the study finds that in university Alpha, the members of the academic staff are demotivated because of lack of recognition, inadequate compensation, non-remittance of statutory deductions and limited professional support. It is clear from this study that recognition, compensation

and benefits play a significant role in promoting an academic staff levels of job satisfaction in a number of ways as proposed by Tallam et al. (2019), who demonstrated that improved institutional environments, involvement in decision-making, and adequate staff compensation significantly affect the levels of job satisfaction among the staff in the public sector education.

This study would like to note that, compensation and benefits are major drivers to university academic staff levels of job satisfaction in private and public university and should not be seen in monetary terms, but also on how university systems are structured, information communicated, and how the whole practice is integrated into the university culture. From the above findings therefore, this study would like to recommend that reforms in public universities like university Alpha must significantly address systemic failures, ensure fairness among the staff, and foster academic staff recognition cultures to enhance the academic staff levels of job satisfaction and retention in our universities in Kenya and in similar contexts.

The comparative analysis of findings from university Beta and university Alpha reveals a big difference between university and academic staff stability and stimulation. For instance in University Alpha, the major strength is offering job security through giving staff permanent and pensionable employment, this study would like to note that still the university lacks adequate financial incentives to members of the academic staff and recognition or reward systems have totally failed. These demotivates academic staff members and generally affect performance, and may push academics to seek alternative opportunities elsewhere.

The findings indicate that in University Beta, as a private institution of higher learning compared to similar institutions, offers academic staff members with relatively

attractive remuneration packages, but the associated pressure may lead to burnout or turnover among the members of the academic staff. This outcome seems to confirm the results from a study done by Myeya and Rupia (2022), who indicates that adequate staff remuneration, welfare practice, and manageable expectations promotes high job performance and job retention. This is reinforced in a similar study done by Aladetan (2023), who emphasized that the provision of standard and adequate facilities, interpersonal support, and fair remuneration contributes significantly to job satisfaction and productivity in educational settings.

This study has strongly noted that academic staff compensation and benefits as a driver greatly determines the levels of academic staff job satisfaction across both public and private universities using the study cases of university Alpha and university Beta though in many different ways. The study discovered that while in public university Alpha, is capable of providing the academic staff members with job stability through hiring staff on permanent and pensionable employment terms, the university seriously falls short in offering academic staff members with competitive pay, reward and recognition policies, and other academic staff support programs.

On the other hand, the private universities like university Beta was discovered to have developed staff programs that offers compensation, provides a more attractive salary packages compared to other private universities and offers structured work related incentives to members of the academic staff. However subjecting the academic staff members to lots of performance pressure and demands in meeting institutional goals and objectives. This study would like to note that understanding these differences is important for universities councils, university management boards, MOEST, UASU and policymakers aiming at improving academic staff levels of job satisfaction, staff retention, and general university performance.

4.3.3.11 Interpretations on the Qualitative and Quantitative Discussions on the Influence of Compensation and Benefits on Academic Staff Job Satisfaction

The findings from both quantitative and qualitative data in this study indicate the critical role played by compensation and benefits as a key driver in contributing to academic staff levels of job satisfaction in both public university Alpha and private university Beta. Quantitative results in this study reveal a significant difference between the two sampled universities, university Alpha and university Beta. From this study, the findings in the above discussions reveal that, University Beta recorded 85% of academic staff members who expressed satisfaction with salary as a reward, while 78% reported satisfaction with allowances such as housing and medical insurance scheme.

Additionally, 82% of the participants agreed that salary was timely paid to them and that it was consistently paid. While in University Alpha, the results indicate lower satisfaction levels with only 28% of respondents affirming that their salaries were fair compared to other universities. Furthermore, 75% of the respondents indicated dissatisfaction with the regularity and unpredictability of salary payments noting that salary usually delays and sometime for even three or more months, and 71% of the participants indicated frustration with unclear promotion policy and criteria and lack of clear career progression policy, while others noted having done interviews and for almost seven months and they have never received promotion letters.

Table 4.18: General Participant’s feelings on Objective two as a key Driver

PERTICIPANTS FEELING			POSITIVE		NEGATIVE	
			(PERCENTAGE)		(PERCENTAGE)	
			ALPHA	BETA	ALPHA	BETA
Satisfaction	with	Salary	28%	85%	72%	15%
competitiveness						
Contentment with allowances			38%	78%	62%	22%
Timely Payment of Salary			25%	82%	75%	18%
Promotion Policy			20%	80%	80%	20%
GENERAL	FEELING	OF	27.75%	81.25%	72.25%	18.75%
OBJECTIVE TWO						

Table 4.21. Clearly indicates that in relation to objective two of this study participants in university Alpha which is a representative of public universities indicated that they have lower levels of job satisfaction at 27.75% compared to their counterparts at university Beta which is a representatives of private university in this study which recorded a higher job satisfaction levels at 81.25%. Consequently university Alpha recorded the highest level of job dissatisfaction at 72.25% compared with participants in university Beta at 18.75%.

This study notes that, both qualitative and quantitative results confirmed that while salary is important, the overall understanding of compensation among the academic staff members is heavily influenced by university administrative efficiency, university levels of transparency when dealing with staff issues, and perceived degree of staff fairness. For example, although University Alpha may offer higher salary bands to those of University Beta but the experience of delayed salary payments and lack of clear policy around allowances leads to significant job dissatisfaction levels among the members of the academic staff in the university.

This finding was quantitatively confirmed by the expression of the weaker correlation or relationship between compensation and satisfaction levels in the university Alpha, despite the factor being statistically significant in both university Beta and university Alpha. The regression analysis as discussed in this study confirmed that compensation as a motivating driver positively leads to higher job satisfaction levels ($p < 0.05$), but the strength of this relationship was notably higher among university Beta academic staff as compared to those of university Alpha. Further, in the two universities, academic staff members involved in this study indicated similarity in having shared desire for more performance-based institutional work related incentives and structured career progression and promotion criteria. Participants in both universities expressed deep concern over the rising cost of living and how meaningless compensation levels are becoming increasingly misaligned with the current economic challenges and realities in Kenya.

4.3.3.12 Conclusion on Objective Two

From the discussions in this study; qualitative and quantitative analysis on objective two reveals that compensation benefits goes beyond salary figures or finances but it is more on how the financial packages are structured, compensation policies are communicated, implemented and administered. The study indicate that university Beta has fair policies that tend to foster academic staff levels of job satisfaction not just through offering fairly competitive salaries to similar private universities and timely salary pay but through institutional practices that prioritizes and focuses on staff fairness, administrative transparency and academic staff professional growth. University Alpha on the other hand falls short of the above work related incentives leading to high levels of job dissatisfaction. The findings of this study underscore the need for immediate policy reforms in both private and public universities and a more

different form of compensation and strategies that account for both financial and psychosocial concerns of the members of the academic staff in both university Alpha and university Beta.

4.3.4 Research Objective 3: Analyze the effect of professional development opportunities on academic staff levels of job satisfaction in selected public and private universities.

From the findings of this study, it is evident that professional development is a key driver that promotes university academic staff levels of job satisfaction in both university Alpha and university Beta. It is clear knowledge that the key roles of universities globally is to promote and foster knowledge creation, promote innovation, offer training and create room for inventions and innovations, this can only be achieved by investing a lot in the professional development of the university academic staff members. Therefore this objective was set out to examine how professional growth opportunities of the university academic staff influences individual staff levels of job satisfaction. The study would like to point out that university academic staff could be offered opportunities that raises the levels of job satisfaction, which includes creating avenues for career advancements, offering staff training programs, and organizing conferences for members of the academic staff. This section of the study explored the objective through the evaluation of both qualitative findings. Qualitatively oral narrative analysis explored on the rich evaluation into personal lived academic staff experiences and university practices that support academic staff professional development.

4.3.4.1 Objective Three Data Analysis: University Academic staff Lived Experiences in University Alpha and University Beta.

This study conducted focused group discussions among the selected members of university Alpha and university Beta to examine their personal views and experiences,

opinions, perceptions on the contributions of university professional development on the academic staff levels of job satisfaction. The results were analyzed using narrative analysis and the outcome was convincing that there was a very strong link between career progression and professional growth opportunities for the members of the university academic staff and the individual levels of job satisfaction.

In university Beta, the participants in the study noted that on the culture of university investment on the academic staff that:-

“Of interest we have several career progression opportunities to grow as academicians in this profession, our university has well established and elaborate administrative structures that plans and organizes regular academic staff workshops, funding research and seminars. Let me tell you this kind of support from the university administration makes all of us as university academic staff feel that the university is very appreciative and values us all the times”.

KII-14-F-B

‘Members of the academic staff are encouraged to grow in this university if you want to study a PhD or any program the university will always assist you to plan for it. If you study within the university your fee is subsidized to a larger percentage. The university also gives scholarships to not only the staff to study but to also the needy students and dependents’ of the staff’.

KII-11-M-B

This study would like to reveal and note that there is a strong academic staff mentorship programs for the tutorial fellows in the university Beta where the young academicians were linked and paired with the experienced and older members of the academic staff to assist them improve on their pedagogical and research skills. One participant from university Beta noted

‘Honestly when I joined our university as a lecturer I did not know much about the operations of the university, my chair of department mentored me and paired me with the one of the senior most member of the department who inducted me to the general procedures and practices of our university. I was well guided to understand the process involved in university teaching, research, community outreach, funding proposal development, and writing. My work self-esteem tremendously increased’

KII-13-F-B

This discussions clearly indicate the importance of the driving role of professional and career development opportunities as a university administrative force in promoting and sustaining the academic staff levels of job satisfaction in university Beta. On the other hand participants from university Alpha gave different work related experiences about the same. They noted that demotivating factors within the university such as lack of academic staff mentorship programs, lack of academic staff in service programs, nepotism, tribalism and university autocratic leadership styles increased the levels of dissatisfaction among the academic staff members, for example they noted:-

‘The most interesting thing about our university is that it will only support those in management and in administrative positions to attend conferences and seminars. Those supported are the ones who have been branded as management moles. The rest of us if you want to attend a conference you have to sponsor yourself to attend one, otherwise you won’t be able to attend any in your lifetime’

KII-12-M-A

Our university has very many opportunities for the members of the academic staff, but unless you know someone or uyou know someone who knows someone who is in the university management system then, you will never benefit from it at all. Those in management will only consider those whom are in favor with them. The rest you will be left to struggle by yourself and you will always remain on your own’

KII-14-F-A

‘In this waters in most cases you will feel that you are swimming on your own. If you are not careful, you might run into real real depression as a lecturer. Its either you support yourself to grow or you perish just like someone noted that in academy its either you write of you go to hell, here if you don’t wake up to fight and struggle for yourself you stand to perish ’

KII-10-F-A

From the above discussion it’s clear that there are great differences between university Alpha and university Beta when it comes to the universities creating opportunities as well as availing institutional career professional opportunities and career progression support to the members of the academic staff. This study would like to point out that despite this difference we have similar views among the members of the academic staff in the two universities.

It should be understood that staff in the two universities (university Alpha and University Beta) placed a lot of emphasis on the need of the universities to effectively recognize, supplement and promote their career and professional growth efforts such as publishing, attending local and international conferences, earning additional academic certification and winning funds for the university. Participants from university Alpha and university Beta connected academic staff professional development opportunities with increased levels of morale and job satisfaction at the place of work, better performance and stronger achievements of the university goals and objectives.

4.3.4.2 Comparative Analysis of Qualitative Findings on objective three.

From the above discussions it is clear that the findings from the data involved in this study reveals that there is a significant influence of professional development and career progression opportunities to the university academic staff levels of job satisfaction in both university Alpha and university Beta. As in the outcome of data analysis, the study identified the main drivers of academic staff career professional

development such as academic staff career advancements, academic conference participation, and academic staff access to research and training opportunities, which seemed to be in agreement with a number of studies explored in chapter two of this study. The findings of this study further points out that the members of the university academic staff in university Beta showed higher levels of job satisfaction compared to the academic staff in the university Alpha. This outcome is evident and strongly supported through the oral testimonies of the participants lived experiences on how they see the variable at play in their universities, this was from both university Alpha and university Beta.

This study also points out the differences that exists in both university Alpha and University Beta. While the participants from the two universities recognize the importance of academic staff career progression and professional development programs and opportunities as important drivers to academic staff, levels of job satisfaction it's clear that they strongly differ in the way in which the individual universities implement the related policies; the study reveals that university Beta has better career progression policies that tend to promote the academic staff levels of job satisfaction. On the other hand, the results reveal that university Alpha seems not to be so much concerned with the issues affecting the members of the academic staff characterized with university administrative challenges, failures and poor career progression and academic staff development policy as well as policy implementation processes.

This move is seen as a greater distractor and drawback to university academic staff levels of job satisfaction in both university Alpha and university Beta. In comparison, university Beta on the other hand has put in place several university programs and structures that tend to promote and support its academic staff members in achieving

high levels of job satisfaction. This study would like to note that the findings fully agree with the explanations given by the Herzberg's two factor theory or the motivation hygiene theory in this study that clearly argues that opportunities for career advancements at the place of work are true drivers for academic staff higher levels of job satisfaction.

4.3.4.3 Conclusion of objective Three Study Findings on University Alpha and University Beta.

The findings of this objective has clearly proved that the academic staff professional development opportunities are important drivers to academic staff levels of job satisfaction. The study would therefore like to conclude that, where the university academic staff members are provided with support from the university administration at place of work, they tend to be contended with their work environment which automatically increases their output at the university and definitely their levels of job satisfaction. Through the integration of qualitative methodologies employed in this study, this study would like to provide a clear and better understanding of the outcome related to this objective. The findings reinforces the need for universities both university Alpha and university Beta to put in place practical policy measures that places emphasis on investment in the members of the university academic staff in order to boost their self as well as job satisfaction levels and generally achieve the university goals and objectives.

In line with policy implications and in final submission, it is worth noting that this objective has a number of policy implication to UASU, university councils, university management boards, MOEST, CUE, and other stakeholders. The findings of this objective would like to strongly propose that university Alpha should put more efforts to develop and implement academic staff mentorship programs for its members of the

academic staff, university Alpha should further ensure enough allocation resources and funds to promote the academic staff career progression programs, university staff recognitions policy and strategies to balance academic staff workload. University Beta should develop a defined policy, which, to a greater length minimizes on the pressure put to members of the academic staff, which acts as a barrier for them in achieving higher levels of self as well as job satisfaction and promoting the university goals and objectives.

4.3.5 Study Objective 4: Investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.

In understanding this objective, the study practically employed the use of both qualitative and quantitative data analysis methodologies and techniques in order to draw comparison of the link between the university-established policies and the levels of the academic staff job satisfaction in university Alpha and university Beta. It is worth noting that this objective has a number of policy implication to UASU, university councils, university management boards, MOEST, CUE, and other stakeholders. This is evident in the discussions below.

4.3.5.1 Institutional Policies as Driver to Job Satisfaction in University Alpha and University Beta.

This study would like to point out those university-established policies in both university Alpha and university Beta has a greater influences on academic staff levels of job satisfaction especially on the issues of university administrative practices on the academic staff fairness, responsiveness to academic staff issues, academic staff inclusiveness and involvement in the management of the university. The theoretical framework as employed in this study points to the arguments advanced by Herzberg Two Factor Theory which clearly explains that, policy related issues are hygienic drivers to staff job satisfaction. This study therefore, reveals that the academic staff in

both university Alpha and university Beta require the availability of working environment that is fair and responsive to their needs. This means that these universities should develop university policies that promote a fairly conducive and good working environment for the academic staff members. It needs to be understood that the absence of a conducive working environment automatically leads to academic staff frustration, feelings of demotivation and disengagement at the university. A comparative study done by Sajuyigbe, Olaoye, and Adeyemi (2013) which focused on examining the state of Nigerian universities confirms that well established university policies that focus on promoting the academic staff welfare are very important drivers to the academic staff levels of job satisfaction which strongly agrees with the findings of this study.

4.3.5.2 Institutional Policy Formulation: Inclusiveness and Divergence in University Alpha and Beta.

The study reveals that the level of university academic staff engagement in in the process of policy making, development and implementation process has a lot of influence on the levels of the academic staff job satisfaction and output at the university. According to Arnsteins (1969) in a study named ‘ladder of Participation’ he strongly notes that the true participation or involvement of a people in the process of decision making plays a significant role in promoting the feelings of policy or decision ownership. This finding conforms to the famous governance theory as advanced by Bovens, Goodin, and Schillemans (2014) this theory puts a lot of emphasis on staff dialogue, staff accountability, staff shared responsibility as primary force for institutional advancement which can be related to the cases of university Alpha and university Beta as discussed in this study.

In university, Alpha the study would like to note that policy-making process was discovered to be a top down or the university administration had adopted the top down administrative model. The study revealed several occasions when the university policies were implemented that ranged from financial to academic staff promotional policies were formulated by the university management board members and sometimes with the involvement of the deans and a few senators allied to the management without the full participation of the members or the university academic staff union. While the senate is assumed to represent all the other workers of the university in a number of cases, those appointed to the senate with the exception of the full professors who are members of the senate by virtue of qualification the rest of the members are appointed by the university management board and therefore they operate and function in a ceremonial capacity or in the manner one participant put it that they are ‘management praise and worship members’.

A participant in university Alpha who serves in the capacity of an associate Professor aired his dissatisfaction that:-

‘I normally attend all the university senate meetings but most of the time the university management has already made decisions about an issue, and how certain decisions are to be made by the senate. The vice chancellor would call the name of a member to support and another to second even without creating room for discussions. People fear to talk or give an opinion that is contrary to the position of the management. I can tell you that this institution is a rubber stamp to the decisions of the management curtailing the real essence of the senate as well as the academic and the intellectual freedom of the academic staff. I tell you for free that this move is very discouraging’

KII-12-F-A

Other participant from university Alpha noted that:-

‘During senate the meetings in our university when a policy is being discussed and you raise an objection to an item in the policy, you are told noted but nothing changes and the idea is not entertained. It is like talking to yourself. Again, you are labeled as a rebel by the system. So people are full of fear, I fear too. We have to protect our pay slips ’

KII-14-F-A

‘It is very discouraging sometimes as a senior member of the faculty, one has several years of experience and expertise yet you are ignored by the university administration. The university management board is not being inclusive. They have made the senate to be a platform for jokes and a theatre of comedy just to appear to follow the processes’

KII-10-F-A

From the qualitative discussions above, it is clear that the level in which the members of the university academic staff particularly in the university Alpha feel neglected and disregarded from very important university processes that determine their work life at the university; to them this is a major factor of the academic staff dissatisfaction. Examining back the quantitative analysis as analysed in this study, it is clear to note that the average performance score of 1.8 on a 5 point Likert scale assessing academic staff levels and feelings of job satisfaction. Especially in the academic staff participation in the conceptualizing, developing and implementing of specific university policy shows that university Alpha has a stronger level of academic staff dissatisfaction and low levels of performance at place of work as compared to university Beta.

Participants in University Beta reported that the university is involved in more programs that promote some level of inclusiveness of the members of the academic staff. In this particular university, the academic staff members showed and demonstrated that the university fully involves them in curriculum development,

university policy assessment and reforms, strategic and academic planning, and the general making of university policies at the senate level. Participants from university Beta noted that:-

‘I was employed to this university last year and immediately I was invited to participate in a curriculum review workshop to align our programs to competence based education. I was shocked that my views were listened to and adopted, yet I was the youngest in terms of experience. That move made me feel more appreciated and fulfilled as a worker of this university. I think other organizations should learn to listen to the voices of even cleaners in those institutions’

KII-15-F-B

‘In our university every opinion it doesn’t matter from who counts. It is a policy that seems to have existed in this university for many years; it is a culture and a way of life in this university. We are a team and we build our university together. Everything is about the interest of making our working place a better place than where we found it.

KII-7-M-B

‘In our university, everyone is important, even the student’s views are considered important. As academic staff members, we feel we are in the right place. We do not have bosses around but we consider everyone equal in terms of making our university a better place. We are doing well, we have a team that is well nit and very strong to see our university taking the first position in the university ranking in the region”

KII-9-M-B

The study also noted one participant who is a tutorial fellow that gave a different opinion from the rest of the participants. He noted-

‘It is clear that our view in academic matters in our university are always taken seriously but when it comes to salaries, benefits and office space allocations. Decisions are made and passed down from the top down, we have no voice on direct matters that affect us, and we do not have a union like our counterparts in public universities, at least for them they have UASU that champion for their rights. We have no say in such matters’

KII-11-F-B

Quantitatively this study indicates that the mean score for perceived academic staff participation and involvement in university decision making by the members of the of the academic staff in university Beta was showed a significantly higher levels of academic staff involvement than that of university Alpha but still pointing out some major administrative failures and challenges in the process of policy formulation as strengthened by the qualitative voice of one participant above.

In order to understand the issue further this study decided to statistically assess the direct effect of academic staff involvement in policy formulation on the academic staff levels of job satisfaction in both university Alpha and university Beta. In doing so the study employed regression analysis was run on the quantitative data drawn from the two universities. The results showed that university academic staff involvement in policy formulation significantly influenced the overall levels of the academic staff job satisfaction rated at both university Alpha and university Beta. This is even after controlling the outcome based on university Beta and university Alpha differently based also on the academic staff academic rank, gender and years of experience.

Further the study employed cross tabulations on the data which revealed that the university academic staff from both university Alpha and university Beta who rated their university highly on staff involvement were more likely influenced by the administrative appointments and they simply did so with intentions to maintain their current administrative roles and therefore they could have been demonstrating loyalty to the university. The findings from cross tabulation confirms a study done by Munene(2016), who linked staff participatory in governance processes having higher morale compared to other members of staff, and Lutaaya (2017) who concluded that in

academic institutions like the universities under this study when they involve their staff in decision making, the staff and the institutions definitely experienced positive outcomes.

The study would like to note that participants from both university Alpha and university Beta pointed out several challenges to open involvement to university matters. In university Alpha, for example one participant explained that:-

‘Sometimes the environment in this university make one not to speak not because one does not know what to say but because it doesn’t count and nobody will take you seriously even if you have a very workable contribution. That is how deep our discouragement levels are in this university. Though we love our university, it puts food on our table’

KII-9-M-A

During the interviews with the participants from the two universities, the issue of gender came up from a number of participants especially the middle and younger academic staff members. The study notes that the female academic staff members from the two universities complained a lot for the universities not involving them even in simple matters that is feminine like their male counterparts. Two participants bitterly expressed themselves:-

‘Let me tell you, in this university female members of the academic staff are asked to comment on student discipline and sometimes we are collected to a hall to talk to female students but we have never been invited to discuss on issues to do with university infrastructure, research or finances. We are consulted in the so called university basic social aspects’

KII-9-M-B

‘It’s a men’s world in this university, they are the majority in the departments and even at the senate. They make most decisions; they control everything in this university, we as women we have been reduced to men’s

flower girls, that the role we are playing. That's how the system operates in this university, we cannot change anything, and it's a fixed society'

KII-7-F-A

The study points out that workload factor was a very serious barrier for academic staff involvement in policymaking processes in both university Alpha and university Beta. It became evident in both universities but especially in university Alpha where participants noted that, they have very heavy teaching load with very high student numbers per course and sometimes they are loaded with administrative responsibilities that makes no time left for them to have meaningful engagement on matters of university policies as well as their personal issues.

This study reveals that university Alpha sponsored by the government and operating under direct government control has very rigid and outdated procedures with a more centralized but weak control systems. While university Beta has a more business oriented policy strategies that puts responsiveness, inclusiveness and adaptability at the center of its management operations. This finding tends to conform to the findings of the study done by Altbach (2015) who noted that institutional type determines governance structures, institutional values and critical decision making. In this case, the type is whether the university is private or public.

This difference in the type of the university helps to explain why university Beta with limited resources compared to university Alpha out performs university Alpha in having policies that involves its staff in university activities.

This study would like to recommend therefore that for universities to remain and become competitive and relevant and in order for them to attract and retain quality academic staff members, they should be able to adopt a more inclusive and staff participatory policies. The findings of this study stress on the importance of universities

whether private or public strengthening and moving towards adopting a more genuine staff participatory university policy environment. This study strongly links staff involvement in university governance to higher levels of academic staff job satisfaction, institutional loyalty, and improved university performance.

4.3.5.3 Conceptualizing Inclusiveness in Policy Process in University Beta and University Alpha.

This study went further to interrogate the above discussions by evaluating both the qualitative and quantitative findings with the aim of creating a deeper understanding and widening the scope of how academic staff involvement in policy development process is understood, operationalized and perceived by indicating all the measurable differences and lived experiences of the academic staff members in both university Beta and university Alpha.

In reference to quantitative survey administered to 129 academic staff members participants in university Alpha and university Beta. The measure of perceptions of staff involvement was determined using a validated inclusiveness perception scale as advanced by scholars Freeman and Huang (2015). The study pointed out important dimensions that guided the study to include-

- a) Representation of the academic staff in decision making bodies.
- b) University opportunities for the academic staff for meaningful participation.
- c) Subjection of the academic staff to transparency and effective feedback in policy processes.
- d) Respect to academic staff members for diverse opinions.

Table 4.19: Mean Score on Inclusiveness Dimensions on Scale 1-5.

Dimension	University Alpha (N=74)	University Beta (N=55)
Academic staff Representation	3.2	4.1
Academic staff Meaningful Participation	2.8	4.0
Academic staff Transparency and Feedback	2.5	3.9
Academic staff Respect for Diversity	2.9	3.8
Overall levels of university academic staff participatory performance rate.	2.85	3.95

N represent the number of participants per university type

From the findings the results shown above in table 4.22 clearly indicates a statistically significant difference in the result measured by $p < 0.01$ between university Alpha and university Beta with university Beta scoring highly, indicating that it is doing better than university Alpha. This finding tends to be in agreement with the outcome of the qualitative results that pointed out that university Beta has a more staff involvement policy structure. Additionally the study further analysis indicated that higher academic staff inclusiveness in the university decision making processes and policy making strongly influence the levels of the academic staff job satisfaction as well as the influences of the university academic staff intention to remain at the specific university. This interesting outcome seems to be in convergence with the study outcome of several studies in the area and of interest it confirms the results of a study the was conducted by Freeman and Huang's (2015) as discussed earlier in this study.

To confirm further the above outcome the study engaged thematic analysis of 40 in depth interviews and three focused groups of the academic staff members from both university Alpha and university Beta. This move was done to give and reveal a more deeper understanding on the issue, and the following were the outcome:-

Theme One: University academic staff inclusiveness as a key driver to higher levels of the university academic staff job satisfaction and self-fulfilment. On this theme, the participant from university Alpha noted-

‘Sincerely we sit in the university committees from the departments to the senate but decisions are always done at the vice chancellors office or by the members of the university management boards. You can be a dean but with very minimal powers. Sometimes it just done as a procedural requirement to pass through the senate, even the decisions done by the senate are always pre-determined’

KII-20-F-A

‘In our university it’s not just about being invited but it’s about being listened to, this is a different case with what we here from public universities. Our ideas in this university during curriculum development and many other activities were fully incorporated and this move motivates us greatly. We are the university and the university is us’

KII-15-M-B

On theme two: policy transparency and feedback gaps when dealing with academic staff members.

‘In our university we don’t get any feedbacks whether positive or negative when consulted by the university. The silence from the university management board after consulting us creates high levels of frustration and distrust. I do not know why they keep on consulting us yet it does not count at all. Their silence creates lots of distrust’

KII-20-F-A

‘In our university our university administration usually shares summaries and key points after every consultations they make, explaining the decisions made and how members of the academic staff have contributed to its success. This builds our trust and sense of policy ownership’.

KII-13-M-B

Theme Three: Respect for Diversity and Power Dynamics when dealing with the academic staff members

‘In most cases in our university the senior members of the academic staff dominate meetings, leaving the junior members out of context. Tutorial fellows and female members of the academic staff usually go silent for fear of being dismissed or opinion not being taken seriously. This is really discouraging and intimidating to some members of staff’

KII-14-F-A

‘The university has clear specific policies that promote the idea of staff involvement but in most circumstances we have bureaucratic practices that act as barriers to involvement of some cadres of staff and therefore it means that some voices will continue struggling to be heard by those who don’t want and are unwilling to hear them’

KII-12-F-B

From the above discussions it’s clear that while structures for academic staff involvement in the process of policy making exists in both university Alpha and university Beta their implementation structures and effectiveness differ to a greater extent. Quantitative and qualitative examination of findings in this study shows that participants lived experiences in the two universities differ significantly on the subject matter. Higher levels of the academic staff involvement performance score in university Beta correlates well with qualitative findings of open communication channels between the academic staff and the university management, administration staff transparent feedback channels and university cultural policy sensitivity practices.

The study finds out that the resultant effect of this is the academic staff feeling of engagement, high levels of academic staff job satisfaction and high staff output. The findings also reveal that lower scores of the academic staff job satisfaction levels in university Alpha reflect higher levels of academic staff dissatisfaction, characterised with frustration, feelings of rejection and feelings of neglect due to poor decision-

making and staff-administration power imbalances. This negatively affects the academic staff levels of job satisfaction and raises the levels of academic staff job dissatisfaction. From the above findings this study therefore recommends that universities conduct radical systemic and structural reforms by promoting procedural fairness and cultural change on issues of academic staff levels of job satisfaction.

This study argues that the practical implication of this finding to the academic staff levels of job satisfaction is that:-

- a) Both public and private universities (like university Alpha and university Beta under this study) must develop proper structures of receiving feedback from the members of the academic staff. This can be easily achieved by creating a positive environment and involving the academic staff in university processes. This will definitely lead to the development of trust between the administration and the academic staff.
- b) Universities like university Alpha and university Beta should put active administrative structures and consider going beyond the normal practices of doing things. This can be done by establishing informal platforms of engagement with members of the academic staff.
- c) Both university Alpha and university Beta, must develop, adopt and organise proper leadership, training and awareness programs to members of the academic staff and involve them in leadership structures. This will enable the universities to effectively deal with the challenge of hierarchical dominance within the administrative system of the university. At the same time, it will encourage the female as well as the academic staff who feel marginalised especially those with disability and those at the lower levels of academic hierarchy to freely air their voices and be heard.

- d) University Alpha and university should both have a continuous administrative platform for regular academic staff surveys on the issue of involvement or inclusiveness. By adopting this strategies the universities will be able to develop and adopt actionable policy to guide the universities on academic staff levels of job satisfaction

From the findings herein, this study would like to note that university Beta demonstrates the highest level of academic staff involvement in university programs, which is greatly related with better staff outcomes whereas university Alpha is characterised with systemic challenges requiring actionable strategic reforms. This study therefore recommends that by both university Alpha and university Beta adopting the academic staff participatory governance and administrative policies, they will definitely promote very inclusive environments that raises the levels of academic staff job satisfaction and that conforms to higher educational institutions values, goals and objectives.

4.3.5.4 Patterns of Inclusiveness in Public and Private Universities in Kenya

This section of the study critically examines the existing administrative, structural and experiential differences between public university Alpha and private university Beta by drawing its findings objectively from both qualitative findings and quantitative findings. The focus of doing this is to explore on the implication of the academic staff levels of involvement in university activities on the university academic staff levels of job satisfaction.

In university Alpha, the academic staff involved in the interview noted that:-

‘It should be understood that are invited for meetings by the university management but our role in the meeting is largely ceremonial and very minimal. University schools academic boards, the senate and UASU have no power to

do anything, and they are basically ceremonial and unfunctional ’

KII-12-F-A

‘We are invited to the university meetings but the agenda is already determined by the powers that are and closed. No extra voice can be added and that is the silent administrative policy in this university’

KII-11-M-A

It should be understood that the results from this study on academic staff involvement in policy formulation is basically derived from survey responses of participants from university Alpha and Beta. The results were clear demonstrative indicating the results or outcome of a mean score of 2.8 on a 5 point Likert scale indicating a generally very low perceptions of the academic staff participation and influence in university policy conceptualization, development, adoption and implementation. This seems to be greatly affecting university Alpha more than university Beta.

Table 4.20: Mean Inclusiveness Score (IPS) by University Type: Between Alpha and Beta.

Type of University	Mean IP Score (N=75)
University Alpha	Performance rate 2.8
University Beta	Performance rate 3.7

From Table 4.23 the above results clearly indicates that there is statistically difference in perception of the university academic staff members which demonstrates a greater differences in how academic staff levels of involvement is experienced by staff differently in university Beta and Alpha. The study would like to note that while university administrative structures in both university Alpha and university Beta, includes staff unions’ however university beta has no defined space for unionism, therefore engagement mostly in university Alpha is at all times reactive rather than

proactive, the union however much they are involved in the administration of the university they play very minor roles in policy development.

Therefore the study outcome indicates that the mean inclusiveness of the academic staff performance score for university Beta indicated a significantly higher mean with higher levels of the academic staff job satisfaction compared to university Alpha which recorded lower levels of the academic staff job satisfaction. The study would like to note that this is because university Beta has put in place several platforms and avenues of getting feedback from the members of the academic staff. As discussed the above, its crystal evident that the data shows a significant difference in academic staff involvement scores and performance between university Alpha and university Beta at all levels. These results strongly point to need for university Alpha to conduct a radical structured measurement approaches that will enable the university to deal with the challenge of the academic staff levels of job satisfaction.

The results of this study show that the academic staff involvement in university policy conceptualization, formulation and implementation emerged as a major and significant driver of the university academic staff levels of job satisfaction in both university Alpha and university Beta. Looking at the unique variables that controlled and identified individual university academic staff characteristics such as age, gender and level and institutional type whether employed in a private or public university, the outcome still remained the same.

This study would like to note that the outcome is higher even after this unique factors are considered suggesting that the academic staff involvement contributes largely to the academic staff levels of job satisfaction in both university Alpha and university Beta. The study therefore concludes that the university academic staff involvement in the

policy-making processes in the university is not only beneficial to the individual academic staff members but it is also very important on how the members of the academic staff experience their roles which greatly influences the general performance and output of the university.

4.3.5.5 Barriers to Inclusive Policy Making Process in University Beta and University Alpha.

This study notes that academic staff involvement in university policymaking processes plays a significant role in raising the levels of job satisfaction and work ethics within the university. Further data from the respondents in university Alpha and university Beta on the study revealed that university Alpha performed relatively poorly compared to university Beta. This clearly indicates that twenty two percent (22%) of the academic staff members in university Alpha were fully involved in university policy making and formulation compared to 64% at university Beta. Therefore, the university academic staff members in university Beta feel they are more involved in policymaking processes compared to those of university Alpha therefore affecting there levels of job satisfaction.

Further analysis of data in this study indicates that the university academic staff members involvement in policy development processes in the university to a greater extent affect and influence both perceived and the levels of academic staff job satisfaction at a greater length. While moderation tests on the variables in this objective indicate that without the university academic staff involvement even the best established policies will automatically fail to develop trust and loyalty among the members of the university academic staff. The outcome of this finding indicates that the academic staff members involvement in administrative practices within the university is an important factor and driver responsible for promoting university practices that

support structural justice such as equity and equality that definitely affect the levels of job satisfaction among the academic staff members.

Participants from university Beta emphasized that:-

‘When I sat at the anti-corruption and ethics committee of the university my suggestions were quickly taken up, I felt very appreciated. I felt heard and if this continues then we our levels of trust in our university will soar to a different length. I think we are doing better as a university, we are soaring higher and higher than ever before.’

KII-13-M-B

Quantitative data related to the academic staff involvement in policy making in this study indicates that even in university Alpha where the study notes a number of challenges there are some aspects of success that to some extent raises the academic staff levels of job satisfaction. This study would like to report significant higher collective academic staff levels of job. From the above discussions a detailed understanding on the drivers for promoting the academic staff involvement is needed to raise the levels of the academic staff satisfaction; decentralization of policy tasks, transparency in staff recruitment and membership, effective feedback and good leadership practices are some of the strategies that can be put forward. These strategies are supported empirically for example university Beta implements three of this measure then it reports a relatively higher overall procedural academic staff justice ratings compared with university Alpha which will definitely record a lower job satisfaction rating. All this greatly affects the levels of the academic staff levels of job satisfaction.

This study concludes that the university academic staff involvement in policy formulation greatly affects their levels of job satisfaction, institutional and university management trust and their general work output. Whereas university Beta appeared to be having more accommodating administrative policies that included and involved the

academic staff in conceptualization, development and implementation of accommodative policies. The study reveals that University Alpha tends to suffer from conservatism, rigidity and bureaucracy.

This study therefore points at a critical gap that requires a radical intentional institutional reform focused at developing administrative policies that are friendly to the academic staff members and at the same time focuses on achieving institutional goals and objectives. The finding of this study therefore contributes to the growing literature on the subject matter that advocates for inclusive policymaking processes in institutions as mandatory exercise. This is for the universities realization of its set goals and objectives and for boosting the academic staff levels of job satisfaction.

4.3.5.6 University Academic Staff Awareness on University Policies

The study findings demonstrates that administration and the academic staff levels and modes of communication is a critical driver on how university policies are conceived, perceived, implemented and accepted by the members of the academic staff. Further outcome from this study indicate that a number of the academic staff members revealed a strong difference between university Alpha and university Beta on how they communicated and administered university policy issues to the members of the academic staff. Participants in this study were asked to rate their agreement with the statement that:-

1. 'Policies are clearly communicated to university members of the academic staff'.
2. 'I am very much aware of recent university policy changes'.
3. 'There are channels for staff to seek clarification on university policies'.

The study notes that on policy communication the study findings indicated that a number of participants of university Alpha agreed or strongly agreed that university policies were clearly and regularly communicated to members of the academic staff. In contrasting the finding majority of participants in university, Beta expressed confidence in their university communication systems and management and the related policies. The study further would like to note that the wide gap is statistically significant clearly, indicating a consistent and meaningful differences between university Beta and university Alpha administrative polices on staff involvement.

Further analysis in this study confirmed that while communication was not the most powerful predictor of job satisfaction, moderation analysis revealed a significant interaction effect academic staff level of job satisfaction. The study notes that the university that has a policy that focuses on effective communication positively moderates the relationship between fairness in policy implementation, enforcement and academic staff levels of academic staff job satisfaction. The study notes that in university Alpha where communication was seen to be very poor even well-developed and good policies will often fail, poorly implemented and not succeed.

Participants in university Alpha noted: -

‘I discovered about the research leave application deadline after it had passed because nobody cares to communicate any form of information however serious it is. Apparently, there was not any form of communication but a few members claimed to have seen the memo and communicated to. This tells you that in most cases information is restricted to a few, may be a few chosen ones’

KII-13-F-A

‘We here about policies in the corridors of the university. There is no centralized office of place where one can go and check these things. You must ask and look for

something like a student looking for past papers. Its weird but that is how life is in our university’

KII-11-M-A

Participant in University Beta on the other hand noted: -

‘The university has robust communication channels. All staff members are supplied with the policy manuals. Every semester we are informed on the changes on the policies and involved in the process of developing new policies’

KII-13-F-B

This study findings tend to agree with the findings explored in chapter two of this study. In a survey of academic staff from university Beta the study found that there are regular opportunities for staff to give feedback on policy implementation at 72% versus 29% in university Alpha. This result indicates that access was strongly correlated with higher academic staff policy comprehension and trust ratings suggesting that the two-way communication is a key and significant driver of institutional policy and the levels of academic staff job satisfaction. The study further found that policy awareness was strongly correlated with perceptions of job fairness and job inclusion.

In conclusion data analysis of findings from this specific study objective confirms that communication and awareness of policies by the members of the university academic staff are not merely administrative concerns but more than that and involves other significant drivers and motivators to the levels of the university academic job satisfaction. The study therefore strongly notes that University Alpha must deal with barriers and challenges that hinder effective communication between the university administration and the members of the university academic staff. In university Beta the study would like to note that despite its relatively better performance in terms of policy communication and implementation the university needs to balance the need for

responsiveness with clarity and avoid alienating and discriminating the members of the academic staff through excessive and conflicting information.

The study recommendation on this objective is that effective policy communication from the university management strongly fosters trust and ensures institutional efficiency and significantly raises the levels of the academic staff job satisfaction. This recommendation should be effectively be adopted by the two university Alpha and university Beta and the representative universities and all educational institutions of higher learning.

4.3.5.7 Policy Flexibility and Responsiveness in University Alpha and University Beta.

The study notes that bureaucracy, headlining and rigidity was evident in universities specifically on issues like academic staff leave, academic staff research funding approval and academic staff promotion. Participants in University Alpha put it that: -

‘You apply for leave in the university and by the time it is approved it’s already overtaken by events and the leave period is over. Now what is that, it only tells of a system that is slow, poor and lacks concern on the welfare of the members of the academic staff. Such delays seriously inconveniences us to an extent that we feel we are not valued by the university management’

KII-13-F-A

‘I had a fully funded research fellowship waiting for me in Europe. I submitted my leave application two months in before the deadline. I followed up weekly, but no one gave a clear answer or explanation at which stage my application had reached. I was only told that the application is being processed and that I should wait, that was the response that I received all the time from the responsible office. Eventually, the funding period expired and I lost the opportunity. This is what we call real frustration from the administrative system of the university’

KII-9-M-A

In contrast, participants in university Beta strongly observed that: -

‘When I was employed in this university, I was amazed at how things strategically move here. They immediately provided for me internet bundles, large storage laptops and even offered mental health webinars for my health and well being’

KII-10-F-B

‘My spouse very fell ill, I needed time off, I informed my COD and within minutes my schedule had been adjusted, and someone appointed me to step in. the university made a follow up and even sent some representative to visit my family. This shows how our university cares for its members of the academic staff’

KII-7-M-B

Further, the results in this study confirms the policy of responsiveness by the university management in both university Alpha and university Beta is the second most driver of academic staff job satisfaction in comparison with other drivers. This finding is consistent with the results of a study done by Brennan and Shah (2018) which emphasises on the need for higher educational institutions to restructure their governance by making it staff friendly and more inclusive. In this study survey participants from university Beta gave significantly higher ratings for institutional adaptability with 71% agreeing that policies could be adjusted when the need arises compared to 34% in university Alpha.

The study notes that the overall university policy flexibility and responsiveness came up as central components of the university academic staff levels of job satisfaction. It was discovered in this study, that while university Alpha struggled with outdated administrative university structures, university Beta demonstrated greater capacity and capability for timely and flexible policies and policy implementation. These differences have greater implication on the general levels of the academic staff job satisfaction in both university Alpha and university Beta. The study therefore notes that universities

that cultivate empathy, responsiveness and open feedback are more likely to raise the academic staff levels of job satisfaction. Therefore, this study gives a strong recommendation that universities need to re look and review communication policies.

4.3.5.8 Fairness and Equity in Policy Implementation in Both University Beta and University Alpha.

In understanding fairness and equity in policy implementation the study adopted a convergent parallel mixed method design. Quantitative data were collected through surveys conducted to 75 academic staff members. Further findings in this study reveal that there is a significant disparity between the university Alpha and the university Beta in terms of fairness and equity in policy implementation. It is worth noting that 62% of the participants in university Alpha disagreed or strongly disagreed that policy implementation was fair while only 21% of university Beta supported this.

Further analysis examined and identified fairness in policy enforcement as the strongest predictor of the levels of the academic staff job satisfaction even after controlling demographic and institutional variables, it still stood up. This is a clear confirmation that there is a statistically significant difference between university Alpha and university Beta on variables such as the academic staff promotion levels, administrative transparency, access to academic staff research funds and fairness in academic staff disciplinary actions.

Qualitative findings seem to agree with the above results. Participants in university Alpha noted: -

‘I have served the university for over 20 years and supervised over 20 postgraduate students. I rate very high in both internal and external evaluations of the academic staff but when it comes to promotion I was passed over by my student who has less experience but stronger connection to the university administrative system’

KII-7-M-A

On the contrary, the respondent from Beta noted -

‘When I had issues with my teaching workload, I emailed the dean. Within a week, we had a meeting and affair resolution was arrived at. That would never happen in my previous station where you would be lucky to even get a response or even be allowed to have such a discussion. You could even be accused of insubordination if you complain of work load’

KII-11-M-B

This study notes that the policy implication for University Alpha, is that it must establish an independent oversight board comprising of the members of the university academic staff that will ensure fair implementation of academic staff promotion and disciplinary actions. University Beta should prevent complacency in terms of policy management and implementation. Universities should therefore ensure periodic fairness in policy audits, diversification of appraisals panels and stronger checks on informal favoritism, which can help sustain equity and equality among the members of the university academic staff. This study would like to strongly note that regulatory bodies such as the Commission for University Education (CUE) and the MOEST should incorporate clear benchmarks into university audits. Consequently, a national policy on university governance might standardize certain procedural safeguards across all universities, helping reduce disparities between university Alpha and university Beta.

This study concludes that fairness and equity in policy implementation at the universities are not just administrative concerns, but they are serious and fundamental in building institutional trust, academic staff levels of job satisfaction and academic staff retention. In this study, University Alpha showed a relatively higher level of procedural injustice and academic staff exclusion while university Beta demonstrates stronger procedural safeguards of academic staff rights and participatory in the university governance structures. The study recommends that all universities should try

to build a more responsive and equitable higher education institutions and university systems in both university Alpha and Beta. Universities must therefore prioritize strict adherence to policy conceptualization, implementation and development processes.

4.3.5.9 Policy and Managerial Implications in University Alpha and University Beta.

The findings of this study reveal the difference in how academic staff inclusiveness in policy formulation is experienced in university Alpha and university Beta. These differences are structural and organizational but deeply rooted in institutional culture, leadership style and communication practices. To improve on the levels of academic staff job satisfaction, the study points out that the universities must undertake deliberate reforms in how university policies are created, communicated to staff, applied and evaluated within the university.

In the university Alpha the study reveals that university policy formulation is largely top down where decisions are made by the university council or the management board without involving the members of the academic staff.

‘We only hear about new university policies after they are approved and that’s all, ours we are told we have to implement. This exclusion of the university academic staff for so many years has made us develop feelings of rejection, alienation and disempowerment among the university academic staff union. This feelings are not good’

KII-19-F-A

On the other hand, in university Beta a participant noted: -

‘As members of the university academic staff we are given adequate opportunities to suggest and participate in university policy making and development. This creates a sense of shared responsibility between us and the university management, making all the parties responsible for the outcome of the policy’

KII-13-F-B

This finding of this study recommends serious structural and managerial reforms in both university Alpha and university Beta. This includes adopting serious mechanism to democratize university policy formulation that includes and is not limited to establishing academic staff policy committees which includes the members of the university academic staff and have the powers to make policy decisions. At the same time, universities should develop alternative or informal avenues and platforms that allows open dialogue between the university administration and the members of the academic staff and conduct frequent consultative meetings at all levels to discuss staff welfare issues. All these mechanism suggested by this study is supported by a study conducted by Bovens, Goodin and Schillemans (2014), who argue that participatory institutional governance increases both procedural legitimacy and policy effectiveness

This being a comparative analysis it revealed that university Alpha must shift and change from rigid top-down leadership, governance and administrative structures to a more academic staff inclusive, involvement and transparent university policymaking and development processes. The study found that University Beta provides useful model for the academic staff involvement and inclusivity that can be adopted by university Alpha however, university Beta needs to create room for further formalization and institutionalization of the academic staff involvement in the university processes.

The study findings demonstrates that effective university policy and managerial practice in both university Beta and university Alpha relates not only more with resource availability in the universities but more with the university governance practices, leadership training and institutional practices. The study strongly recommends that university councils, university management boards and MOEST should develop practical policy that is based on university academic staff participatory

structures that reflect and responds to the voice and needs of all the members of the university academic staff.

4.3.5.10 Summary of the Study Objective Four.

The study's fourth objective of this study established a clear and significant relationship between university policies and academic staff levels of job satisfaction in both public and private universities using the cases of university Alpha and university Beta. While some analysis confirmed that a well-designed and transparently implemented university policies had a strong positive impact on the academic staff levels of job morale and commitment. The lived experiences of university academic staff revealed wide differences in the two universities, university Alpha and university Beta.

In public universities represented by university Alpha, many university academic staff members expressed high levels of job dissatisfaction, citing university unclear and inconsistently applied policies, particularly around academic staff promotion criteria, academic staff workload, and leave opportunities. These concerns were supported and echoed in focus group discussions, where the study participants described policies as imposed and disconnected from the realities of academic work. In contrast, the academic staff in private universities reported more inclusive and responsive policy environments, characterized by regular academic staff engagement, better communication between the university management and the academic staff members, and mechanisms for feedback.

However, gaps remained, especially where the academic staff felt excluded from decision-making processes in serious university policy making and policy implementation processes. Across both university Alpha and university Beta, policy conceptualization, implementation and development on communication and awareness

emerged as one of the serious challenges facing the academic staff levels of job satisfaction. Overall, the findings of this study point to the fact that university institutional policy is a key factor in determining and shaping the university academic staff levels of job satisfaction and highlights the importance of policy fairness, policy clarity, and policy participation in the university governance and administration practices of higher education institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the thesis statement, summary of the study, recommendations, suggestions for further study and conclusions. The key idea of this study was to examine the role of institutional drivers on academic staff job satisfaction in selected public and private universities with special reference to university Alpha (a representative of a public university) and University Beta (a representative of a private university).

This study was guided by the following four key objectives. The study objectives were as follows:-

- a) To examine the role of the working environment on academic staff job satisfaction in selected public and private universities;
- b) To evaluate the influence of compensation and benefits on academic staff job satisfaction on selected public and private universities;
- c) To analyse the effect of professional development opportunities on academic staff job satisfaction in selected public and private universities, and
- d) To investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.

This chapter also presents policy recommendations as well as suggestions for further research. The study further notes that, the outcome of this study based on the cases of university Alpha and university Beta should be generalized to other Kenyan public and private universities and other similar contexts to Kenya and across the globe.

5.2 Thesis Statement

Based on the discussions and analysis of findings in chapter four of this study on the drivers of academic staff job satisfaction in Kenyan universities (whose focus was on the case of University Alpha and University Beta). It's worth noting from the findings of this study; that, the levels of university academic staff levels of job satisfaction is significantly influenced by institutional factors namely university working environment, academic staff compensation and benefits levels, academic staff professional development opportunities, and the formulation and implementation of university policies. The study notes that all these factors, affects the levels of academic staff job satisfaction differently in public (University Alpha) and private (University Beta) universities, thereby proposing the development of context-specific policies and inclusive policy interventions by all the concerned stakeholders.

5.3 Summary of the Study Findings

The findings of this study provided a detailed and comprehensive exploration of the key drivers influencing university academic staff levels of job satisfaction in public university (University Alpha) and private university (university Beta) their productivity and effectiveness within higher educational sector. Through a rigorous analysis encompassing different quantitative and qualitative techniques, this study demonstrates critical relationships between selected institutional drivers and university academic staff levels of job satisfaction, productivity and the strategies of enhancing, promoting and sustaining the levels of job satisfaction.

5.3.1 Finding on the objective one: Examine the role of the working environment on academic staff job satisfaction in selected public and private universities

The findings of this study on the role of the working environment in shaping academic staff job satisfaction in selected public (University Alpha) and private (University Beta) universities in Kenya revealed marked institutional differences, with profound implications for academic staff levels of job satisfaction, retention, performance and

output. Extensive data was collected through oral interviews which showed that 72% of respondents from private (University Beta) universities rated their physical working conditions including office space, teaching facilities, internet connectivity, and classroom infrastructure as “adequate” or “very adequate,” compared to only 41% from public universities (University Alpha). Staff in public (University Alpha) institutions frequently expressed dissatisfaction with overcrowded offices, poor sanitation, outdated equipment, and frequent disruptions due to infrastructural failures such as unreliable electricity or internet outages. Qualitative narratives corroborated earlier studies referred to in chapter two of this study. Pointing out trends, where staff in public universities (University Alpha) described their university working environment as “congested and demoralizing,” while private university (university Beta) staff often referred to their university as “conducive for teaching, research and extension.”

Beyond university physical facilities, the study explored the psychological and social environment of the members of the academic staff. Where significant differences between the two universities emerged. Sixty eight percent (68%) of private university (University Beta) staff agreed or strongly agreed that their institutions promoted a collegial and respectful professional culture, compared to just forty three percent (43%) in public universities (University Alpha). Interviews and focus group discussions revealed that staff in private universities felt more recognized, supported by the university administration, and included in decision-making processes, thereby nurturing a sense of belonging and psychological safety. Consequently, academic staff in public universities frequently cited bureaucratic rigidity, lack of proper feedback mechanisms, and minimal staff recognition, which contributed to a lower levels of job satisfaction in public university (University Alpha).

The dimension of academic freedom and professional autonomy presented a clearer picture. Analysis showed that while 59% of staff in public universities (University Alpha) felt they enjoyed high levels of autonomy in their teaching and research activities, only 48% in private universities (University Beta) shared this view. While public university (University Alpha) staff valued the freedom to innovate, they expressed frustration that this freedom was characterised with lack of funding, heavy workload, and total lack of support from the university administration. On the other hand, private university (University Beta) staff appreciated the administrative role, although some felt constrained by performance based evaluations, strict institutional policies and managerial oversight.

Workload and time pressure emerged as significant driver of academic staff job satisfaction, with strong disparities: 64% of academic staff in public universities (University Alpha) described their workload as “excessive” or “unmanageable,” compared to 41% in private universities (University Beta) . Public university (University Alpha) staff frequently reported teaching very large classes, undertaking multiple administrative responsibilities, and managing external consultancy work and part time lecturing to compensate for low salaries.

Another critical finding related to the availability of institutional support services such as research funding, professional development, and mentorship. Survey results showed that only 35% of public university (University Alpha) respondents felt their institutions provided adequate support for research and career advancement, in contrast to 62% in private universities (University Beta). While public university (University Alpha) staff expressed frustration with the bureaucratic structures to access funding or attend

conferences, private university (University Beta) staff spoke of having regular training opportunities, internal research grants, and clear staff career development policies.

In conclusion, the findings of this study suggest that the working environment is a foundational driver in determining university academic staff job satisfaction, with private universities (University Beta) demonstrating more favourable working conditions across all the themes examined in this study. These differences are not merely material but extend to the emotional, psychological, and relational aspects of the academic staff life. According to Herzberg's Two-Factor Theory, many of these environmental drivers' particularly physical conditions, interpersonal relations, and university policies are categorized as hygiene drivers. When inadequate, they produce dissatisfaction, as evident in public universities (University Alpha). When adequate, as in most private universities studied (from related literature and university Beta in this study), they create the ground necessary for motivating members of the academic staff (such as achievement, recognition, and growth). Overall, the study proposes the need for public universities (University Alpha) to invest in extensive improvements to their working environments, while private universities (University Beta) must ensure that university efficiency does not come at the expense of academic freedom or autonomy.

5.3.2 Finding on the objective two: Evaluate the influence of compensation and benefits on academic staff job satisfaction on selected public and private universities.

The study found that compensation and benefits play a central role in influencing academic staff higher levels of job satisfaction, with significant differences seen between public (University Alpha) and private (University Beta) universities in Kenya. Quantitative survey data revealed that only 38% of academic staff in public universities

(University Alpha) perceived their salaries as “adequate” or “fair in relation to workload,” compared to 61% in private universities (University Beta). In public universities (University Alpha), dissatisfaction with compensation emerged as a dominant driver, with 71% of participants indicating that their salary did not reflect the dynamics and the nature of their responsibilities. In contrast, while private university (University Beta) staff were not entirely satisfied either, a significantly higher proportion acknowledged good medical cover, timely payments, and other work related benefits.

Qualitative data from interviews and focus groups provided deeper insight into these findings. Staff in public universities (University Alpha) frequently expressed feelings of job exploitation and frustration, pointing at delayed payments, salary arrears, and unclear promotion criteria. Such grievances were often linked to broader structural issues, including government budgetary delays, politicization of universities, poor or lack of salary reviews, politicization of the university and differences in pay between the academic and administrative staff. The net effect was academic staff developing the sense of financial insecurity, leading to many lecturers pursuing multiple side jobs, consultancy services, part time teaching in private universities and other universities, or even developing small businesses to bridge personal income deficits.

In comparison, academic staff in private universities (University Beta) described more consistent and transparent compensation levels. Although some still felt that their pay was modest relative to industry levels, many appreciated the timeliness of salary payments and the clear connection between work performance and rewards. Notably, 56% of private university (University Beta) academic staff reported higher satisfaction levels with the benefits package provided by their universities, including good medical

cover, timely pension contributions, paid leave, and housing or commuting allowances. Several participants in university Beta commended the structured nature of compensation reviews in the university, which is often tied to annual appraisals, and is attributed to creating a sense of procedural fairness and accountability.

Differences in satisfaction levels also extended to non-monetary benefits to academic staff members. In public universities (University Alpha), staff widely expressed concern over the absence or unreliability of key drivers such as good health insurance, research grants, and seminar funding. Quantitative data showed that only 27% of public university (University Alpha) staff rated their medical coverage as “satisfactory,” compared to 63% in private university (University Beta). Focus group participants in public university (University Alpha) reported long delays in accessing medical reimbursements and frequent system failures in employer sponsored medical insurance schemes. In fact, they noted staying for months without medical scheme. Additionally, the lack of conference allowances was frequently mentioned as a challenge, particularly for junior faculty members or tutorial fellows.

Opportunities for career progression and promotion were another significant area of differences between the two universities. Academic staff in public universities (University Alpha) cited bureaucratic delays and lack of transparency in promotion criteria as a demotivating driver. Many recounted waiting for years for promotions to be processed, with little chances of success. Quantitative data showed that 66% of public university academic (University Alpha) staff believed that promotions were “unfair, tribal or politically influenced,” compared to 38% in private university (University Beta). Staff in private universities (University Beta), while acknowledging occasional rigidity in promotion procedures, described the process as clearer and more

performance driven. Interviews revealed that many private universities (University Beta) had established Key Performance Indicators (KPIs) linked to higher academic outputs such as publication rates, student evaluations, and grant acquisition which guided promotion decisions.

Furthermore, the issue of equity in compensation across departments and schools was raised. Public university staff (University Alpha) participants voiced concern over wide and unexplained differences in salaries and allowances between ordinary academic staff members and those in administrative positions. In private universities (University Beta), while disparities existed, they appeared more systematically managed, with university Beta implementing internal equity audits and policies to align compensation across ranks, departments and schools.

The findings also revealed that inadequate compensation in public universities (University Alpha) had deeper impact on academic staff levels of motivation, productivity, and loyalty to the university. Some participants admitted to spending more time on private consultancies services or parallel programs at other institutions than on their primary academic responsibilities. Others described diminished enthusiasm for teaching and research. While private university (University Beta) academic staff also sought additional income streams, most expressed a stronger sense of commitment to the university, attributing it to better welfare and staff acknowledgment policies.

From a theoretical perspective, the findings of this objective align with Herzberg's Motivation-Hygiene Theory, where compensation and benefits constitute critical hygienic drivers to university academic staff levels of job satisfaction. When inadequate or inconsistently administered as is largely the case in public universities

(University Alpha) they contribute significantly to higher levels of dissatisfaction, even if other motivating drivers are present. Consequently, in private universities (University Beta), where compensation systems were more structured and reliable, these hygienic drivers were better addressed, creating a foundation for motivating drivers (such as recognition, autonomy, and professional growth) to take effect.

In conclusion, the study found that compensation and benefits greatly influence the levels of university academic staff job satisfaction, with public university (University Alpha) staff experiencing higher dissatisfaction levels due to irregular pay, weak benefit structures, and unclear promotion systems. Private university (University Beta) academic staff, while not very much contented, they enjoy more predictable and transparent compensation and reward structures, contributing to higher levels of job satisfaction. In order to improve academic staff levels of job satisfaction and university performance, the study recommends that public universities (University Alpha) urgently reform their compensation structures, ensuring timely payments, clearer promotion criteria, and equitable distribution of benefits. Meanwhile, private universities (University Beta) are encouraged to enhance their competitiveness by harmonizing pay scales and expanding non-monetary rewards, particularly for research productivity and long-term service.

5.3.3 Finding on the objective three: Analyzing the Effect of Professional Development Opportunities on Academic Staff Job Satisfaction in Selected Public and Private Universities

The findings on the influence of professional development and career progression opportunities on academic staff job satisfaction revealed a significant relationship between access to well-structured university capacity building programs and the levels of job satisfaction among academic staff members in both public (University Alpha)

and private (University Beta) universities. However, marked disparities in opportunity, access, and institutional commitment were observed between university Beta and university Alpha. The study findings indicate that only 34% of academic staff in public universities (University Alpha) agreed that their university provides adequate professional development support compared to 67% in private universities (University Beta). This difference was significant, explaining a more complex culture of academic staff development in private universities (University Beta). Specifically, private university staff (University Beta) reported higher levels of job satisfaction with access to fully funded workshops, short courses, sponsored postgraduate studies, conference attendance, and internal mentorship programs.

Interviews with participants from public university (University Alpha) consistently revealed displeasure over the lack of structured, institutionalized professional development policies. Majority of participants indicated that opportunities were either unavailable, irregularly offered, or based on unclear criteria, often dependent on individual effort. This perceived university neglect created feelings of professional stagnation and lower levels of job satisfaction, particularly among younger academics who felt unsupported in their career advancement.

In comparison, private universities (University Beta) were seen to integrate professional development more structurally into academic life. Interviewees described routine in-service training, pedagogical workshops, research seminars, and funded postgraduate scholarships as key features of the university strategy to build human capital. Additionally, private universities (University Beta) often linked academic staff career development opportunities to clear Key Performance Indicators (KPIs) and provided feedback to ensure skills transfer into teaching and research practice.

In terms of academic mobility and exposure, the study found that public university (University Alpha) staff had access to a wider range of international conferences and research exchange programs, often supported by university management, external grants or international collaborations. However, these opportunities were not equitably distributed, with most being available to senior faculty or those in STEM fields. Only 22% of junior academic staff in public universities (University Alpha) reported ever participating in an international professional development program, compared to 41% in private universities (University Beta). Evidence from this study suggest, while public universities (University Alpha) had partnerships with global universities, the benefits often failed to cascade to the broader academic population due to poor communication, favouritism, and institutional inertia.

Another critical dimension of professional development was mentorship and career progression support. In public universities (University Alpha), mentorship was largely informal and inconsistent, with several participants indicating they had never received formal mentoring since employment. This lack of structured mentorship had a demoralizing effect, contributing to feelings of professional isolation. The outcome indicates, 61% of private university (University Beta) staff reported participating in formal mentorship programs, often with periodic evaluations and clear deliverables. The presence of career development officers, academic coaching, and regular performance appraisals created a supportive ecosystem that contributed to higher levels of job satisfaction and a sense of institutional care.

The findings also pointed to university funding as a critical driver or barrier to academic staff professional development. Academic staff in public university (University Alpha) repeatedly cited lack of adequate budgetary allocation for staff

training and conference participation as a limiting factor to job satisfaction. Due to resource limitation, some universities either suspended training programs or made them highly competitive and exclusionary. In comparison, private universities (University Beta), though smaller in size, had set aside annual budgets for academic staff professional development as part of their strategic priorities.

Moreover, the study explored how professional development affected research productivity and promotion. In public universities (University Alpha), staff who accessed training independently or through external funding often published more and progressed faster. However, lack of university administration support meant that most academic staff members remained stagnant or were promoted after many years, despite meeting qualifications. Findings indicated that 69% of public university (University Alpha) staff felt that their university did not support them in meeting promotion requirements, compared to 46% in private universities (University Beta). By contrast, in private universities (University Beta), professional development was closely tied to university goals and staff personal appraisal systems, which promoted research output, teaching innovation, and career progression.

Applying Herzberg's Two-Factor Theory, professional development opportunities can be understood as a motivational factor that significantly enhances job satisfaction when present. In private universities (University Beta), where training, mentorship, and career planning were actively supported, these opportunities acted as strong intrinsic motivators, fostering commitment, innovation, and institutional loyalty. In public universities (University Alpha), the absence or irregular provision of these opportunities did not merely fail to motivate but actively discouraged staff, leading to disengagement and high turnover intentions.

In summary, professional development emerged as a decisive driver in promoting university academic staff levels of job satisfaction. While public universities (University Alpha) had greater access to international opportunities in theory, the university structures supporting professional growth were weak, underfunded, and often exclusionary. Private universities (University Beta), although operating with fewer external networks, provided more structured, inclusive, and routine academic staff professional development opportunities, which in turn promoted higher levels of academic staff job satisfaction. The study recommends that public universities (University Alpha) institutionalize professional development through transparent policies, equitable access, and dedicated budgets, while private universities (University Beta) should sustain and expand their best practices by investing in long-term capacity-building frameworks. Bridging this developmental gap is essential for nurturing a motivated, competent, and professionally fulfilled academic workforce in Kenya's higher education sector.

5.3.4 Finding on the objective Four: Investigate the impact of institutional policies on academic staff job satisfaction in selected public and private universities.

The findings on the fourth objective revealed a significant relationship between university policies and the level of academic staff job satisfaction in both public (University Alpha) and private (University Beta) universities, with notable differences on how these policies are perceived and implemented. Findings reveal that university policies accounted for a significant portion of the variance in job indicating that transparent, inclusive, and responsive policies positively influence academic staff morale and raises the levels of job satisfaction. In public universities (University Alpha), 64% of the participants reported that university policies were inconsistently implemented and lacked clarity, especially in areas related to promotion criteria,

workload allocation, and leave entitlements. In comparison, 72% of participants from private universities (University Beta) perceived their university policies as more streamlined and efficiently enforced, with clearer communication channels and timely feedback mechanisms. However, a segment of private university (University Beta) staff (about 28%) still expressed concerns about top down policy formulation without adequate consultation.

Focus group discussions and interview transcripts revealed deep frustrations among public university (University Alpha) academic staff who felt alienated from the policymaking process. Several described the policies as “imposed” and “unrealistic,” with insufficient sensitivity to staff rank and academic roles. This often led to disengagement, resistance to policies, and perceptions of favouritism in policy implementation. Comparatively, academic staff in private universities (University Beta) pointed at more participatory approaches to policy formulation, citing regular academic staff meetings, senate meetings, anonymous surveys, and policy review committees that included faculty representation. These inclusive approaches were strongly linked to a sense of fairness, institutional trust, and professional belonging.

Furthermore, both university Alpha and university Beta faced challenges related to policy communication and awareness. A substantial number of public university (University Alpha) staff (58%) stated they were either unaware or only partially aware of the policies affecting their professional lives. This lack of awareness was often linked to weak internal communication systems and an overreliance on administrative memos rather than structured engagements. Private universities (University Beta) fared better in this regard, but some members of academic staff still noted policy updates were not always timely or accessible.

In sum, university policies emerged as a critical hygiene factor driving the academic staff levels of job satisfaction. When policies were fair, clearly communicated, and formulated through inclusive mechanisms, they created an enabling environment that fostered motivation, loyalty, and productivity. On the other side, opaque, rigid, and poorly implemented university policies significantly undermined job satisfaction, particularly in public universities (University Alpha). These findings point out to the need for universities to prioritize policy transparency, participatory governance, and structured feedback avenues to promote academic staff levels of job satisfaction.

5.4 Conclusion

This study examined the key institutional drivers to academic staff job satisfaction within selected public (University Alpha) and private (University Beta) universities in Kenya, focusing on four core dimensions: working environment, compensation and benefits, professional development opportunities, and institutional policies. A convergent mixed research method design guided data collection and analysis, incorporating survey responses from a number of university academic staff and in depth interviews with purposively selected key respondents. Both quantitative and qualitative findings helped to develop a clear understanding of the drivers shaping academic staff levels of job satisfaction in the university sector. Quantitative findings on the role of the working environment revealed significant differences between public (University Alpha) and private (University Beta) universities, with private university (University Beta) scoring higher on workplace conditions, administrative responsiveness, and interpersonal relations. Findings indicated that working environment had a strong positive correlation with job satisfaction. Qualitative narratives pointed out that academic staff from private (University Beta) universities have efficient systems, collegial workspaces, and leadership accessibility. Comparatively, public university

(University Alpha) staff expressed dissatisfaction stemming from overcrowded offices, bureaucratic inertia, strained professional relationships, and a general sense of neglect, which they felt undermined their productivity and morale.

In examining the influence of compensation and benefits, quantitative results highlighted a significant disparity in remuneration structures and perceived fairness, with private university (University Beta) staff reporting relatively higher job satisfaction. Findings reveal that compensation and benefits explained 58.6% of the variance in job satisfaction. Qualitative interviews revealed deep concerns among public university (University Alpha) staff regarding delayed salaries, opaque promotion criteria, and non-competitive allowances. In comparison, staff in private (University Beta) universities appreciated structured appraisal systems, timely remuneration, and performance linked rewards. However, even within private universities (University Beta), some respondents noted the absence of long term pension schemes and transparent reward mechanisms as demotivating factors.

Professional development opportunities were found to significantly influence academic staff levels of job satisfaction. The findings demonstrated that access to mentorship, training, research grants, and clear promotion pathways positively correlated with job satisfaction levels across both institutional types, although private universities (University Beta) again performed better overall. Respondents in private universities (University Beta) appreciated regular capacity-building workshops and funded opportunities for further studies, while their counterparts in public universities reported a lack of university support, delayed sabbatical approvals, and political favouritism in selecting staff for scholarships and conferences. The staff highlighted that insufficient

investment in professional growth led to academic stagnation, demotivation, and, in some cases, out migration of transfer to other universities.

Regarding university policies, the study uncovered that transparent, inclusive, and well communicated university policies strongly promoted academic staff levels of job satisfaction. Findings indicated a strong relationship between policy clarity and satisfaction levels of satisfaction, particularly in areas of workload distribution, grievance handling, and academic freedom. Participant responses revealed that academic staff in private universities (University Beta) felt their voices were more often included in university policy dialogues and decision making forums. Public university (University Alpha) staff, however, described university governance as weak, exclusionary, and often influenced by non academic forces. The rigidity and inconsistency of policy application in public universities (University Alpha), combined with perceived managerial weaknesses, raised the feelings of dissatisfaction among the academic staff members. Moreover, the study participants emphasized that without inclusive university policy formulation and fair implementation, even well-compensated and well trained academic staff members would remain discontented.

In conclusion, the study provides compelling evidence that university academic staff job satisfaction is a function of interrelated structural and human drivers (to academic staff job satisfaction). Private universities (University Beta) generally offer more favourable conditions across all the four themes examined in this study, leading to relatively higher levels of university academic staff job satisfaction. The study recommends a long term reform approach in public universities (University Alpha) focused on improving the physical and social working environment, reforming compensation and benefit systems, institutionalizing professional development

programs, and enhancing the inclusiveness and responsiveness of university policies. These changes are essential for not only retaining high calibre academic staff and improving job satisfaction levels, but also for promoting innovation, academic excellence, and university competitiveness in Kenya's higher education sector.

5.5 Policy Recommendations

This section presents the study's policy recommendations to the university councils, UMB, UASU, Ministry of Education Science and Technology and all other higher education stakeholders based on the study outcomes as follows: -

In line with the objective one of this study. The study would like to recommend development of a policy that is aimed at improving the university academic staff Work Conditions through investment in academic infrastructure and welfare. The study would like to note that both public (University Alpha) and private (University Beta) universities should invest in conducive and well-resourced university working environments. This includes modernizing academic staff office spaces, reducing academic staff workload pressure through strategic staff deployment, providing adequate teaching and research facilities to academic staff members, and promoting work life balance for the academic staff members. This study revealed that university environmental stressors to members of the academic staff includes overcrowded or lack of offices, limited ICT infrastructure access, and erratic support services from the administration which were among the key deterrents to the university academic staff levels of job satisfaction. The study notes that strategic infrastructural investments in the university and well developed staff welfare policies are important for promoting a

positive academic climate within the university. This will intern improve the level of the academic staff output.

Based on the second objective of this study. The study would like to propose an adoption of a policy framework that focuses on strengthening and equalizing compensation and benefits structures for the academic staff within the university. There is an urgent need to harmonize specific remuneration packages across public (University Alpha) as well as private universities (University Beta) in Kenya. The areas of concern should be on house allowance, medical cover and basic pay. Such a policy will ensure competitive and equitable pay scales for the academic staff members that match their qualifications, experiences, and workload across the different universities. This recommendation is informed by the proposals given by the members of university Beta as well as the fact that the new student-funding model in Kenya equates both private and public university at the same level in terms of the funds that they receive from the government. This study showed that disparities in compensation particularly in public universities (University Alpha) diminish morale which contributed to high academic staff turnover. A national framework for academic pay and benefits, complemented by individual university flexibility to reward performance, would go a long way in enhancing the academic staff levels of job satisfaction and generally the university performance.

Based on the third objective of this study. The study recommends an adoption of a policy framework that establishes clear, equitable, and funded professional development career pathways for the academic staff members. This study notes that universities must create well structured, transparent, and well funded professional and career development programs aligned with academic staff career progression. The findings of this study demonstrates that lack of policy clarity career progression,

unequal access career development opportunities, and limited institutional support for academic staff training and research greatly limits academic staff growth, especially in public universities (University Alpha). Therefore, policies should be developed that mandate regular academic staff training, allocate budget lines for academic staff professional advancement, and recognize academic staff development achievements in promotion criteria.

In line with the fourth objective of this study, the study would like to propose reform that is focused on institutionalizing participatory and responsive policy formulation mechanisms. Universities should therefore prioritize inclusive policy making processes that actively involve the academic staff members through regular consultative forums, policy review committees, and enhanced feedback mechanisms. The study found that exclusion of the academic staff from university decision-making processes especially in public universities was a significant sources of the academic staff levels of dissatisfaction. Therefore, establishing structures through policy framework in the university that promote administrative transparency, dialogue, and shared governance structures can help solve the feelings of discontent and improve ownership and compliance of the academic staff with institutional policies.

5.6 Contribution to Disciplinary Knowledge

The findings of this study contribute significantly to the disciplines of Comparative and International Education by offering both theoretical and practical understanding into the university academic staff levels of job satisfaction in both private and public universities in Kenya whose findings can be generalised to other similar contexts. From a comparative education perspective, the study provides new knowledge on how specific institutional drivers within the university such as working environment,

compensation structures, academic staff professional and career development opportunities, and university policy frameworks differently affect university academic staff levels of job satisfaction across public (University Alpha) and private universities (University Beta) in Kenya. These scholarly revelation examines how university systemic, governance, and resource related differences shape and influence the university academic staff work experiences in private and public universities, highlighting the importance of structuring policy approaches to specific university. The cross sectional analysis of data in this study enriches the discipline of comparative and international education by demonstrating how similar global challenges that face the university academic staff like workload, career progression, or policy involvement is manifested differently in different universities based on university histories, university funding models, and university administrative and governance systems.

From international education perspective, this study adds to the global discussions on academic staff labour practices and conditions by emphasizing on the inter dependency between university academic staff welfare and higher education quality. This study provides an African understanding to the global scholarship on university governance structure, revealing how localized policy changes can either hinder or promote university academic quality and standards at the global level. This study contributes to new knowledge in international education by emphasizing on the need for globally informed yet locally developed and adapted university reforms in developing countries, especially in the post-COVID era where academic staff levels of resilience is important. Furthermore, the strength of this study in international education is by integrating lived experiences of university academic staff with quantitative outcomes, the research presents a deeper understanding of university academic staff job satisfaction that is not only academically robust but also pragmatically useful for international linkages and

partnerships, donor support frameworks, and intervarsity cross-border educational collaborations. In conclusion, this study bridges the existing theories and practices in Comparative and International Education, by offering different practical pathways for equitable, context responsive policy adoption strategies and globally acceptable relevant reforms in university sector aimed at improving the academic staff welfare.

5.7 Suggestions for Further Research

This study was not exhaustive and recommended further research with the aim of building on the existing findings while addressing gaps that can inform better policy formulation, targeted HR interventions, and ultimately improve university academic staff job satisfaction and institutional performance in higher education. The suggestions are as follows:-

1. From the nature of this study and based on the findings of objective one, the study would like to recommend that future research on the subject matter should adopt a longitudinal design to examine how changes in the university work environment over time influence university academic staff job satisfaction in both public and private universities. The focus of this should be in both very old universities as well as young or recently established in order to identify the different dynamics involved. This would offer deeper insight into causal relationships and the temporal stability of job satisfaction levels. It is worth noting that, this kind of studies should explore how new challenges facing the university sector such as the new funding model, remote teaching, digital infrastructure, and imbalance between the student lecturer ratios affect working conditions of the academic staff in both public and private universities.

2. As the result of the findings of objective, two of this study whose focus was on the general compensation and benefits of the academic staff members. This study would like to recommend that a study be done to disaggregate the levels of compensation structures in order to evaluate discipline and institutional specific differences and rank based inequities within and across public and private universities. An example of the proposed study is that of a comparative study to assess how university academic staff salary scales, housing allowance, research grants, and promotions vary between faculties (e.g., humanities vs. STEM) and between junior and senior academic staff members in public versus private universities.
3. Based on the findings of objective three of this study. This study would like to recommend further research to explore the impact of informal academic staff career and professional development avenues, such as peer mentoring, interdisciplinary collaboration, and international academic networks, especially in state underfunded public universities in Kenya. This recommendation advocates that research could be done to examine the role of online and self directed learning in enhancing university academic staff levels of job satisfaction and career progression (among members of university academic staff), particularly academic staff with limited access to university training programs.
4. From the fourth finding of the study, given that institutional policies significantly affect university academic staff levels of job satisfaction. This study would like to recommend a detailed study to explore the policy perception and policy implementation gaps between the university management and the university academic staff members. This study proposes that a case study

should be done which explores on how university policies on academic staff promotion, leave, grievance handling, and academic freedom are communicated, perceived, and enforced at different institutional levels could yield valuable insights. This may help explain why similar university policies generate different levels of academic staff levels of job satisfaction outcomes in different universities whether private or public.

REFERENCES

- Abagi, O., & Odipo, G. (1997). Efficiency of Primary Education in Kenya. Situational Analysis
- Abdu, K. (2019). The Role of Team Management in Improving Work Performance in Universities in KIRA municipality, Uganda
- Abiodun-Oyebanji, O., J. (2019). Influence of learning environment on academic staff productivity in Ibadan Municipal secondary university, Oyo State, Nigeria.16(2),10
- Abuga, D., Odundo, P. A., & Musau, L. M. (2016). Influence of non-financial reward strategies on employee performance in universities in Kenya. *International Journal of Education and Research*, 4(7), 123–136.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 2, pp. 267–299). Academic Press.
- Adhiambo, R. A. (2012). *Determinants of teacher turnover in public secondary schools in Rachuonyo South District, Kenya* [Unpublished master's thesis]. University of Nairobi.
- Adigun, T., J., & Dairo, O., G. (2021). In-service Training, Performance Appraisal and Academic staff Productivity in University in Osun West Senatorial District Osun State, Nigeria. *International Journal of Advanced Research in Management and Social Science* Vol 10(5)
- Almalki, S. (2016). Integrating Quantitative and Qualitative Data in Mixed Methods
- Alonge, D.B., Onnoh, G. & Ojo, A.O., Nathaniel. (2020). Working Conditions and Salary as Correlates of Academic staff Productivity in Government–Owned Universities in Emure Local Government Area of Ekiti State, Nigeria. *Journal of Education Issues* Vol 6(1)
- Altbach, P. G. (2000). *The changing academic workplace: Comparative perspectives*. Center for International Higher Education.

- Altbach, P. G. (2015). *Academic freedom: International realities and challenges*. Higher Education Policy, 28(2), 241–252. <https://doi.org/10.1057/hep.2015.5>.
- Altbach, P. G. (2015). *The dilemmas of ranking*. International Higher Education, (42), 2–3. <https://doi.org/10.6017/ihe.2006.42.7911>.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*. UNESCO.
- Alufohai, P., J., & Ibahafidon, H., E. (2015). Influence of Academic staffs Age, Marital Status and Gender on Students Academic Achievement. Asian Journal of Education Research. Vol 3(4)
- Anukaenyi, A., B., & Onochie, C., P. (2022). Management Support Services and Academic staff Productivity in Public Universities in South East Nigeria. International Journal of Education Research Review. Vol 1(1)
- Ariko, C., O., & Simatwa, E., M., W. (2011). Factors Influencing Secondary University Academic staff Transfer Requests in Suba District, Kenya: Analytical Assessment. International Research Journal 3(2), 1- 5.
- Armstrong, M. (2009). *Armstrong's Handbook of Performance Management: An Evidence-Based Guide to Delivering High Performance*. (10th Ed.). New Jersey: Prentice-Hall awareness towards training needs among Day Centres' female academic staffs" in Al-Karak.
- Ayeni, A., J., & Fakunle, A., F. (2022). Teamwork management and academic staffs' productivity in Universities in Ondo Central Senatorial District of Ondo state, Nigeria. African Journal of Educational Management, 22(1), 49-69.
Retrieved from <https://www.journals.ui.edu.ng/index.php/ajem/article/view/690yle>.

- Baharuddin, A. (2021). The effect of work environment on teacher performance at MTS Madani Pao-Pao. *International Journal of Education and Learning*, 3(2), 22–29.
- Bamisaiye, R. A. (1998). *A practical approach to school management*. Macmillan Nigeria Publishers.
- Barasa, P. L., & Omulando, C. A. (2020). Towards understanding the motivational climate in Kenyan universities. *International Journal of Educational Development in Africa*, 7(1), 54–70.
- Barrett, L., & Barrett, P. (2008). The management of academic workloads: Full report on findings. *University of Salford Institutional Repository*.
- Bartkowiak, G., Krugielka, A., Dama, S., Kostrzewa-Demczuk, P., Gawel-Luty, E. (2022) Academic Academic staffs about Their Productivity and a Sense of Well-Being in the Current COVID-19 Epidemic. *Int. J. Environ. Res. Public Health* 2022, 19, 4970. <https://doi.org/10.3390/ijerph19094970>
- Berg, B. L. (2002). *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Bexley, E., James, R., & Arkoudis, S. (2011). *The Australian academic profession in transition*. University of Melbourne, Centre for the Study of Higher Education.
- Bhadoriya, N. (2022). Impact of Pandemic on Job Satisfaction and Productivity of Academic staffs Working in Higher Education Institution, Kanpur, Uttar Pradesh India. *International Journal of Multidisciplinary Educational Research*
- Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2011). Academic staff Layoffs: An Empirical Illustration of Seniority. Measures of Effectiveness. *Education Finance and Policy*, pp. 6, 439–454

- Brennan, J., & Shah, T. (2018). Quality assessment, decision making and institutional change: Theory and practice in higher education. *Higher Education Quarterly*, 72(1), 3–15. <https://doi.org/10.1111/hequ.12132>
- Chacha, N. C. (2018). Challenges facing higher education in Kenya. *Journal of Higher Education in Africa*, 16(1), 1–14.
- Chimanikire, P., Mutandwa, E., Gadzirayi, C. T., Muzondo, N., & Mutandwa, B. (2007). Factors affecting job satisfaction among academic professionals in tertiary institutions in Zimbabwe. *African Journal of Business Management*, 1(6), 166–175.
- Chireshe, R., & Shumba, A. (2011). Teaching as a career choice by student teachers in Zimbabwe. *Journal of Social Sciences*, 26(2), 99–105.
- Cloete, N., Maassen, P., & Bailey, T. (2011). *Higher education dynamics: Universities and economic development in Africa*. Centre for Higher Education Transformation.
- Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>.
- Commission for Higher Education (CHE). (2008). *Quality assurance handbook for universities*. Nairobi: CHE.
- Commission for Higher Education (CHE). (2022). *Annual report on university education in Kenya*. Nairobi: Ministry of Education.
- Commission for University Education (CUE). (2024). *University statistics report 2023/2024*. Nairobi: Ministry of Education.

- Commission for University Education. (2018). *University statistics report 2018*. Nairobi, Kenya.
- Commission for University Education. (2023). *Status of university academic programmes in Kenya*. Nairobi, Kenya.
- Cresswell, J., W. (2005). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey; Pearson Education, Inc.
- Creswell, J., W. (2012). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th ed.). Boston: Pearson Education, Inc.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer.
- Deci, E. L., & Ryan, R. M. (2008). *Facilitating optimal motivation and psychological well-being across life's domains*. *Canadian Psychology*, 49(1), 14–23. <https://doi.org/10.1037/0708-5591.49.1.14>
- Deem, R., Hillyard, S., & Reed, M. (2007). *Knowledge, higher education, and the new managerialism: The changing management of UK universities*. Oxford University Press.
- Ebrahim, N. A., & Zarea, H. (2020). The effect of transparent human resource policies on academic staff satisfaction. *International Journal of Educational Management*, 34(3), 445–463.

- Edgeron, D., & William, R. (2006). The relationship between school leadership and teacher job satisfaction. *Academic Leadership: The Online Journal*, 4(1), Article 6.
- Edmonds, A., N. (2009). Improving Academic staffs' Morale with Team Building. Electronic Thesis and Dissertation. Education and Practice. Vol7, No 34, 2016.
- El-Gohany, K., M., & Aziz, R., F. (2014). Factors influencing construction labour productivity in Egypt. *Journal of Construction Engineering and Management*, 30(1), 1-9. [https://doi.org/ 10.1061/\(ASCE\)ME.1943-5479.0000168](https://doi.org/10.1061/(ASCE)ME.1943-5479.0000168).
- El-Jajah, Y., & Mohammed, H. (2019). Salary and promotion as correlates of academic staff job performance in senior secondary schools in Adamawa State, Nigeria. *International Journal of Academic Research and Development*, 4(3), 36–42.
- Engelbrecht, M., L. (2016). Perception of academic staff productivity. Comparing the case of South Africa and South Korea. M.E.D. Thesis. South Africa University of Free State press
- Espino, N., G., Roman, M., F., V., & Magno, C., G. (2011). Academic performance, Licensure. Examination for Academic staffs Results from 2004-2008 and Work Performance of B.S.E.D. graduates
- Etomes, S. E., & Molua, E. L. (2018). Motivation and performance of teaching staff in public universities in Cameroon: The case of the University of Buea. *International Journal of Education and Research*, 6(2), 33–52.
- Evans, A., & Chun, E. B. (2012). *Creating a culturally inclusive organization: Leadership strategies*. Jossey-Bass.
- Gappa, J. M., Austin, A. E., & Trice, A. G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. Jossey-Bass.

- Getange, K., N. (2016). Motivational Strategies and Academic staffs' Productivity: Lessons of Experience from Public Secondary University in Kisii County, Kenya. *Journal of Research and Methods in Education*, 6(4), 33-38.
- Government, Ekiti state, Nigeria. *Journal of Language and Language Teaching*. Vol24, No
- Grazier, P., B. (1999, March 1). What is team building really?
- Greenberg, J. (1987). A taxonomy of organizational justice theories. *Academy of Management Review*, 12(1), 9–22. <https://doi.org/10.5465/amr.1987.4306437>
- Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management*, 16(2), 399–432.
- Gudo, C. O., Oanda, I. O., & Olel, M. A. (2011). University expansion in Kenya and issues of quality education: Challenges and opportunities. *International Journal of Business and Social Science*, 2(20), 203–214.
- Guo-Hua, Y., & Amankah, J. (2020). Leadership style and university performance: A study of Ghanaian higher education institutions. *International Journal of Educational Leadership and Management*, 8(1), 34–52. <https://doi.org/10.17583/ijelm.2020.4379>.
- Harini, H., & Utami, P., P. (2019). The Effect of Job Satisfaction and Absenteeism on Academic staff Work Productivity. *Multicultural Education*. Vol 5(1)
- Harsonet, F., Mboya, P., & Yusuf, A. (2023). *Leadership styles, motivation, and physical environment: Determinants of job satisfaction in academic institutions*. *Journal of Educational Leadership Studies*, 12(2), 45–59.
- Harsonet, P., Lim, M., & Ngugi, L. (2023). *Leadership style and job satisfaction in higher education institutions*. *International Journal of Educational Management*, 37(2), 145–159.

- Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.
- Herzberg, F. (1968). *One more time: How do you motivate employees?* *Harvard Business Review*, 46(1), 53–62.
- Herzberg, F., Mausner, B., & Synderman, B. (1959). *The Motivation to Work*. 2nd Edition, John Wiley & sons Inc., New York, 20, 141-147
- Hirsh, S. (2001). We are growing and changing. *Journal of Staff Development*, 22(3), 255-258 <https://doi.org/10.5539/jel.v5n3p288>
- Ijaiya, N. Y. S. (2013). Belief systems of secondary university University managements and vice University managements about the productivity of academic staffs in Ilorin Metropolis, Kwara State.
- ILO. (2012). *International Standard Classification of Occupations; Structure, group definitions and correspondence tables*.
- Imberman, A., S., & Lovenheim. (2015). Incentive Strength and Academic staff Productivity. Evidence from a Group-Based Academic staff Incentive Pay System. *The Review of Economic and Statistics* Vol 97(2) in Public Universities in Gauri Division, Muranga County, Kenya. *International Journal of Economics and Management Studies* 7(2), 186.
- Imberman, S. A. (2015). How effective are financial incentives for teachers? *IZA World of Labor*. <https://doi.org/10.15185/izawol.155>
- Jerotich, P., M. (2010). *Rewards and Academic staff Performance Among Universities of Baringo District, Kenya*
- Johnsrud, L. K., & Rosser, V. J. (2002). Faculty members' morale and their intention to leave: A multilevel explanation. *The Journal of Higher Education*, 73(4), 518-542.

- Jowi, J. O. (2003). Governing higher education in the stakeholder society: Rethinking the role of the state in Kenya's higher education. *CHEPS/University of Twente*.
- Kariuki, S. N., & Mbugua, R. (2021). Role of policy participation in enhancing academic staff engagement. *Kenya Journal of Education Planning*, 5(2), 88–104.
- Kavita, K., & Hassan, N., C. (2018). Work Stress among Academic staffs: A Comparison between Primary and Secondary University Academic staffs. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 60–66
- Khan, A., & Khan, S. (2014). Exploring academic staff motivation at a university in Pakistan. *International Journal of Educational Management*, 28(1), 19–38.
- Kinman, G., & Jones, F. (2008). A life beyond work? Job demands, work–life balance, and wellbeing in UK academics. *Journal of Human Behavior in the Social Environment*, 17(1–2), 41–60.
- Kipkebut, D. J. (2010). *Organisational commitment and job satisfaction in higher educational institutions: The Kenyan case* (Unpublished doctoral dissertation). Middlesex University.
- Kipsangut, C. K. (2012). Reward systems and employee performance in universities: A case study of selected public universities in Kenya. [Unpublished master's thesis]. Moi University.
- Knight, J., & Tandon, R. (2017). *Higher education and the SDGs: Relevance, impact and challenges*. Association of Commonwealth Universities.
- Kombo, K., D., & Tromp, L., A. (2006). Proposal and thesis writing; an introduction. Nairobi; Pauline Publication Africa.

- Korir, B. C. (2017). *Influence of working conditions on teachers' job satisfaction in public secondary schools in Kenya. International Journal of Advanced Research in Education & Technology*, 4(2), 22–27.
- Korir, K. D. (2017). *Factors affecting the job performance of teachers in public secondary schools*. Nairobi: Kenyatta University Press.
- Kroll, T., Neri, M T, Miller K. (2005). Using Mixed methods in disability and rehabilitation research. *Rehabil Nurs* 106-13
- Kumar, P., & Sharma, S. (2018). Factors affecting job satisfaction among academic staff: An empirical study. *Journal of Education and Practice*, 9(17), 1-9.
- Kyriacou, C. (2001). Academic staff Stress: Directions for Future Research. *Educational Review*. *Educational Review*, pp. 53, 27-35
- Lodiaga, M. & Mbatia, P. (2019). Institutional responsiveness and motivation of university teaching staff in Kenya. *Journal of Education Policy and Management*, 5(2), 91–106.
- Lucky, O., & Chika, O. (2018). Working environment and teacher productivity in universities in Port Harcourt metropolis. *International Journal of Advanced Academic Research*, 4(3), 81–95.
- Lutaaya, A. (2017). Governance practices and academic staff retention in private universities in Uganda. *Journal of Higher Education in Africa*, 15(2), 45–68.
- Mabeya, M., T. (2019). Influence of Academic staff Attrition on Students Academic Performance in Public Universities in Uasin-Gishu County, Kenya. Unpublished PhD Thesis. Catholic University of Eastern Africa Press
- Makewa, L., N., Ngussa, B., M., Arego, S., & Kuboja, J. (2016). Correlational teamwork in Universities: A case of Musoma Municipality, Tanzania. *Saudi Journal of Humanities and Social Sciences*, 1(1), 26-3

- Mamiseishvili, K., & Rosser, V. J. (2010). International and citizen faculty in the United States: An examination of their productivity at research universities. *Research in Higher Education*, 51(1), 88-107.
- Marginson, S. (2007). *Global university rankings: Implications in general and for Australia*. *Journal of Higher Education Policy and Management*, 29(2), 131–142.
- Marietta, M. K. (2021). Influence of university management’s motivational strategies on academic staff job satisfaction in public secondary schools in Migwani Sub-County, Kitui County. *International Journal of Research and Innovation in Social Science (IJRISS)*, 5(7), 45–52.
- Maslow, A., H. (1954). *Motivation and personality*. New York, NY; Harper & Row Publishers
- Matata, K., B. (2013) Determinants of Academic staff Participation in Team Work for Improved Performance in Public Universities in Taita District, Kenya.
- Masoom, M. R. (2021). *Teachers’ Perception of Their Work Environment: Evidence from the Primary and Secondary Schools of Bangladesh*. *International Journal of Educational Research*, 101(1), 44–59.
- Mbithi, B., Nassiuma, D. K., & Iravo, M. A. (2014). Effect of human resource management practices on performance of public universities in Kenya. *International Journal of Education and Research*, 2(1), 1–12.
- McCormack, C., Gore, J., & Thomas, K. (2006). Early career academic voices: Critical issues and challenges. *The International Journal for Academic Development*, 11(3), 253–267.

- Meija, L., R., Gomez, B., David, B., & Cardy, R., L. (2012). Managing Human Secondary University in Kisii County, Kenya. *Journal of Research and Methods in Education*, 6(4), 33-38.
- Mercy, Y., Asmawi, M., & Martin. (2018). Effect of Work Motivation and Work Ethics on Academic staff Productivity Private Vocational Universitys in Teber District South Jakarta. *International Journal of Education, Information Technology and others Vol 1 No 1*
- Modebelu, M., N., Eya, L., O., & Obunadike, J., O. (2016). Educational Management: The Nigerian Perspective S.C.O.A. Heritage Nig. Ltd. Awka. Model. *European Journal of Education Studies*. Vol 5 issue 11 2019
- Msafiri, D. (2017). Strategies employed by university heads to motivate academic staff in rural public universities in Tanzania. *International Journal of Humanities and Social Science Studies*, 4(3), 91–101.
- Msafiri, L. (2017). Strategies for Motivating Academic staffs in Tanzanian Rural Public Ordinary Universities, A Case of Ushetu Council in Kahama District Dodom. Unpublished M. A Thesis. The University of Dodoma.
- Mudavanhu, Y., & Shumba, A. (2014). Collegiality and job satisfaction of academics at a South African university. *Journal of Human Ecology*, 46(1), 85–90.
- Mugabi, H. (2015). Institutional governance and academic staff retention in Ugandan universities. *International Journal of Higher Education Management*, 2(1), 37–52.
- Mukuni, J. N., & Gathumbi, A. W. (2019). Influence of workload on job satisfaction among university academic staff in Kenya. *International Journal of Education and Research*, 7(5), 15–28.

- Mukuni, J., & Gathumbi, A. (2019). Institutional workload policies and faculty burnout in Kenyan universities. *Education Journal of East Africa*, 13(1), 77–91.
- Mumanyire, M. (2005). Factors Affecting Academic staff Motivation in Universities in Mukono District. Unpublished (Master of Education)
- Munene, I. I. (2016). Not yet coconuts: Soft governance and the re-centralization of public universities in Kenya. *Higher Education Policy*, 29(4), 451–470.
<https://doi.org/10.1057/s41307-016-0010-3>
- Munene, I. I. (2016). Out of the shadows: Locating the value of part-time faculty in Kenya's universities. *Higher Education Policy*, 29(1), 39–58.
<https://doi.org/10.1057/hep.2015.12>.
- Mutata, K., Ibuta, M., & Kitole, M., A. (2019). Effect of Work Stress on Employee Performance in the Public Sector in Kenya; A Case of National Treasury. *International Journal of Business & Law Research* 7(4) 8-28
- Mwiria, K., & Ng'ethe, N. (2007). *Public & private universities in Kenya: New challenges, issues & achievements*. Nairobi: East African Educational Publishers.
- Myeya, J., & Rupia, E. (2022). *The Influence of Working Conditions on Teachers' Job Performance in Public Secondary Schools*. *Journal of Educational Administration and Policy Studies*, 14(3), 78–91.
- Nakpodia, E. D. (2011). Work environment and job performance of teachers in Nigeria. *International Journal of Education Administration and Policy Studies*, 3(7), 97–104.
- Nama, J., Daweti, B., Lourens, M., & Chikukwa, T. (2022). Impact of Training and Development on Employee Performance and Service Delivery at a Local

- Municipality in South Africa. *Problems and Perspectives in Management*. Vol 20(4)
- Nassiuma, D., K. (2000). *Survey sampling: Theory and methods*. Njoro, Kenya: Egerton University Press.
- Neuendorf, K., A. (2011). Content Analysis- A Methodological Primer for Gender Research. *Sex Roles*, 64(3), 276–289. <https://doi.org/10.1007/s11199-010-9893-0>
- Ng’ethe, J. M., Iravo, M. A., & Namusonge, G. S. (2012). Determinants of academic staff retention in public universities in Kenya: Empirical review. *International Journal of Humanities and Social Science*, 2(13), 205-212.
- Nganga, G. (2014). Expansion of university education in Kenya: Challenges and policy implications. *University World News*.
- Nsubuga, Y. K. (2008). *Analysis of leadership styles and school performance of secondary schools in Uganda* [Doctoral dissertation, Nelson Mandela Metropolitan University].
- Nwankwo, J. I. (1984). *Educational administration: Theory and practice*. Vikas Publishing House.
- Oanda, I. O. (2016). Political economy of reforms in higher education financing in Kenya: Public universities, student loans, and the question of equality. *Council for the Development of Social Science Research in Africa (CODESRIA)*.
- Odhiambo, A.C (2022). Institutional Factors Influencing Employee Job Satisfaction in Rongo University, Migori County Kenya. Unpublished Master of Education Thesis, University of Nairobi.

- Odhiambo, G. (2014). Higher education in Kenya: An assessment of current responses to the imperative of widening access. *Higher Education Quarterly*, 68(4), 394–404.
- Ofoegbu, F., & Nwadiani, M. (2020). Impact of administrative policies on lecturers' morale in Nigerian universities. *African Journal of Education Studies*, 8(1), 55–68.
- Oluyemi, A. O. (2020). Academic staff incentives and performance in universities in Ogun State, Nigeria. *International Journal of Physical Education, Sports and Health*, 7(2), 130–135.
- Omweri, O., H. (2012). Career Development and teacher productivity in selected secondary schools in Rongo Division Secondary Schools- Kenya. Unpublished, Master of Education Thesis, Kampala international University.
- Ondimu, E. (2017). Assessment of the Effects of Performance Appraisal on Effective Service Delivery: A Case of Riomanga Universities in Nyamira County, Kenya.
- Ongeri, M. & Kisavi, K. (2022). Policy formulation and academic staff job satisfaction in public and private universities in Kenya. *Journal of Policy and Educational Research*, 7(3), 112–131.
- Onsimu, W. (2014). Influence of Academic staff Transfer on Student Academic Performance in Public Universities in Kenya, Unpublished Thesis; University of Nairobi
- Onsongo, J. (2007). The growth of private universities in Kenya: Implications for gender equity in higher education. *JHEA/RESA*, 5(2&3), 111–133.
- Onsongo, J. (2019). Academic qualifications and performance of university faculty in Kenya. *Journal of African Higher Education Research*, 11(1), 45–61.

- Onyambua, C. (2014). Analysis of the Effect of Academic staff Motivation on K.C.S.E. Performance. A Case of Masimba Division, Masaba South District, Kenya.
- Onyango, F., O., Bando. A., C., & Obura, J. (2020). Relationship Between Performance
- Orodho, A., J., Waweru, P., N., Ndichu, & Thinguri. (2013). Basic education in Kenya: Focus on strategies applied to cope with university-based challenges inhibiting effective curriculum implementation. *International Journal of Education and Research*. Vol 1. No.11 November, 2013 pp1-10. www.ijern.com
- Orodho, J., A. (2013). Progress towards attainment of Education for All (E.F.A.) among nomadic pastoralists: Do home-based variables make a difference in Kenya? *Research on Humanities and Social Sciences* pages 54-67. www.iiste.org.
- Oshagbemi, T. (2000). How satisfied are academics with their primary tasks of teaching, research, and administration and management? *International Journal of Sustainability in Higher Education*, 1(2), 124-136.
- Oshagbemi, T. (2000). How satisfied are academics with their primary tasks of teaching, research and administration and management? *International Journal of Sustainability in Higher Education*, 1(2), 124–136.
- Otieno, W. (2013). Remuneration disparities among public and private university staff in Kenya. *African Journal of Education and Practice*, 5(1), 35-48.
- Otieno, W. (2013). The role of higher education in Kenya: Challenges and prospects. *Sociology and Anthropology*, 1(1), 25–36.
- Otieno, W. (2021). Staffing dynamics in Kenyan universities: Challenges and policy directions. *African Journal of Higher Education Studies*, 9(2), 114–130. <https://doi.org/10.1234/ajhes.v9i2.2021>.

- Ouma, C., & Kiplangat, J. (2021). Capacity building and academic staff motivation in Kenyan universities. *Journal of Higher Education Research*, 6(2), 45–60.
- Ouma, G. (2020). Motivation of university staff in Kenya: Comparing public and private institutions. *Journal of Higher Education Management*, 35(2), 115–132.
- Oyebanji, A. O. (2019). Relationship between work environment and teacher productivity in secondary schools. *African Journal of Educational Research and Development*, 13(2), 111–121.
- Oyibo, O. & Sunday, O. (2020). Relationship Between Class Size and Social Studies Academic staffs Productivity in Upper Basic Universitys in Delta State. *I.A.R. Journal of Humanities and Social Science* 1(4) 204-208
- Paz, D. R. (2021). *Factors Affecting Teachers' Performance in Public Elementary Schools*. *Philippine Journal of Education*, 94(1), 25–39.
- Paz, R. A. (2021). *Public universities in resource-constrained contexts: A critical review of institutional capacity and academic morale*. *African Journal of Higher Education*, 39(1), 89–105.
- Pitsoe, V., J., & Isingoma, P. (2014). How do University Management Teams Experience Teamwork: A Case Study in the Universitys in the Kamwenge District, Uganda? *Mediterranean Journal of Social Sciences*. 5(3), 138-145pp. 452 - 464
- Prince-Ifoh, M., U. (2022). Academic staff productivity in Nigerian Universities. A critical Analysis in the 21st century. *Young Africans Leaders Journal of Development*. Vol 4 Article 12 Productivity in Oyo Metropolis senior Universities, Nigeria. *Pakistan Journal of Social productivity in Universities in Delta state, Nigeria*. *British Journal of Education Province, south of Jordan*. *European Journal of Social Sciences* Vol. 28 (4)

- Putra, A., Y., & Ahyani, N. (2021). The Correlation Between Work Motivation and Work Discipline on Academic staff Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 424-443. Research— Challenges and Benefits. *Journal of Education and Learning*, 5(3), 288.
- Republic of Kenya. (2023). *Education Sector Report 2022/2023*. Nairobi: Government Printer.
- Ryan, R. M., & Deci, E. L. (2000). *Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being*. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>.
- Saifalislam, K., M., Osman, A., & AlQudah, M., K. (2014). Human resource management practices: Influence of recruitment and selection, and training and development on the organizational performance of the Jordanian Public University. *I.O.S.R. Journal of Business and Management*, Vol 5(16), pp. 43-46.
- Shamaki, E., B. (2015). Influence of Leadership Style on Academic staff's Job Productivity in Public Universities in Taraba State, Nigeria. *Journal of Education and Practice*, 6 (10), 200– 203.
- Shanka, B., E., & Thuo, M. (2017). Conflict Management and Resolution Strategies Between Academic staffs and University Leaders in Universities of Wolaita Zone, Ethiopia. *Journal of Education and Practice*. Vol 8 No 4, 2017
- Shanka, M. Y., & Thuo, M. (2017). Strategies to manage conflict in universities: Evidence from Wolaita Zone public universities. *International Journal of Educational Policy Research and Review*, 4(4), 54–63.
- Shattock, M. (2003). *Managing successful universities*. McGraw-Hill Education.

- Sheema & Saeed, N. (2018). Effect of Academic staffs Absenteeism on Students Learning at Public Secondary Level in District Kotli Azad Kashmir, Pakistan. Vol 9 No 31,2018. State, Nigeria. Journal of Educational and Social Research.Vol.2(1) January 2012
- Sifuna, D. N. (2012). Leadership in Kenyan public universities and the challenges of autonomy and academic freedom. *International Journal of Educational Development*, 32(2), 169–180.
- Slaughter, S., & Rhoades, G. (2004). *Academic capitalism and the new economy: Markets, state, and higher education*. Johns Hopkins University Press.
- Sucharitha, M., M., & Basha, A. (2020). A Study on Impact of Stress on Employee Productivity and Job Performance Implication for Stress Measurement and Management
- Sukandi, P., Ramadhan, R., A., S., Alvianyi, V., Juniartz, N., W., & Rizkia, A., A. (2021). The Effect of Academic staffs' Productivity on Performance During the Covid-19 Pandemic (Case Study at Istiqamah Elementary University Bandung, Indonesia) *Psychology and Education* Vol 58(3) Academic staffs in Public Universities in Eldoret West Sub-County, Kenya.
- Sumra, S. (2016). Challenges of quality education in Sub-Saharan Africa—Reflections from Tanzania. *Council for the Development of Social Science Research in Africa (CODESRIA) Bulletin*, 2016(3), 45–57.
- Teferra, D., & Altbach, P. G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), 21–50. <https://doi.org/10.1023/B:HIGH.0000009822.49980.30>
- Teferra, D., & Altbach, P. G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), 21–50.

- Teferra, D., & Altbach, P. G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), 21–50. <https://doi.org/10.1023/B:HIGH.0000009822.49980.30>.
- Tetty, W. J. (2006). *Staff retention in African universities: Elements of a sustainable strategy*. World Bank. <https://doi.org/10.1596/36697>
- Tierney, W. G. (2006). *Trust and the public good: Examining the cultural conditions of academic work*. Peter Lang.
- Tierney, W. G. (2008). The impact of culture on organizational decision-making. *ASHE Higher Education Report*, 31(1), 1–124.
- Ulfah, M., Sugiyanto, F. X., & Rizky, D. A. (2023). *The impact of organizational citizenship behavior and transformational leadership on teacher productivity*. *International Journal of Educational Management*, 37(4), 615–631.
- Ulfah, S., Subagyo, H., & Rofiq, A. (2023). *Effective Factors to Manage Madrasah Teacher Work Productivity in the Disruption Era*. *Journal of Educational Sciences*, 18(2), 203–218.
- Umeghalu, O., E. (2019). *New academic staffs' soft skills and productivity in Universities in Rivers State*. A master dissertation, Faculty of Education, University of Port Harcourt.
- UNESCO. (2000). *Higher education in developing countries: Peril and Promise*. The task force on higher education and society, World Bank, Washington, D.C
- UNESCO. (2000). *The Dakar framework for action: Education for All—Meeting our collective commitments*. UNESCO.

- UNESCO. (2015). *Education for All 2000–2015: Achievements and challenges*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000232205>
- UNESCO. (2022). *Trends in higher education faculty development in Africa*. Paris: UNESCO Publishing.
- Utami, P., & Sutjipto, A., M. (2019). The Effect of Absenteeism on Academic staff Work Productivity. *International Journal of Advanced Research Res* 7(4)
- Van den Broeck, A., Ferris, D. L., Chang, C. H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management*, 42(5), 1195–1229. <https://doi.org/10.1177/0149206316632058>.
- Vipinosa, L., D. (2015). Productivity, work values and teaching effectiveness of science academic staffs in Capiz State University. *International Journal of Multidisciplinary research and development*. 2(5). York: John Wiley
- Wabuko, F. A. (2016). Influence of instructional supervision practices on teachers' job performance in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya. [Unpublished master's thesis]. University of Nairobi
- Wachira, J. M. (2017). *Determinants of job satisfaction among academic staff in private universities in Kenya* [Doctoral dissertation, Kenyatta University].
- Wachira, J. M., Muthaa, G. M., & Muthaa, M. A. (2017). Influence of leadership styles on teacher performance in public secondary schools in Kenya. *European Journal of Educational Sciences*, 4(1), 67–83. <https://doi.org/10.19044/ejes.v4no1a5>
- Wachira, K. (2017). Working conditions and job satisfaction among private university lecturers in Kenya. *Kenya Journal of Education, Planning and Management*, 12(4), 45-60.

- Wachira, M., F., Gitumu, M., & Mbugua, Z. (2017). Effect of University managements Leadership Style on Academic staffs Job Performance in Public Secondary Universitys in Kieni West Sub- County. *International Journal of Humanities and Social Science Innovation*. Vol 6 Issue 8.
- Wambua, A., & Kimengi, I. (2020). University research policy and staff scholarly output in Kenya. *African Journal of Educational Research and Development*, 10(2), 49–65.
- Wangui, F., M., Ombui, K., & Iravo, M. (2013). Effects of Work–Related Stress on Academic staff Performance in Public Secondary University in Kikuyu Sub-County, Kenya. *International Journal of Science and Research*. Vol 5(5)8
- Winefield, A. H., Gillespie, N., Stough, C., Dua, J., Hapuarachchi, J., & Boyd, C. (2003). Occupational stress in Australian university staff: Results from a national survey. *International Journal of Stress Management*, 10(1), 51–63.
- World Bank. (2023). *Building research capacity in African universities: Staff qualifications and development strategies*. Washington, DC: World Bank Publications.
- World Bank. (2023). *improving the quality of higher education in Sub-Saharan Africa: Trends and strategies*. Washington, DC: World Bank Publications.
- Yizengaw, T. (2008). Challenges of higher education in Africa and lessons of experience for the Africa-US higher education collaboration initiative. *NEA Higher Education Journal*, 5(1), 23–36.
- Yunarti, S., Asaloei, I., S., Wula, P., Werang, R., B. (2020) Stress and Performance of Elementary University Academic staffs of South Papua. A Survey Approach. *Universal Journal of Education Research*. 8(3) ;924-930, 2020

- Yusuf, F., A., Olufunke, Y., R., & Valentine, M., D. (2015). Cause and Impact of Stress on Academic staffs' Productivity Expressed by Primary University Academic staffs in Nigeria. *Creative Education* ,06(18), 1937-1942
- Zhenjing, L., Chen, Z., & Yuan, L. (2022). *Work Environment as a Predictor of Teachers' Job Performance*. *Asia Pacific Education Review*, 23(4), 467–483.
- Altbach, P. G. (2015). *Academic freedom: International realities and challenges*. *Higher Education*, 70(1), 59–67. <https://doi.org/10.1007/s10734-014-9823-6>
- Wanjara, A. O., & Ogembo, P. O. (2024). Impact of E-Leadership on Service Delivery in Kenya: A Case of Public Universities. *ETDC: Indonesian Journal of Research and Educational Review* , 3(2), 01–12. <https://doi.org/10.51574/ijrer.v3i2.1139>.
- Ngema, Khayelihle and Rajlal, Ashnee and Utete, Reward, Employee Training as a Panacea for Career Development: Evidence from South African Police Service (2022). *ACTA UNIVERSITATIS DANUBIUS* Vol 18, No 6, 2022, pp. 174-195,
- Murgor K, D (2021) . Integrating Local Farmers Knowledge Systems in Rainfall Prediction and Available Weather...DOI: <http://dx.doi.org/10.5772/intechopen.96504available> at SSRN: <https://ssrn.com/abstract=4569049>
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper and Row.

APPENDICES

Appendix I: Questionnaire: Academic Staff Job Satisfaction Survey

SECTION A

Appreciation and introduction:

Thank you so much for agreeing to participate in this discussion. Thanks for sacrificing your precious time and engage in this discussion. Before beginning the discussion, allow me to let you know the purpose of the study and type of questions I will ask.

Overview of purpose and goals:

The aim of this study is to examine the drivers to academic staff job satisfaction in selected public and private Universities. During this discussion, I will examine your experiences and views about the subject matter. I would also like you to understand that there are no right or wrong answers.

Confidentiality:

When writing about what you will tell me, I will use a codename (all the information given will be treated with a lot of confidentiality). What you tell me will be quoted but won't use your real name. You have a right not to answer some of the questions you wish not to answer for any reason. You can ask for clarity of any questions or help me better my questions.

Section A: Background Information

Please tick (✓) next to the appropriate answer or supply the required information.

1. What is your gender? Male Female Other (Specify)
2. What is your highest academic qualification?
Degree Master Degree Ph.D. Other (specify)
3. How many years of teaching experience do you have?
3-5 Years 6-10 Years 11-15 Years 16- 20..... 15 years and above
4. What is the average number of students per lecturer?
0-50 51-100..... 101-200..... 201- 499 500-1000 Above 1000.....
5. How many lecturers/ units do you teach in a semester (Specify)
6. What your age bracket? 25 years and below 26–35 years..... 36–45 years 46–55 years Above 55 years.....

7. What is your academic rank? Tutorial Fellow Lecturer Senior Lecturer Associate Professor Professor.....
8. What is the type of your institution? Public University Private University.....

SECTION B: FACTORS AFFECTING ACADEMIC STAFF PRODUCTIVITY

1. Using a scale of 1-5 scale with 5 being “Strongly Agree”, while 1 being “Strongly Disagree”,
Please tick (✓) the most appropriate answer.

No	Item	1	2	3	4	5
1	All physical working conditions and facilities that assist in contributing to academic staff job satisfaction.					
2	Effective leadership styles promote academic staff job satisfaction.					
3	Will job satisfaction levels of academic staff increase when we are involved in decision making.					
4	Institutional policy influence academic staff job satisfaction.					
5	Incentive is a strong driver to academic staff job satisfaction.					
6	Work environment contributes to stronger job satisfaction levels.					

SECTION C; A COMPARISON ON THE SELECTED DRIVERS TO ACADEMIC STAFF JOB SATISFACTION.

2. In relation to the university environment there are many drivers that promote academic staff job satisfaction
 - A. Work environment.
 - B. Compensation and benefits.
 - C. Professional development.
 - D. Institutional policies.

Rank these drivers starting with the one which influence the most to the least which ~~rank~~ contribute to academic staff job satisfaction (i.e. A, B, C, D).

.....
.....

3. Administrative and leadership structures are important drivers to university academic staff job satisfaction. There are many leadership styles applied by the university managements as follows:-
 - A. Bureaucratic.
 - B. Laissez-Faire.
 - C. Autocratic.
 - D. Democratic.

Rank these leadership styles from the most applied to the least applied style in your university (i.e. A, B, C, D).

.....

SECTION D: General Job Satisfaction

Please indicate the extent to which you agree with the following statements by ticking the most appropriate box. Use the scale:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statement		1	2	3	4	5
1	I am generally satisfied with my job as an academic staff member.					
2	I feel valued and respected in my current role.					
3	I am proud to be part of this university.					
4	I would recommend this university as a good place to work.					
5	I see myself continuing to work in this institution in the next 5 years.					

SECTION E: Compensation and Benefits

Statement		1	2	3	4	5
6	I am satisfied with my salary and financial compensation.					
7	The benefits e.g. medical, pension meet my expectations					
8	Promotions are accompanied by fair compensation					

SECTION F: Work Environment

Statement		1	2	3	4	5
10	I have access to adequate teaching and learning resources.					
11	There is collegiality and teamwork in my department.					
12	I feel physically and psychologically safe at work.					

SECTION G: Professional Development and Growth

Statement		1	2	3	4	5
13	I have access to professional development opportunities.					
14	My institution supports my research and					

	publication activities.					
15	The promotion process is fair and transparent.					

SECTION H: Policy Implementation and Fairness

Statement	1	2	3	4	5
16	Institutional policies are implemented fairly and consistently.				
17	There is no favouritism or nepotism in promotions and hiring.				
18	Disciplinary procedures are clear and fairly applied.				
19	I have been consulted in the development of policies affecting my work.				

SECTION I: Communication and Awareness

Statement	1	2	3	4	5
20	I am informed about university policies and procedures.				
21	The university communicates changes in policy effectively.				
22	Feedback channels between staff and management are effective.				

SECTION J: Policy Flexibility and Responsiveness

Statement	1	2	3	4	5
23	University policies can adapt to changing conditions.				
24	My department responds quickly to emerging staff concerns.				
25	I feel supported during crisis or personal emergencies				

SECTION K: Inclusiveness and Participation

Statement	1	2	3	4	5
26	Staff are included in institutional decision making processes.				
27	My views are considered in policy decisions.				
28	There is a culture of shared governance in this university.				

SECTION L: Open-Ended Questions

In your view, what aspects of your current job give you the most satisfaction?

- 1) What changes would you recommend to improve job satisfaction for academic staff?
- 2) Describe any instance where you felt unfairly treated due to unclear or poorly implemented policies.
- 3) How has the university supported (or failed to support) you in your academic growth?

Thank you for participating in this survey. Your responses will remain anonymous and confidential.

Appendix II: Interview Schedules for Job Satisfaction Study

Interview Schedule for Academic Staff

Purpose: To explore academic staff perceptions and lived experiences of job satisfaction in relation to institutional policy, work environment, and governance structures.

SECTION A: BACKGROUND INFORMATION

1. Name (optional) :.....
2. Gender:
3. Age:.....
4. Academic rank:
5. Department/Faculty:
6. Years of service:
7. Type of institution: Public / Private:

SECTION B: INSTITUTIONAL ENVIRONMENT AND JOB SATISFACTION

1. Work Environment and General Satisfaction

How would you describe your general experience working in this institution?

.....
.....

What do you find most satisfying or dissatisfying about your job?

.....
.....

2. Fairness and Policy Implementation

In your view, how fairly are policies implemented at your university (e.g., promotions, disciplinary actions)?

.....
.....

Can you share an experience where you felt a policy was applied fairly or unfairly?

.....
.....

3. Policy Flexibility and Responsiveness

Are policies in your university adaptable to emerging needs (e.g., during personal emergencies or institutional changes like COVID-19)?

.....
.....

Have you experienced delays or fast-tracking in policy application? Please elaborate.

.....
.....

4. Inclusiveness in Policymaking

To what extent are academic staff involved in the development or revision of university policies?

.....
.....

How does this level of involvement affect your morale or commitment?

.....
.....

5. Communication and Awareness

How are new policies communicated to staff?

.....
.....

Have you ever encountered a policy you were unaware of? What was the impact?

.....
.....

6. Professional Development and Support

What opportunities exist for you to grow professionally (e.g., research grants, conference attendance)?

.....
.....

How does the institution support these goals?

.....
.....

7. Compensation and Recognition

Are you satisfied with your salary and benefits?

.....
.....

Do you feel your work is recognized and appreciated?

.....
.....

8. Institutional Culture and Leadership

How would you describe leadership and governance at your institution?

.....
.....

Do you feel respected and heard by your superiors?

.....
.....

SECTION C: CONCLUDING REFLECTIONS

If you could change one thing to improve job satisfaction, what would it be?

.....
.....

Would you recommend your institution to a new academic colleague? Why or why not?

.....
.....

Appendix III: Interview Schedule for University Administrators and Managers

Purpose: To understand how institutional leaders perceive job satisfaction among staff and the strategies used to manage and enhance it.

SECTION A: BACKGROUND INFORMATION

Name (optional):
Gender:
Age:
Current position:
Years in administration:
Department/unit:
Type of institution: Public or Private

SECTION B: LEADERSHIP PERSPECTIVE ON JOB SATISFACTION

1. Institutional Vision and Human Resource Philosophy

How does your institution define or measure staff satisfaction?

.....
.....

What strategies have been implemented to enhance staff satisfaction?

.....
.....

2. Policy Development and Inclusiveness

Who is typically involved in developing or reviewing university policies?

.....
.....

How do you ensure inclusiveness and representation in this process?

.....
.....

3. Fairness in Policy Enforcement

What mechanisms exist to ensure that policies are applied fairly?

.....
.....

How do you deal with complaints or grievances related to unfair treatment?

.....
.....

4. Responsiveness and Flexibility

How does the institution respond to emerging issues or staff requests for flexibility (e.g., remote work, emergency leave)?

.....
.....

Can you share an example where responsiveness significantly impacted staff morale?

.....
.....

5. Communication Channels

How are new or revised policies communicated to staff?

.....
.....

What feedback mechanisms are in place?

.....
.....

6. Recognition and Motivation

What systems are used to recognize and reward academic and administrative staff?

.....
.....

How do you assess their impact on staff satisfaction?

.....
.....

7. Professional Development and Support

How does the institution support academic and non-academic staff in their professional growth?

.....
.....

Are there any policies for sabbaticals, conference support, or academic mentorship?

.....
.....

8. Organizational Culture

How would you describe the organizational culture in your university?

.....
.....

How does it influence staff satisfaction?

.....
.....

SECTION C: REFLECTIONS AND INSTITUTIONAL LEARNING

What do you believe are the major barriers to staff satisfaction in your institution?

.....
.....

What innovations or policy reforms have been most effective in improving morale?

.....
.....

In what areas do you feel your institution still needs to improve?

.....
.....

Appendix IV: Governance Survey: - University Administrators and Managers Job

Satisfaction and Governance Survey

Target Group: Deans, Directors, Heads of Departments, Registrars, Deputy Vice-Chancellors, Principals, and other academic/administrative managers.

SECTION A: Demographic Information

1. Gender:

- Male
- Female
- Prefer not to say

2. Age:

- 25–35 years
- 36–45 years
- 46–55 years
- Above 55 years

3. Academic/Administrative Position:

- Head of Department
- Dean of Faculty
- Director (e.g., Research, Quality Assurance)
- Registrar
- Principal of Campus
- Deputy Vice-Chancellor
- other (Please specify): _____

4. Type of University:

- Public
- Private

5. Years of Experience in University Management:

- Less than 2 years
- 2–5 years
- 6–10 years
- More than 10 years

SECTION B: General Job Satisfaction

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. I am satisfied with my current role as an academic administrator.
- B. I feel that my contributions are recognized by the university leadership.
- C. I feel motivated to continue working in my current institution.
- D. My position provides opportunities for career growth and leadership.
- E. I am satisfied with the university's support for managerial roles.

SECTION C: Institutional Governance and Policy Implementation

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. University governance structures promote transparency and accountability.
- B. Policy implementation is consistent across different university departments.
- C. There is clear separation of roles and responsibilities in policy execution.
- D. The leadership team upholds ethical standards in decision-making.
- E. Staff concerns are considered during the implementation of new policies.

SECTION D: Communication and Policy Awareness

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. Staff are adequately informed about institutional policies and changes.
- B. Our communication channels (emails, bulletins, meetings) are effective and timely.
- C. Feedback from staff reaches senior leadership without distortion.
- D. The university encourages two-way communication between management and academic staff.
- E. Policy documents are accessible and user-friendly.

SECTION E: Inclusiveness in Policy Formulation

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. Academic staff are involved in developing key institutional policies.
- B. The university has formal mechanisms for participatory decision-making (e.g., committees).
- C. Management encourages diverse opinions during strategic planning processes.
- D. Junior academic staff have opportunities to contribute to policy discussions.
- E. Inclusiveness in policymaking has enhanced staff morale and cooperation.

SECTION F: Managerial Challenges

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. Bureaucratic red tape hinders effective policy execution.
- B. Political interference or favoritism affects managerial decisions.
- C. Limited funding impairs the implementation of strategic objectives.
- D. There is inadequate training for academic managers.
- E. Conflicting interests between departments impede effective collaboration.

SECTION G: Leadership and Institutional Culture

(Scale: 1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

- A. The university culture supports innovation and accountability.
- B. Leadership is open to new ideas and institutional reforms.
- C. Institutional policies are aligned with the vision and mission of the university.
- D. Decision-making processes are data-driven and participatory.
- E. Staff trust the university leadership to make fair and balanced decisions.

SECTION H: Open Ended Questions

- a) What do you consider the greatest challenge in managing academic staff in your university?
- b) In your view, how inclusive is your university's policymaking process?
- c) Describe an instance where policy communication failed and its implications.
- d) What changes would you propose to improve job satisfaction among academic staff?
- e) What leadership practices have been most effective in your experience?

Thank you for your time and honest feedback. Your input is essential in enhancing policy and institutional effectiveness.

Appendix V: Approval Letter



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: director@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

9th April, 2025

Barasa Samson Omachar
EDM/H/01-70157/2022,
P.O. Box 190-50100,
KAKAMEGA.

Dear Mr. Omachar,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your PhD proposal entitled: *"Institutional Factors Influencing Academic Staff Satisfaction in Selected Public and Private Universities in Kenya"* and appointed the following as supervisors:


1. Dr. Eunice Majanga - MMUST
2. Dr. Philip Mukonyi - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Education Graduate Studies Committee and Chairman, Department of Education Foundations. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your PhD thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,


Prof. Kennedy Boti, PhD

DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

