

Academic Resource Provider Satisfaction And Institutional Management Efficiency In Public Universities In Nyeri And Kiambu Counties

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Abstract: The purpose of this study was to explore whether provider's satisfaction influenced institutional management in public universities in Nyeri and Kiambu counties. A hybrid theoretical framework of Resource based theory and Institutional management efficiency theory buttressed the study. Purposeful sampling of 20 deans of schools, 3 human resource managers 122 heads of departments and 415 lecturers was used. The study made use of questionnaires, interview guide and focus group discussions to collect data. The study utilized a Methodological triangulation research design. To ensure the validity of the instruments, the Research objectives were crosschecked with the corresponding items. The spearman's split-half technique of assessing reliability of the instruments was used. Inter-Rater technique was used in this study to measure credibility. Dependability was ascertained by means of triangulation. Pearson product moment correlation coefficient technique was used. A correlation coefficient of 0.73 for the two halves was considered sufficient. Descriptive and inferential statistics to evaluate the dependence of measures of organizational efficiency was used. The study reviewed that, public universities should evaluate academic resource providers in order to produce quality graduates and also to be able to control and reduce operational costs.

Keywords: Provider's satisfaction, Outsourcing, Institution management efficiency

I. BACKGROUND INFORMATION

A. ACADEMIC RESOURCE OUTSOURCING

In order to improve efficiencies, educational institutions are lured to outsourcing, as a key to achieve improved financial results. Mehta, (2006) debates the merits of outsourcing education based on the three major challenges that educational institutions face, the fight for talent, benchmarking to global standards and the mismatch between supply and demand. An increasing number of educational institutions are considering allowing external experts to run their vital, but often management-time consuming and resource intensive operations.

In addition to economic advantages, outsourcing also provides operational and strategic benefits for an organization (Huber, 1996). The enterprise will be in a position to react more quickly to changes in market demand. Both the buyer

and the supplier of an outsourcing arrangement share an open relationship where they receive support from each other to overcome problems. Gaither in making a decision on how much work must be outsourced. Frazier, (2002) points out that an important aspect of operations strategy is the amount of work that will be outsourced.

As establishments strive to operate more efficiently, they must try to establish the best level of outsourcing in order to achieve their operations and business goals. Due consideration must be given to the fact that outsourcing is a sensitive labour issue for trade unions, because fewer employees will be required as the company engages in more outsourcing. Since outsourcing is an integral part of an institution's supply chain, and better supply chain management has become an important part of an institution's operations strategy, it is vital that the above concerns are adequately addressed. Frazier, (2002)

A survey published by the National Association of College Auxiliary Services in 1997 captured more than 70

services by institutions of higher education. The survey results support that almost all services are outsourced, within higher education. The survey results showed a high degree of similarity between public and private institutions. However, of the 71 services covered in the survey, public institutions outsourced only two services to a higher degree while private institutions outsourced 23 of the services to a higher degree (an 8% or more difference). It appears that public institutions are more likely to have sufficient human resources or equipment compared to private institutions, and thus decreasing the need to outsource services. The 1997 survey also suggests that the extent to which an institution outsources services is influenced by the size of an institution. Larger institutions tend to perform more services in-house than smaller institutions, even for specialized services such as waste and hazardous waste removal and textbook publishing. Conversely, larger institutions are more likely than smaller institutions to outsource auxiliary services such as housing facilities, bookstores and athletic concessions.

Good instruction cannot be approached as freelance work. A good educator has to be relentlessly conscious of how learners integrate what they are learning into the rest of their lives. The teller at Target just wants you to "Expect more. Pay less," and get out of the way of the next client.

According to Wendler, former chancellor at Southern Illinois University, the outsourcing of secondary functions may allow a university to focus more strongly on its core teaching mission. However, when universities rely on teachers that they treat as labour-for-hire, they can affect the priorities of the entire faculty. Rather than stewards, they become supplicants. They learn they must not challenge students or administrators or give any offense because they are little valued and easily replaced.

Inoffensive educators stop looking to the horizon and start looking at their feet. From that posture, though, how can they prepare students to cross that next ocean or climb that next mountain?

According to Wendler universities need a clear faculty voice that addresses the calling of their profession and its importance to the future of the nation. What we've frequently gotten instead are third-party rehashings of how many credit hours constitute an overload or how to reorganize benefits for the next batch of retirees. Wendler further questions, "Where are the American Association of University Professors, the National Education Association and other trade associations? First, faculty outsourced their leadership to unions. Now, the faculty itself is being outsourced. Is compensation critical?" Yes, but only after a mutual understanding of the nature of the work is reached.

Wendler ventures even further to say "The essence of the university — enlightened and energetic faculty in contact with the student of like mind and disposition — has to be treated differently. Teaching and scholarship are not ancillary services at a good university and cannot be parcelled off to the lowest-price providers. Knowledge work must be treated as a long-term investment, not just a current cost. But what is the value of "efficiency" when the priorities of our universities are "Targeted" to maximize the sale of low-cost, uniformly produced, discrete packets of information distributed by

indistinguishable day labourers. Sometimes the lowest price isn't the best deal."

According to Gay and Essinger (2000) outsourcing "is one of the fastest-growing and arguably most important areas of business activity". Establishments enter into outsourcing arrangements for different reasons. LeFort (1998) founder and Chief Executive Officer (CEO) of Connexions.net says "different establishments outsource different services and for different reasons. According to LeFort, if a survey were to be conducted of "Fortune 1000 companies such as Mercedes-Benz, Olympus, JP Morgan Chase, EarthLink, Nextel, and Blue Cross Blue Shield – all of them would have many different outsourcing goals. Some may emphasize flexibility and speed-to-market; others would be seeking cost savings or capital cost avoidance or brand protection. Often, there are multiple goals across the board. However, each is able to maintain its competitive edge and its leadership standing by outsourcing.

B. BENEFITS OF OUTSOURCING

D'Agostino (2005) reaffirms Marcella's view, that institutions can gain benefits from outsourcing selected business processes, provided that the third party refines and evolves the existing systems from start to finish, in order to suit the institutions specific needs. The key problem for many companies is determining exactly what, if anything should be outsourced. Poor management, badly negotiated contracts, hidden costs and political infighting also contribute to the problem. According to Marcella (1995), Outsourcing improves service quality and flexibility as business growth can be accommodated without incurring extra costs and overheads. A fixed-price contract with service-level guarantees ensures that the company does not have to concern itself with any compromise in quality. Valued employees can refocus on more important activities, and some financial capital may be made available through the sale of capital assets to the outsource provider. The foundations of future business success stories are being laid today as an increasing number of companies are allowing external experts to run their vital, but often management-time consuming and resource intensive peripheral operations.

According to OECD (2005) survey of e-learning in tertiary education, 'e-learning has really revolutionized learning and teaching to date. The world having become a highly competitive globalized economy, knowledge, skills and know-how are key factors for economic success and better living standards. In addition, education empowers individuals to realize their potential and become fully active citizens in a modern society. Education is an essential tool for addressing inequities and overcoming disadvantages, thus providing a solid foundation for social cohesion. It is therefore important to adopt the very best policies to promote excellence, efficiency and equity in education and training. There are many challenges facing education policymakers and hence the need to create the policies that would deliver the best results. Education policies do not function in a vacuum, and it is important to take into account how they interact with other policies and the overall institutional environment that can reinforce or counter-act their benefits reforms. Lags in

investment in training, and re- structuring of jobs, organizations, and business strategy led to delay in ICT investment application and exploitation. It also turned out that much of the payoff came not from performing the same functions more efficiently, but from transforming business practices through changes in inventory management, outsourcing, and opening new markets.

Notwithstanding the modest impact of ICT on classroom practice, through the Internet, ICT has had dramatic impact on society beyond the classroom. For example, Internet has transformed everything from political election campaigns, to courtship, to shopping. The accessibility of information and ease of communication that are possible with Internet make it easier for parents as well as politicians to obtain a clearer picture of how schools and education systems are managed. Jae-Nam Lee (2000) observes that outsourcing in Information Services (IS), issues ranges from make-or-buy decision to partnership. Organizations considered outsourcing as a commodity, and then focused on the choice between internally developed technology and its external acquisition, what was called "make-or-buy decision" Buck-Lew, (1992) Thus, the role of the service provider was limited in terms of the size of contract as well as of the types of IS services.

Studies done by Gupta, (1992), shows that outsourcing entails critical risks with loss of flexibility, loss of control, and loss of competitive advantage in information management and loss of qualified personnel. They argue that an organization can opt for various outsourcing options (or scope) based on the degree of outsourcing which can be total or selective, period of outsourcing long term or short term, number of provider multiple or single provider. The options are drawn from the disadvantages and advantages of outsourcing that organizations have undergone through.

Though outsourcing is deployed for purpose of gaining social, technological, economic and strategic benefits, no one can assure an effective outsourcing performance. Thus, the focuses is on the issue of performance. According to Grover et al., (1996), many past researches tried to verify if outsourcing was success or failure in terms of system efficiency, user satisfaction and business satisfaction of outsourced information systems, service quality, and cost reduction. However, the results from these studies showed multiple and conflicting results depending on outsourcing projects.

The outsourcing that shapes the relationship between outsources providers and their clients become an important issue as outsourcing gains its popularity. A number of researchers emphasized the importance of contract management with the service provider. The outsourcing clauses should be well designed in order to reduce unexpected contingencies, possible cost increases, and opportunistic behaviour of the service provider (Fitzgerald, 1995). Likewise, Lacity (1993) proposes fourteen negotiation strategies to the clients in order to avoid pitfalls. Further, Klepper (1995) observes that after many organizations experience difficulties in forming and managing a connection with their service providers, organizations identify the limitations of well-specified legal contracts and instead seek flexible relationships with their service providers based on mutual trust. Outsourcing in the 1990s is evolving from contractual to partnership based relationship.

Phipps (2005), Institute for Higher Education Policy asserts that a core set of issues and questions must be explored when institutional management is deciding to outsource. These 'decision factors' are grouped into several categories namely: (i) Human resource management, financial management and service quality relating to how each alternative will meet campus needs, (ii) Legal and Ethical Considerations entailing the level of risk and potential liability posed by each option, any tax ramifications, and any conflicts of interest, (iii) Mission and Culture which looks into the effects of choosing an option inconsistent with the institution's culture and historical mission, (iv) Ability to control the direction and priorities of the functional area.

II. OUTSOURCING OF ACADEMIC RESOURCES

Although outsourcing has attracted a lot of attention in recent years, it is not a new concept as the term has been used to describe working concepts that have actually been in place for some time, based on the concepts of specialization, division of labour and transaction cost economics. Domberger (1998) cites well documented historical accounts of the contracting and outsourcing of goods and services such as third party suppliers in the private sector in the 18th and 19th century who provided services including prison management, road maintenance, refuse collection and the collection of public revenue. Lane (2004) takes a different view by asserting that "the trend of outsourcing in many places around the world is immature, but it's growing".

To confirm that outsourcing is a new name for old practices, Felie, Fitzgerald and Pettigrew, (1996) said "in the USA outsourcing goes back to the nineteenth century. For example, private investors often owned transport utilities such as toll roads and barge canals. The current rush to 'outsource' is thought to have begun with a widespread belief in the inefficiency of state-owned enterprises". Whilst outsourcing is not a new activity, it is taking a new dimension and literature search showed that there was an increase in the trend from the 1980s. As Bunker and Alban, (1997) state, "the combination of increased international competition and adverse economic conditions in the 1980s drove both private and public bodies to seek more cost-effective ways of providing goods and services" which included outsourcing. Mintzberg and Quinn, (1996) assert that ethos or origins of outsourcing developed out of specialization. According to Forey, Gail, and Lockwood, (2011), companies primarily outsource to reduce certain costs such as peripheral or "non-core" business expenses, high energy costs, high taxes, excessive government regulation/mandates, production and or labour costs.

Most entrepreneurs start up their business and do most of the work themselves, taking on the responsibility for marketing, sales, HR, technology, and other components of the business (Hughes, 2009). As the business grows, tasks become enormous that someone is hired to do the non-core work. And, in the spirit of stretching their cash, the people they hired people are expected to follow in their footsteps – offloading as much work and a variety of work to their hired personnel. The decision to outsource is normally a strategic one and not deciding to outsource is a tactical choice.

III. KEY QUESTIONS THAT GUIDED THE STUDY

- ✓ To what extent does the provider's quality of service influence institutional management efficiency in public universities Nyeri and Kiambu counties?
- ✓ How does provider commitment to organisation goals influence institution management efficiency

IV. SIGNIFICANCE OF THE STUDY

The study sought to determine whether provider's quality of service influenced institutional management efficiency in public Universities in Nyeri and Kiambu counties. Outsourcing enhances competition in the public educational institutions which is an indirect benefit since being aware that services or office may be outsourced could make those on the college start thinking about efficiency and effectiveness in performance. Outsourcing allows higher educational institutions to be innovative, to test new products and services, to competitively price alternatives, to brand and strengthen their own capabilities, and to focus on what they do best (Bartem & Manning, 2001).

This research expanded the boundaries of knowledge on public universities and education ministry and particularly on the synergies generated by the public universities in meeting the ever expanding training needs in particular and helping attain government developmental goals. The study provided vital information to both the parents and the students on the role of public universities in supplementing their educational needs for self-development and shed light on to the secret of their success. In the Kenya Vision 2030, (Government of Kenya, 2008), it is argued that Business Process Off-shoring (BPO) is a new but promising sector to Kenya and especially the youth. The government seeks to mould Kenya to be among the top three (3) Business Processing Off-shoring destinations in Africa.

The research provided information on new business areas that can be exploited and add knowledge in the area of entrepreneurial management in general and outsourcing practices in particular to academia in outsourcing. Finally, the study may assist teachers, educational leaders, and educational stakeholders establish and employ greatly required strategies that increase academic and graduation achievement among students.

V. THEORETICAL FRAMEWORK

The main exponent of the resource based theory was Birger (1984) and which is well expounded in his article 'A Resource-Based View of the Firm'. Nevertheless, the origins of the resource-based view can be traced back to earlier research. In retrospect, elements can be found in works by Coase (1937), Selznick (1957), Penrose (1959), Stigler (1961), Chandler (1962, 1977), and Williamson (1975), where emphasis is put on the importance of resources and its implications for firm performance (Conner, 1991, Rumelt, 1984, Mahoney and Pandian, 1992, Rugman and Verbeke, 2002). According to Birger (1984), resource-based view of a

firm explains its ability to deliver sustainable competitive advantage when resources are managed such that their outcomes cannot be imitated by competitors, and which ultimately creates a competitive barrier (Mahoney and Pandian 1992 cited by Hooley and Greenley 2005, Smith and Rupp 2002.). Further, RBV theory supports the view that a firm's sustainable competitive advantage is reached by virtue of unique resources being rare, valuable, inimitable, non-tradable, and non-substitutable, as well as firm-specific (Barney 1999). Accordingly, a firm may reach a sustainable competitive advantage through unique resources which it holds, and while these resources cannot be easily bought, transferred, or copied, and simultaneously, they add value to a firm while being rare. It also highlights the fact that a firm's sustainable competitive advantage is not a function all resources.

Fundamental similarity in these works is that unique value-creating resources will generate a sustainable competitive advantage to the extent that either through acquisition or imitation. No competitor has the ability to use the same type of resources.

Major concern in RBV is the ability of the institution to maintain a combination of resources that cannot be possessed or built up in a similar manner by competitors. Further such literatures provide us with the premise on which to gauge the sustainability strength of competitive advantage. Further, it depends on the ability of competitors to use identical or similar resources that has the same impact on a firm's performance. Thus, the institution's ability to avoid imitation of their resources should be analysed in depth to understand the sustainability strength of a competitive advantage.

According to Black, Boal, (1996), and Grant (1995), resources are the inputs or the factors available to an institution, which helps to perform its operations or carry out its activities. They also recognize that resources, if considered as isolated factors, do not result in productivity; hence, coordination of resources is important. Hooley and Greenlay (2005) assert that the ways a firm can create a barrier to imitation are known as "isolating mechanisms", and are reflected in the aspects of corporate culture, managerial capabilities, information asymmetries and property rights. Further, the other three aspects are direct or indirect results of managerial practices except for legislative restrictions created through property rights. King (2007) asserts that inter-organization causal ambiguity may lead to sustainable competitive advantage for some firms. The degree to which decision makers understand the relationship between organizational inputs and outputs is usually described on a continuum of causal ambiguity (Ghinggold and Johnson 1998, Lippman and Rumelt 1982).

Based on empirical literatures, resource based view provides the understanding that certain unique existing resources will achieve superior performance which finally culminates to a competitive advantage. Imitation of such resources will in extension depend on sustainability of the ability of competitors. However, due to volatility of the contemporary markets, the existing resources of a firm may not be adequate to facilitate the future market requirement. There is a vital need to modify and develop resources in order to encounter the future market competition. An organization is

obliged to exploit existing business opportunities to sustain its competitiveness in the future market environments (Chaharbaghi and Lynch 1999), Song et al., 2002.

VI. CRITICAL REVIEW OF THEORIES AND GAPS

The resource-based view has been criticized for weaknesses. Kraaijenbrink et. al. (2010) assesses several critiques on the resource-based view. The following critiques have been discussed. (1) The resource-based view has no managerial implications, (2) the resource-based view implies infinite regress, (3) the resource-based view's applicability is too limited, (4) sustained competitive advantage is not achievable, (5) the value of a resource is too indeterminate to provide a useful theory, (6) the resource-based view is not a theory that is about the firm and (7) the definition of a resource is not clear to work with.

According to Priem & Butler (2001), the resource-based view misses managerial implications or operational validity. The resource-based view explains that managers have to develop and obtain strategic resources that meet the criteria valuable, rareness, non-imitable and non-substitution (VRIN criteria) and how an appropriate organization can be developed. However, the resource-based view does not explain how managers can do this (Connor, 2002).

According to Priem & Butler (2001) and Collins (1994), the resource-based view entails infinite regress. Firms who have a capability which they can put in practice best, can be overtaken by a firm that can develop that capability better than firm who is best in practice (Collins (1994) calls this second-order capabilities).

The applicability is too limited. Kraaijenbrink et. al. (2010) works out three points of criticism on the applicability of the resource-based view. First, Connor (2002) argues that the resource-based view does not apply to smaller firms. This because sustained competitive advantage " cannot be based on their static resources, and therefore they fall beyond the bounds of the resource-based view" (Kraaijenbrink et. al, 2010).

Second, Kraaijenbrink et al inscribes, "Miller (2003) argues that the resources a firm needs to generate a sustained competitive advantage are precisely those resources that are hard to acquire in the first place. In one sense, Miller's argument is that only firms that already possess VRIN resources can acquire and apply additional resources; otherwise competitors would acquire them with equal ease. Miller draws our attention to the implicit path dependency within the RVB in that every organization's past shapes its present and future performance when not used to trace back to the ultimate root resources responsible for a organization's SCA, though this does not render the RVB overly problematic. If the RVB's scope includes the individual resources and capabilities of the entrepreneurs that constituted the firm - and we see no reason why it should not - it applies even to newly founded institutions. "

Thirdly, currently, organizations are in a dynamic environment where innovation and changes are needed to stay ahead of the competition. According to the resource-based view, a sustained competitive advantage can be reached if

resources are meeting the VRIN criteria. However, in this constant changing environment, the competitive advantages will be temporary (and not long lasting as Barney (1991) argues).

The resource-based view offers a useful framework to gain sustained competitive advantage. However, there are limitations on the resource-based view. Firstly, the resource-based theory is based on the incapacity to do an empirical study on measuring the performance. Because of the heterogeneity of organizations, composing a homogeneous sample is hard or even impossible (Lockett et. al, 2001). Secondly, the resource-based view is focused on the internal organization of an establishment and it does not consider the external factors like the demand side of the market. So even if an institution has the resources and the capabilities to gain a competitive advantage, it might be that there is no demand, because the model does not consider the "customer". Thirdly, the resource-based view has a limited ability to make reliable predictions (Priem & Butler, 2001). However, Tywoniak (2007) states that "the usefulness of RBV appears to be greater in terms of generating understanding and providing a structure for strategizing." Barney (2001) states "resource-based logic can help managers more completely understand the kinds of resources that help generate sustained strategic advantages, help them use this understanding to evaluate the full range of resources their firm may possess, and then exploit those resources that have the potential to generate sustained strategic advantage".

VII. METHODOLOGY

This study was guided by a mixed method approach because the study collected, analysed and combined both qualitative data and quantitative data (Creswell, 2008). Both qualitative and quantitative data was collected from literature and a combination of primary sources; mainly from academics, administrators and students; and from observation. The major rationale informing the select of mixed method research was its strength in that, there could be insufficient arguments, meaning that neither quantitative nor qualitative may bring about enough evidence since the methods supplement each other. The investigator took qualitative research strengths and mixed them with the strengths of the quantitative research. Although the study was largely qualitative, quantitative data was put to maximum use to make analysis of data meaningful and help in not only arriving at certain conclusions but also helping make suitable endorsements. According to Creswell (2008), when a set of data is used to provide a secondary role in a study based basically on the other data type, the embedded design as a mixed methods design is most appropriate. The researcher used concurrent timing where both qualitative and quantitative methods were implemented during a single phase of the research (Creswell, 2008). The quantitative method was engaged to report the data in this study. According to Creswell (2009), quantitative method involves testing objective theories by examining the relationship among variables.

VIII. SAMPLE SIZE AND SAMPLING PROCEDURES

Bell, (2003) defines sample as a group of people who are used to obtain information about a larger group or a whole population. In this study, a sample size of 560 participants from 3 universities were selected since it will not be possible to include all members. Out of the 560 participants, 233 were sampled from the target population.

Sampling procedures were purposeful and simple random techniques. These techniques were suitable for this study because of the nature of its objectives. For purposes of effective data collection, a sample size of 2 human resource manager 10 deans, 65 heads of departments and 156 lecturers was picked. The decision to use a sample of 233 was based on the suggestion by Nachimias and Nachimias, (1991) who proposed that adequacy and resources should determine the sample size which should be big enough to enable capturing a variety of responses and facilitate comparable analysis.

The simple random sampling method on the other hand was used in obtaining a representative sample. Deming in Cooper & Schindler (2003) argued that there is greater accuracy of results by sampling as compared to studying the entire population. According to him sampling possesses the possibility of better interview (testing), more thorough investigation of missing, wrong, or suspicious information, better supervision, and better processing than is possible with complete coverage. This technique offered the researcher the advantage of being able to calculate the sampling error of measurement and able to give a significant level of confidence. The table below illustrates the sample selected. Sloven's formula was used for determining the minimum number of respondents required for the given population size (Trochim, 2008)

$$S = \frac{P}{1 + P(0.05)^2}, \text{ where}$$

S = Sample size

P = Population

0.05 = Level of significance

$$S = \frac{560}{1 + 560(0.05)^2} = \frac{560}{1 + 560(0.0025)} = \frac{560}{1 + 1.4} = \frac{560}{2.4} \approx 233$$

IX. DATA ANALYSIS AND DISCUSSION OF FINDINGS

The researcher sampled 233 participants from the three public universities in Nyeri and Kiambu counties. Out of the 233 participants, those who participated effectively in answering the questionnaires and in the interview guide were 213. Therefore, the findings of this research were based on the 213 human resource managers, and lecturers plus 10 deans who were involved in focus group discussions which was a response rate of 95.5%. According to Creswell (2012), 60% of data collected is good enough for analysis.

X. CATEGORIES OF PARTICIPANTS

Table 1 below displayed below shows categories of participants who were drawn from 3 public universities in Nyeri and Kiambu counties. These categories as shown in the said table 1 were 10 (4.3%) deans of schools, 2 (1.2%) human

resource managers, 65 (27.9%) heads of departments, and 156 (66.6%) lecturers. All these categories put together formed the 233 sample size. Although the deans of schools and human resource managers categories registered smaller percentages compared to the heads of department and lecturers they never the less gave very valuable contributions in their capacity as leaders.

Category	Sample Size	% Proportion
Deans of schools	10	4.3
Human Resource Managers	2	1.2
Heads of Departments	65	27.9
Lecturers	156	66.6
TOTAL	233	100

Source: Researcher 2016

Table 1: Sample Size Determination and Sampling Techniques

XI. DISCUSSION OF FINDINGS

RELATIONSHIP BETWEEN PROVIDER SATISFACTION AND INSTITUTIONAL MANAGEMENT EFFICIENCY

The researcher sought to find out how provider satisfaction had influenced institutional management efficiency in public universities. The investigator presented data analysis in three levels. These were descriptive, inferential, thematic and then the mixing and interpretation of the data. In this inquiry, the investigator used frequencies, percentages, tables, and examined the statistics according to the research objectives as shown below.

PROVIDER SATISFACTION AND INSTITUTION MANAGEMENT EFFICIENCY

To seek information on the relationship between Provider satisfaction and institution management efficiency Heads of departments and lecturers filled part C of their questionnaire. The results were shown on table 1.

	N	Mean	Std. Deviation
Work independently and trust with minimum supervision	170	2.56	.575
Loyalty to the academic resource provider	170	2.10	.631
Long term continuity work relationship of the academic resource provider	170	2.16	.628
Valid N (Listwise)	170		

Source: the researcher, 2017

Table 1: Hods and Lecturers responses on Academic Resource Provider Satisfaction

The participants were asked to determine which of the three factors, that is; working independently and trust with minimum supervision, loyalty and long term continuity had the most influence on institution management efficiency in public universities. Of the three factors, work autonomy had the smallest dispersion from the group mean while loyalty had the highest. The implication was that the academic resource provider should be allowed to work with minimum supervision. Further still the participants were asked to establish whether the outsourced academic provider was able to solve tasks in college management and in contact with other heads of department for related ideas and solutions.

	N	Mean	Std. Deviation
Able To Solve Tasks In College Management, In Contact with Other Heads of Departments For Related Ideas And Solutions	170	3.58	.996
Advantage of Academic Resource Outsourcing and that Networking Enables Learning of New Approaches To College Management	170	3.31	1.095
Valid N (Listwise)	170		

Source: the researcher, 2017

Table 2: Hods and Lecturers responses on Academic Resource Provider Satisfaction

The ability to solve tasks in management as well as the advantage of academic resource outsourcing networks were considered to have moderately influenced institutional management efficiency as their average scores were at 3. When the two factors were examined the ability to solve tasks had the smallest dispersion from the group mean. The implication here was that the participants were able to solve assigned responsibilities. They also implied that networking enabled learning of new approaches to institution management and enhanced efficiency. However it was also implied by the providers that more consultation would have enhanced institution management efficiency in public universities.

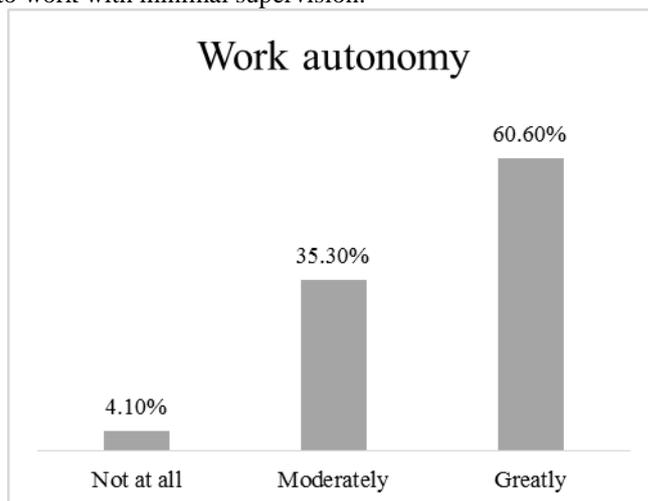
RELATIONSHIP BETWEEN WORK AUTONOMY AND INSTITUTIONAL MANAGEMENT EFFICIENCY

Autonomy is self-directing freedom. In the context of this study it was defined as two rights: (i) the right of an individual to information on his/her options (this facilitates informed choice) (ii) The right to be consulted about issues important to the institution. An individual, it is assumed, would want to be treated as a rational individual able to make sound judgments if given the necessary information.

The investigator sought the views of lecturers on this objective about their satisfaction on work independence, trust level and institution management efficiency. The questionnaire responses are presented by the figure below.

According to the figure below, majority (60.6%) of lecturers indicated that working autonomously was popular. However a 35.3% claimed that it was moderately practiced. Further, the study obtained a mean $M = 2.56$ and a Std

Deviation of $= .575$. This implied that most lecturers preferred to work with minimal supervision.



Source: The Researcher 2017

Figure 1: Work autonomy on Outsourcing of Teaching Services

RELATIONSHIP BETWEEN LOYALTY BY THE INSTITUTION AND INSTITUTION MANAGEMENT EFFICIENCY

On the same objective on academic resource provider satisfaction, the study sought to find out whether loyalty by the institution to the academic resource provider influenced institutional management efficiency. Data was collected, analyzed and the following was established: more than half (59.4%) of the lecturers agreed that loyalty took place in moderation. The study further obtained a mean of $M = 2.10$, Std Deviation $= .631$. According to Ispat guru (2017), employees' loyalty towards organization is often referred as organizational loyalty of the employees. It is the most important factor that determines the effectiveness and efficiency of the organization. It is one of the key elements that measures the compatibility between employees on one hand and the organization on the other hand, since if this compatibility increases, the organization achieves a lot of its goals and aspirations. Employees with loyalty towards organization are committed employees with a sense of belongingness towards the organization. Such employees accept the organizational goals and values and have psychological attachment to the organization. These employees identify themselves with the organization. (Ispat guru 2017)

In general, employees' loyalty can be best described in terms of a process, where certain attitudes give rise to certain behaviours (intended or actual). In the last three to four decades, there have been major changes in the industrial world. In the past, once hired, an employee believed that it was a life time job and the management expected their unstinted loyalty towards the organization. Similarly, the employees used to be devoted to their organization. This image of loyalty because of the employment has gradually changed with the advent of globalization when employees began to face restructuring, relocations of the manufacturing, and downsizing, (Ispat guru 2017). Organizations 'broke the

rules', mutual obligations are reconsidered, life time employment and devotion is no longer expected, job hopping is considered to be a normal phenomenon, and people constantly striving for higher salaries or better working conditions has become a normal thing. Loyalty and trust have become more difficult to obtain and give in the work place. Employees' loyalty seems like a quality that is now becoming increasingly harder to find. (Ispat guru 2017).

According to Ispat guru (2017), presently there is a trend towards globalization and liberalization. In such an environment, employees are becoming the competitive advantage an organization. An organization may manage with employees with average calibre, but competent employees can take an average organization to greater heights. Likewise, average employees can cause the downfall of a flourishing organization. In the present day market situation which is full of competition, having capable employees and developing employees' loyalty becomes increasingly important and a continuing challenge for the organization.

In the present environment, it becomes a necessity for the organization to have a strategy for retaining their key experts and crucial skilled employees. As there is a tendency amongst the organizations to lure away the top performers of the competing organization, management strategies must therefore give due consideration and sufficient resource allocation to keep employees motivated and satisfied. The idea is that the satisfied employee is less likely to pursue greener pastures. Thus, implementing desirable human resource management policies have a positive effect on employee loyalty. (Ispat guru 2017).

Employees' loyalty towards organization refers to their adoption of the values, attitudes and beliefs of the organization and their willingness to exert additional effort to achieve the goals and objectives of the organization. It is multidimensional in nature and involves the employees' commitment, attitude and behaviour for the organization. Employees' loyalty makes them to show their concern for the organization and its continued success and wellbeing. (Ispat guru 2017).

On the other hand, Organizational commitment of the loyal employees is the degree to which the employees identify with the organization and its goals, and wish to continue with the organization. There are three types of commitments identified. These are (i) normative commitment, (ii) affective commitment, and (iii) continuing commitment. Normative commitment is define as organizational commitments. Affective commitments are define by emotional attachments, identification, and involvement to achieve the goal of organization. Continuing commitment is the willingness to remain in an organization because of different investments. The significance of the employees' loyalty for the organization lies in its potential to increase the organizational efficiency. It is important for teamwork and for improving the employee's productivity. Companies have to recognize that employee loyalty is a substantial asset. That means a new regard for seniority and a method of guaranteeing pension and insurance benefits no matter what happens to the company. That will have its costs, but managers will soon have to stop abdicating power to security analysts; a more loyal work force may not show up in the quarterly earnings, but will help the company survive and prosper. (Ispat guru 2017).

Workers and junior executives in turn will have to stop treating the firm as this year's trampoline to someplace else; the portability of pension benefits is not as important as a stock-purchase plan. Hierarchy is not villainy and networking is not virtue.



Figure 2: Loyalty by the institution by the academic resource provider

LONG TERM CONTINUITY WORK RELATIONSHIP AND INSTITUTION MANAGEMENT EFFICIENCY

On the same objective on academic resource provider satisfaction, the study sought to find out whether out whether long term continuity work relationship from the institution to the academic resource provider influenced institution management efficiency in public universities.

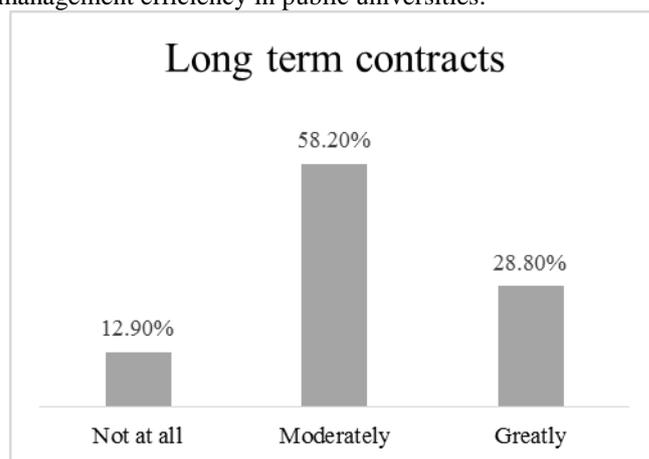


Figure 3: Long term contracts

Data was collected, analyzed and the following was established: Only 28.8% of the respondents agreed that it greatly took place. More than half (58.2%) of the lecturers stated that long term work continuity relationship was taking place in moderation. The study further obtained a mean of $M=2.16$, Std Deviation=.628. This implied that many outsourced academic providers were not at ease with their institutions handling of their contracts. This could also explain the issue of "moonlighting" as indicated earlier.

Further, as shown on Figure 15, the study sought to establish whether employees were able to solve tasks in colleges and whether there was effective coordination and

consultations with other heads of departments for ideas and solutions and found out that half (50%) of the lecturers accepted that this did happen. with Means of $M=3.58$ and Std Deviation= .996 were obtained. The implication of solving tasks through consultation is that it increases the potential of improvement and enhanced performance.

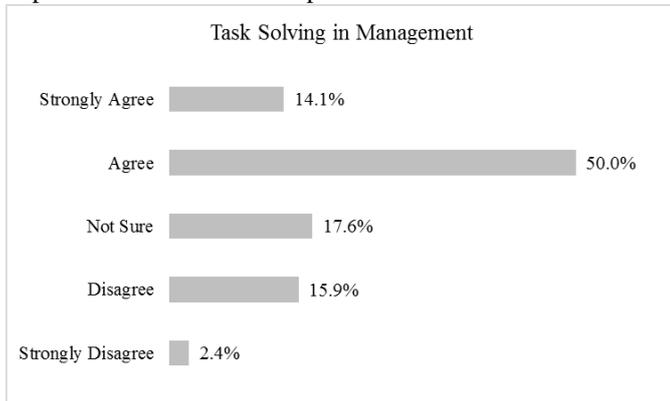


Figure 4: Views of Heads of Departments on Ability to solve tasks in Management in Coordination with Lecturers

NEW APPROACHES TO UNIVERSITY MANAGEMENT AND INSTITUTION MANAGEMENT EFFICIENCY

On the same objective on academic resource provider satisfaction, the study sought to find out whether academic resource outsourcing enabled new approaches to University management. The participant's responses are presented on figure 16 below. It established that a third (47.6 %) of the respondents agreed that academic resource outsourcing enabled employees learn new approaches to universities management. A paltry (23.0%) disagreed with this view. The study registered a mean of $M= 3.31$ and Std. Deviation = 1.095. This implied that the universities were open to change and management was willing to encourage open leaderships for achievement of objectives.

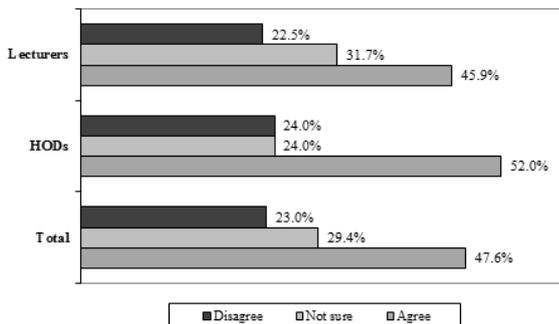


Figure 4: New approaches to University Management

ANALYSIS OF INFERENCE STATISTICS

The researcher analysed the relationship of the objective variables using Pearson Correlation Product. According to the table below the researcher sub divided the study objectives into three sub units in order to get the real outsourcing of teaching services in public universities and the advantage of academic resource outsourcing networking that enables employees learn new approaches to universities management.

The researcher found that there was a strong association between outsourcing of teaching services in public universities and academic outsourcing networking. The study achieved $r=.00$. This meant that outsourcing of teaching services in public universities had an advantage on enabling employees learn new approaches.

The study found out that there was a strong association between academic outsourcing networking and employees approach to institution management efficiency with $r=.003$. It implied that outsourcing of support services in public universities did not solve tasks in public universities. This was in line with a study by Gilmer (1997) who stated that staff had less loyalty towards the outsourced materials and sometimes lecturers ignored outsourced material thus they did not help them adequately.

Beltrami (2000) established that outsourcing of academic materials had yielded tremendous results on higher learning universities for instance the University of Phoenix had received benefits on outsourcing practices of academic resources by keeping cost low, outsourced teaching by hiring a large number of adjunct faculty members, who received a per-course stipend with no benefits. Further, the study by Goldstein, et al (1993) found out that majority of universities were open to more diversity through outsourcing practices that had facilitated security of institution materials, residence halls, computer services, child care, remedial classes, teaching hospitals and even entire institutional management. A (2001) survey found out that more than 40% of bookstores in the in college and more than 60% of dining halls were managed by outsourced companies. Almost all the schools analysed contracted out at least five services, whereas 5 percent outsourced nothing at all.

Control Variables		Able to solve tasks in university management and heads of departments for related ideas and solutions	Academic resource outsourcing enabled employees learn new approaches to institutional management
Work independently and trust with minimum supervision & Loyalty by the institution by the academic resource provider & Long term continuity work relationship of the academic resource provider	Correlation	1.000	.538
	significance (2-tailed)		.000
	df	0	165
	Correlation	.538	1.000
	significance (2-tailed)	.000	
	df	165	0

Table 3: Networking and Employees Approaches to Institution Management Efficiency

THE MATIC ANALYSIS OF QUALITATIVE ANALYSIS

The study collected qualitative data from deans of schools and human resource managers from the selected Universities. The study respondents revealed that there was a relationship between academic resource outsourcing and institutional management efficiency with majority of deans supporting this view. For instance, a dean of school reported that *"there was a relationship; since academic exposure influenced decision making"*. Another head of department stated *"outsourcing of academic resource provider had yielded tremendous results on higher learning universities"*. Nevertheless the respondents revealed that the relationship had influenced decision makings in most of public universities. Another dean of school stated that *"it influenced service delivery"*. The quality of service delivery had been highly affected in the public universities. Most of human resource managers and deans of school implied that academic resource outsourcing had influenced service delivery Relationship between Provider's satisfaction and Institutional Management Efficiency in Public Universities

MIXING AND INTERPRETATION OF THE MIXED DATA

The results obtained from quantitative analysis revealed that 52% ($r=.003$.) of the respondents agreed that there was a strong association between outsourced academic resource provider networking and employees approach to institution management efficiency It implied that outsourcing academic provider in public universities did not solve tasks in public universities. The qualitative data collected from deans of schools and human resource managers revealed that there was a relationship between academic outsourcing networking and employees approach to institutional management efficiency with majority of deans supporting this view. This therefore implied that both qualitative and quantitative findings revealed that the relationship between provider satisfaction, networking and employees approach to institutional management efficiency had major contribution to the quality of service.

XII. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

According to the respondents, (60.6%) of the lecturers indicated that working autonomously would have been preferred. However 35.3% claimed that it was only moderately practiced. The study established that on loyalty by the institution to the outsourced academic provider (59.4%) of

the lecturers emphasized that although loyalty took place it was done in moderation.

More than half (58.2%) of the lecturers stated that long term work continuity relationship was taking place in moderation. and that they felt it had affected the institution management efficiency. This could also explain the issue of "moonlighting" as indicated earlier. Qualitative and quantitative findings revealed that the relationship between provider satisfaction, networking and the provider's approach to institutional management efficiency had major effect to the quality of services delivered.

Work independence was on a restrained level and that the out sourced academic resource provider's loyalty to the institution was also on an uncertain level. Long term continuity relationship was also on a moderate level. Lecturers disagreed that academic resource outsourcing enabled employees learn new approaches to universities management.

RECOMMENDATIONS

- ✓ Public universities should evaluate academic resource providers who have perception and should encourage autonomy of work relationships.

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