EFFECT OF WORK ETHICS ON QUALITY OF SERVICE DELIVERY IN UNIVERSITIES IN NAKURU COUNTY, KENYA

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EGERTON UNIVERSITY

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DECLARATION AND APPROVAL

Declaration

This Project is my original work and has not been presented for an award of degree or Diploma in this or any other University.

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Approval

This Project is submitted with our approval as University Supervisors

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DEDICATION

I would like to dedicate this work to my parents and family for their encouragement during my studies. Their boundless love and support were with me throughout the study.

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ABSTRACT

Quality of service delivery (QSD) is an important factor in the success of any institution that wants to remain in business. Theoretical literature suggests that employees' work ethics is critical in determining quality of service delivery. However, empirical studies have not focused on how work ethics affects QSD. The main objective of the study was to determine the effect of work ethics on quality of service delivery. The specific objectives are to determine the effect of integrity, accountability, commitment, competency on quality of service delivery and to establish the combined effect of all the variables on QSD. The study was guided by the service quality theory described by Oliver (1980), where customers judge quality as low if the performance does not meet their expectations, as high when performance exceeds their expectations. Customer satisfaction is a more crucial element and determines the continuity of the organization and future income. The target population for the study was 276 academic staff and 25,395 students in public and private universities in Nakuru County, Kenya. Stratified random sampling and simple random sampling techniques were used to select a sample of staff and students for the study. A questionnaire was used to collect the described data. The study employed both descriptive statistics such as percentages, means and standard deviations and inferential statistics such as Pearson's correlation and Multiple Regression to present and analyze the data. The statistical package for social science (SPSS) a computer programme for windows aided the data analysis. The study established that work ethics has a strong positive effect on quality of service delivery and accounted for 76.5% (R square = 0.765) of the variation in quality of service delivery. The study adds knowledge and enhances understanding of the relationship between work ethics and quality service delivery. This study, therefore, suggests that there is need for managers in public and private universities to ensure that these work ethics are formulated, enforced and adhered to, to regulate their conduct. It is also important that institutions adopt university code of conduct/ethics to improve on quality of service delivery. It is recommended that a more comprehensive survey covering all universities in the country be done to shed more light on this subject.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CEO	Chief Executive Officer
COTU	Cooperative Organization of Trade Unions
EMS	Environmental Management Systems
EU	Egerton University
HR	Human Resource
HRD	Human Resource Department
ILO	International Labour Organization
ISO	International Standards of Organizations
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KACC	Kenya Anti-Corruption Commission
KEBS	Kenya Bureau of Standards
KFE	Kenya Federation of Employers
KU	Kenyatta University
MBA	Master in Business Administration
MDGS	Millennium Development Goals
MoU	Memorandum of Understanding
NCHS	Nakuru College of Health Sciences
OUBS	Open University Business School
PC	Performance Contract
QMS	Quality Management Systems
QS	Quality Service
QSD	Quality of Service Delivery
TV	Television
UN	United Nations
UWA	University of Western Australia
WE	Work Ethics

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Quality, which is defined as conformance to requirements, is one of the leading topics of debate and discussion on the global level. It is important for any company that wants to remain in business to make quality its focal point (Owolabi, 2010). There are rising expectations from clients and other stakeholders, business leaders and civil society that Public service /Governments will establish and deliver higher standards of work ethics and integrity worldwide. Work ethics are as important for the public servant as blood for the body (Raga and Taylor, 2005). There is a lot of public scrutiny, and increasing anxiety by citizens, whose members want to see an end to the unethical practices and systems of the past in the African continent.

There has been significant progress made in the Kenyan public service recently by developing effective and efficient civil service work ethics, codes of conduct, transparency measures, work ethics and Integrity systems, and anti-corruption agencies (Ssonko, 2010). A satisfied customer creates repeat business as well as possible other referrals; hence, the organizations should ensure the right products and services for today's competitive market. Clients expect quality service and judge the service as satisfactory when performance exceeds their expectations. In order to ensure high quality of services provided, public and private universities have come up with codes of work ethics to guide their personal conduct of their personnel. Professionalism ensures quality service and achieves the increased business. The various University codes of work ethics lay down the standards of integrity, professionalism, accountability and confidentiality, which all members should abide by.

According to the chapter Six on Leadership and Integrity and chapter thirteen Values and Principles of a Public servant, the Kenyan constitution states the several guiding principles of a public servant, which include Integrity, Competence, Objectivity, Accountability and Commitment among others. Most institutions of higher learning strive to achieve quality of service delivery to all its clients, as stipulated in the Vision, Mission, and Core values in the Quality statement and other related documents of the various tertiary institutions. In the Egerton University Quality statement, the University management shall ensure continual

improvement by monitoring and reviewing its quality performance and effective implementation of Quality management systems based on the ISO 9001:2008 Standards (EU Strategic Plan, 2011)

These institutions are committed to providing quality products and services as ratified in their various Institutional quality statements, certifications like Quality Management Systems, Environmental Management Systems, Performance Contracts, Service charters and other University Statutes where the institutions are expected to meet and exceed customer satisfaction, stakeholder's expectation and comply with statutory requirements. To realize these anticipated goals of being world class institutions and to achieve Millennium Development Goals as well as other goals set in the new constitution and Vision 2030, these institutions strive to integrate higherwork ethics among its employees in the management of public affairs.work ethics provides principles that guide behaviour and help people make moral choices among other choices of action (Hanekom, 1984); Chapman, 1993).

The Charter for the Public service in Africa, (2001), states the values and principles of a sound culture, which include professionalism, discipline, efficiency, dignity, equity, impartiality, fairness, public spiritedness and courtesy in the discharge of duties according to Ashour, A.S. (2000) Practice of unethical behaviour make the individuals find it necessary to do a cover up which reduces effectiveness. Employees should promote ethical behaviour by setting a good personal example in the workplace. Personalwork ethics and ethical behaviour needs to be taught at an early age by parents, society and educators.

The Kenya Vision 2030 aims to have a globally competitive and prosperous nation with a high quality of life by 2030. This can only be achieved by having organizations that observework ethics to achieve fair competition with other organizations. Indeed, as stipulated within the framework of the University statutes, Service charters, and the new Kenya Constitution 2010, Vision 2030 and in the realization of the MDGs, it is instrumental that economic and social development depends on the implementation of good policies and building strong and effective institutions that observework ethics. This can only be achieved through having ethical managers heading the relevant organizations for efficiency and accountability which leads to profits and having Quality of service delivery in each organization.

Egerton University's quality statement highlights that the University management shall ensure continual improvement by monitoring and reviewing its quality performance and effective implementation of Quality management systems based on ISO 9001:2008 Standards. In the Kenyatta University's Vision, Mission and Strategic Plan (2005-2015), the Directorate of Student Affairs (DSA) is committed to ensuring that the services measure up to ISO 9001:2008 standards. They are committed to serving clients, the students, by sensitively addressing their needs through strategically designed procedures of efficient welfare provision. By this, they are   conscious of the diversity of the student population and seek to create a sense of a beautiful mosaic in the student body, while at the same time they are sensitive to their individual and corporate needs. They constantly review their service provision procedures to ensure that the university lives up to its motto of "Providing Integral Support and Care" (Kenyatta University Strategic Plan, 2005-2015).

The mission for Kabarak University is to provide a holistic quality education to the youth, and other age groups, equipping them with knowledge, practical skills and Christian moral values necessary for the service of God and humanity. Jomo Kenyatta University in its quality statement commits to providing quality services in training, research and Innovation that consistently meet customer requirement and attempt to exceed their expectation. Mount Kenya University's mission, is to achieve their goals through the following objectives: provide quality training through provision of scholarships, advancement of knowledge through research and development of specialized activities in the University; produce effective graduates with the appropriate practical and specialized skills, attitudes and values required for personal growth and advancement of responsible citizens in the global environment; participate in community service through provision of continuing education, conduction of research, participation in external services, provision of specialist consultative or referral services, facilitation of community empowerment, promotion of fairness and natural justice, and maintenance of good neighborliness with the community.

This clearly shows that indeed Egerton university, Kenyatta University, Jomo Kenyatta,   and Nairobi Universities are committed to providing quality products, services that meet and surpass customer contentment, stakeholder's anticipation, and comply with statutory requirements. This will only be possible if all the staff have the relevant qualities in place such as Integrity, commitment, Accountability Competency and ensure continual improvement. It is influential that economic and collective development depends on the

implementation of good policies and building of strong and valuable institutions that adhere to observingwork ethics. This can only be achieved through having ethical managers heading the relevant organisations for efficiency and accountability which leads to profits and quality service.

1.2 Statement of the Problem

Successful corporations and small businesses understand the importance of a professional image in dealing with customers. Scandals involving public officials have over and over again captured world attention. Most of these scandals are because of the deteriorating ethical behaviours of the public officials who have indulged themselves into all sorts of malpractices. There is a genuine demand that public institutions strengthen work ethics, integrity, transparency, accountability and professionalism, in order to protect public resources and enhance public sector performance (Ssonko, 2010). The major factor that enhances quality of service delivered is the employees' work ethics within the organization. Lack of work ethics has become a concern among employees of Learning Institutions leading to poor service delivery. However, in spite of the pursuit of effectiveness and the condemning of unethical behavior by public service managers, scandals still occur and allegations are still made. Lack of work ethics among the employees in the Kenyan public and private institutions has become a great concern.

There are many publicized scandals in the public service ranging from the workers non-professionalism, inappropriate actions and other non-ethical practices, which fuel a decline in the confidence of the clients, students and other stakeholders. Ongong'a & Akaranga (2013) pg 16 state ".... discriminatory treatment, exploitation and sexual harassment often reported in the media...". This leads to lack of direction, confidence, integrity and weakened state of professionalism as some of the institutions which are said not to be credible to the expectations of the customer. It also leads to deteriorated efficiency, lowered performance, lack of fairness and spread of corruption (Ssonko, 2010). This is crucial since there are many institutions of higher learning coming up and there is a lot of competition in market.

Owolabi (2010) says that currently the number of private universities has increased and for any of these to survive in the face of the present keen competition, quality service should be the watch word. A lot of research has been done on the work ethics in the Civil service, Lecturers work ethics and their professional conduct yet no research has been done to

examine in details the relationship between the work ethics and Quality Service Delivery in the Kenyan Public and Private Universities. The study therefore sought to find out the extent to which the staff practices work ethics, to establish the quality of service delivery and to determine the effects of work ethics to the quality of service delivery. The challenge is the inappropriate actions, which have become the norm of the day in the present work environment. The study therefore sought to determine the effect of staff work ethics on service delivery to students the Universities in Nakuru County, Kenya.

1.3 Objectives of the Study

The main objective of the study was to determine the effect of work ethics on quality of service delivery. The specific objectives of the study were to:

 i. Determine the effect of integrity on quality of service delivery
 ii. Determine the effect of accountability on quality of service delivery
 iii. Determine the effect of commitment on quality of service delivery
 iv. Determine the effect of competency on quality of service delivery
 v. Establish the combined effect of integrity, accountability, commitment and competency on quality of service delivery.

1.4 Research Hypotheses

The hypotheses of the study were:

HA_1: Integrity has a positive effect on quality of service delivery.

HA_2: Accountability has a positive effect on quality of service delivery.

HA_3: Commitment has a positive effect on quality of services delivery.

HA_4: Competency has a positive effect on quality of service delivery.

HA_5: Integrity, Accountability, Commitment and Competency jointly have a positive effect on Quality of service delivery.

1.4 Significance of the Study

This study will inform the managers whether PE enhances productivity of the University employees and other practitioners and if it affects the quality of service they provide. This is necessary as there are many institutions of higher learning coming up and there is a lot of competition in the market. This study is relevant because some emperical studies show that lack of work ethics has become a concern among employees of Learning institutions leading

to poor service delivery as some of the institutions are said not to be credible to the expectations of the customer.

The study adds value to the existing scholary knowledge about how Integrity, Commitment, Accountability and Competency influence the quality of service delivery in the universities and other institutions of higher learning affects QSD. The study contributes to the University management's system and other practitioners for practice in assessing whether the staffs are working towards achieving the goal of meeting quality performance and meeting the customer's expectations.

1.6 Scope and Limitations of the Study

1.6.1 Scope of the Study

The study was carried out in Egerton, Kenyatta, Nairobi, Jomo Kenyatta University of Agriculture and Technology, Kabarak, Kenya Methodist University and Mount Kenya University Universities and campuses in Nakuru County. The research examined if the staff in these institutions of higher learning practice work ethics and its effects to the quality of service delivery to the customers and other stakeholders. The research targeted the academic staff, diploma, undergraduate and postgraduate students from the seven public and private institutions mentioned. The period of study was between April to June 2014.

1.6.2 Limitations of the Study

Generalization of the findings of this study outside Universities in Nakuru County or any other institution of higher learning should be taken with caution because findings may not adequately represent the situation in other public universities or in other organizations in Kenya. Some of the questionnaires may be filled inappropriately due to lack of understanding or fear of victimization. The researcher tried to simplify the language and reassured the respondents that she will maintain utmost confidentiality regarding the information given in the questionnaire.

1.7 Assumptions of the Study

This study was based on the assumptions that staff in the seven Universities upholds work ethics in their daily operations. The other assumption was that work ethics influences the quality of service delivered amongst the University clientele including students and other

stakeholders. The study also assumed that the Code of conduct/Ethics, University statutes, Strategic plans, Service charter and other structures in place, guide most of these institutions. The study also had the assumption that the staff and students provided the desired relevant information and cooperated in providing the desired responses by filling in the requisite instruments.

1.8 Operational Definition of Terms

Work ethics is the act of pursuing the highest standards of performance from professional ranks such as Integrity,Commitment,Accountability and Competency.

Quality of service delivery is the standard services that are the expectations that meet the needs and wants of the customers, and other stakeholders including reliability, responsibility,assurance,tangibles and empathy.

Integrity means maintaining high standard of trust and honesty. It is a commitment to set values that one's beliefs are consistent and do not compromise their values or trustworthiness for personal gain or professional enhancement.

Accountability is to take responsibility for functions and actions holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Commitment is a virtue of staff that is proud to be a part of their company, care about the fate of the company, and recommend the company as a great place to work. Committed employees will stay with an organization, are tolerant of changes to their in the organization.

Competence means a quality professional who has the knowledge abilities and skill necessary to identify analyze and recommend solutions to quality challenges.

Objectivity is carrying out public business, including making public appointments, awarding contracts or recommending individuals for rewards and benefits, holders of public office should make their choices on merit.

Reliability is the ability to perform the promised service dependably and accurately

Responsiveness is the willingness and readiness of employees to help customers and to provide prompt service, timeliness of service

Customer satisfaction is a measure of how products and services supplied by a company meet or surpass customer expectation.

Courtesy is the consideration for the customer's property and a clean and neat appearance of contact personnel, manifesting as politeness, respect, and friendliness.

Credibility includes factors such as trustworthiness, belief and honesty. It involves having the customer's best interests at prime position.

Security enables the customer to feel free from danger, risk or doubt including physical safety, financial security and confidentiality.

Communication means both informing customers in a language they are able to understand and listening to customers where company may need to adjust its language for the varying needs of its customers.

Knowing the customer means making an effort to understand the customer's individual needs, providing individualized attention, recognizing the customer when they arrive and so on.

Tangibles are the physical evidence of the service, for instance, the appearance of the physical facilities, tools and equipment used to provide the service the appearance of personnel and communication materials and the presence of other customers in the service facility.

Reliability is the ability to perform the promised service in a dependable and accurate manner. The service is performed correctly on the first occasion, the accounting is correct, records are up to date and schedules are kept.

Responsiveness is the readiness and willingness of employees to help customers by providing prompt timely services, for example, mailing a transaction slip immediately or setting up appointments quickly.

Reliability: the ability to perform the promised service dependably and accurately

Assurance: the knowledge and courtesy of employees and their ability to convey trust and confidence.

Tangibles: the appearance of physical facilities, equipment, personnel and communication materials

Empathy: the provision of caring, individualized attention to customers

Responsiveness: the willingness to help customers and to provide prompt service

Positive work environment: Everything that forms part of employees' involvement with the work itself, such as the relationship with co-workers and supervisors, organizational culture, room for personal development, etc.

Organizational culture: The values and behaviors that contribute to the unique social and psychological environment of an organization.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a literature review on both the study variables. The variables include Work ethics and Quality of service delivery and it shows how work ethics can affect the quality of service delivery. The chapter also presents the theoretical and conceptual framework of effect of work ethics on quality of service delivery.

2.2 Work Ethics

An important element of any profession is the code of Work ethics that regulates the conduct and behavior of professionals in any one given field (Davis, 2002). A professional code of work ethics also serves as an instrument for ensuring that professionals offer quality service and effectively cater for the needs of their clients, which prohibits inappropriate behavior by professionals (Wainaina *et al.* 2015). Most organizations have put in place professional code of work ethics that set down standard of integrity, professionalism, and confidentiality that employees of the organization should adhere to in their workplace. The organizations promote professionalism, enforce sound policies, improve rewards, and improve transparency in recruitment and observe other Human Resource policies.

The organization staff are expected to adhere to the work ethics and anti-corruption legislations, implement codes of conduct, improve induction programs and accuse corrupt acts. Sarji, (1995) defines professionalism as a means of excellent work culture which is a responsibility to do well. It is a calling for the employees do their best, for anything less would be embarrassing to the organisation, thus an engrained pride in performance. Public service professionalism requires that staffs that join the service are trained in basic skills and have shared morals to ably discharge their duties. Public service professionalism is defined by loyalty, neutrality, transparency, diligence, punctuality effectiveness, impartiality and other specific values to individual countries (United Nation Development , 2000).

Article 21 of the charter for the Public Service in Africa (2001), states that "Professionalism manifests itself in the public service employee's behaviour at work and in their regular effort to improve, reinforce and update their tasks and enhancing productivity". This means that public officers should be unbiased, objective, fair, and competent and serve the public interest

in their operations. Most of the Institutions of higher learning in Nakuru County have their Quality Assurance and Anti-corruption departments in place. Egerton University has and supports the anticorruption department and has the Quality assurance department that checks the quality of services and products provided to the clients. All these Universities advocate work ethics since they have managed to acquire the ISO 9001:2008 standards certification that demands for Quality management systems. The Egerton University quality statement states that the University management shall ensure continual improvement by monitoring and reviewing its quality performance and effective implementation of Quality management systems based on ISO 9001:2008 standards. The statement also states that the university is committed to providing quality products and services that meet and exceed customer satisfaction, stakeholder's expectation and comply with statutory requirements.

The University conducts regular internal audits in Quality Management systems and other Surveillances audits conducted by Kenya bureau of standards to ensure that the standards are met. The Egerton and Kenyatta University strategic plan 2009-2015 state the mandate of the University provided by the Act of Parliament 1987 Chapter 214 of the laws of Kenya that includes promotion of social fairness in all matters affecting students and staff. The core values say the university will be guided by passion for excellence, professionalism, devotion to duty, integrity, transparency and accountability and finally social fairness. This summarizes the draft work ethics /conduct of the University. Strategic objective no. 15 under the university governance states that the university should ensure quality of processes, products and services that the research hopes to achieve.

Ssonko (2010) states the practices and behaviours that compromise work ethics to be, accountability, transparency, integrity and professionalism as corruption, conflict of interest, human resource malpractices and others. This leads to lack of direction for integrity and weakened state of professionalism. It reduces efficiency, lowers performance, increases lack of fairness and spreads corruption. To reduce this, organizations require a system of measures to promote work ethics, accountability, integrity, transparency and professionalism.The New Constitution of Kenya of 2010 demands that all government institutions comply with ethical requirements that contribute to Quality of service delivery. Chapter 16 section 245 of the Kenyan Constitution states the values and principles expected to guide the entire public service in which the Universities are included. This has seen the government through section 99 of chapter 9 set up a work ethics and integrity commission to enforce of the provisions of

thework ethics and integrity and personal values in the public service (Kenya Gazette Supplement, 2011). All the Government organizations have a duty to adopt all these recommendations when making their codes of conduct while others opt to use the Public code of conduct and not draw their own. Smith et. al. (1999) states some of the various unethical practices done in the organizations, including the use of office equipment to help family do schoolwork, playing computer games on office during working hours, using office equipment to do internet shopping, blaming an error on technological fault etc. It is also immoral to visit pornographic websites using office equipment. A gift from the supervisor is also unacceptable, gifts from suppliers; and a prize won at a raffle at suppliers at a supplier's conference is immoral. Lying about sick days or having taken credit for someone else's work or idea without acknowledgement is plagiarism.

There is a crisis of ethical values in the Nigerian universities. The situation has degenerated to a stage where virtually every cherished principles, moral integrity and ideal of university life has nearly been eroded. The general norms and ethical values guiding decent and peaceful but harmonious human interpersonal co-existence are absent altogether. Evidence of this can be seen in the high rates of admission racketing, scandals, bribery and graft, victimization, sexual harassment of female students, proliferation of male and female cult gangs, persistent incidence of rape, female prostitution, obscene dressing and soliciting for favors, homosexuality, murder, extortion intimidation of lecturers by students, examination malpractices, rumors -mongering and other anti-social activities (Akintayo, 2006).

All these immoral, unethical behaviours and attitudes according to Ujomu (2001), serve as indication deteriorating and degeneration of ethical values system that society desire for intense socio-economic development. There is an observation that standards in community life are diminishing that raises questions about the costs of bad behavior on the part of employees who have been entrusted with guarding public interest and resources. This leads to costs in trust and confidence in public institutions and losses in important resources meant to support organizational development. There is a universal move to restore a measure of trust and integrity in public institutions and officials, to maintain democracy and promote better control (Bertucci, 2000).

In the Kenyan scenario, Ongong'a and Akaranga (2013) say it is noted that the awarding of marks in exchange for sexual favor stands out with 21.3% to underline the nefarious

inclination among some lecturers seeking sexual relationships in exchange for higher marks. Once more, ethnocentrism was cited by 13.8% of the study population who pointed out that at the university those who were lucky to have people from their communities either teaching or managing at the university were treated more favorably than those without. The favored group got higher grades or classifications at the university not necessarily because of their hard work, but rather due to godfathers from their own regions.

There are white color crimes such as in the case where Officer Scott Sullivan, accepted over-reporting of profits in WorldCom's financial statements. These external auditors failed to detect the bad behavior (Ripley, 2003). While the business world was still trying to process the irregularity of financial reporting, Martha Stewart was indicted and found guilty, along with her stockbroker, Peter Bacanovic, for conspiracy, obstruction of justice and making false statements in the sale of Stewart's shares of Imclone stock (cnn.com, 2004). The Kenyan legal system typically sets the basis for what is considered offensive in our society, defined by Kullberg (1988) as "unlawful behavior or deliberate misconduct". However, because of the varied nature of white-collar crime, it is often difficult to set a definition to the term (Chibe, 2006).

White-collar crimes include activities like insider trading, embezzlement, bribery, forgery, fraud, and computer crimes. Recent definitions of white-collar crime include health care fraud, securities fraud, and environmental crimes (Chibe, 2006). This term came to be when the perpetrators of these crimes wore white-collar shirts, and that they were professionals in the business world, such as lawyers, bankers, and now accountants (the free dictionary). White-collar crime is becoming a large-scale issue, and a 2006 Symposium entitled "The Changing Face of White-collar crime" covered this issue and how the Foreign Corrupt Practices Act addresses the concern (Chibe, 2006).

2.3. Quality of Service Delivery

Tuchman 1989 stated that Quality means investment in the best skill and effort possible to produce the finest amd most admirable results. He says it is reaching for the highest standard against being satisfied. Besterfield & Sacre (2003) found that quality is dependent on ethical behaviour, whereby quality andwork ethics have a common care basis which is to do right things right and it is a demonstrated way to reduce costs, improve competitiveness and creates customer satisfaction. Low ethical standards among professionals will lead to quality

problems. These issues were highlighted in the media and received great concern of public (Fleddermann, 2004). It agrees that (Lewis and Booms, 1983) and (Gitlow *et al.*, 1989) or (Ozeki and Asaka 1990) state, that quality is meeting customer's specifications.

Lewis and Booms (1983) state that satisfying customer needs leads to thoughtful and improving processes, identify problems and establishing appropriate and consistent service performance measures and to measure customer satisfaction and other performance outcomes. The organization business depends on a set of talent and organizations that make efforts to attract and retain the best human resource by offering them a healthy work environment, fair treatment, job challenge and growth prospects. Employee involvement improves quality and productivity that aims at a better meeting of organizational goals and objectives at all levels.

2.4 Work Ethics and Quality of Service Delivery

Ongong'a and Akaranga, (2013) state that,it is not clear whether all the University lecturers are aware of this Code of Conduct and work ethics for Public Universities. This is because; it is rarely referred to by lecturers. And, even when recruitment for the staff is being conducted, the panel in question hardly makes reference to this code's requirements. Professional or social workplacework ethics is concerned with the goals of Lecturers to provide knowledge, develop skills and nurture many aspects of students' personality. To contextualize our discussion and underscore such responsibility of Lecturers. There's need to check qualifications and habits necessary for University Lecturers, find out what causes unethical behavior among lecturers, and find out what attributes and ethical responses essential for a University lecturer.

Robson, (2011) states that a code ofwork ethics is part of the University's accountability framework that provides guidance to a range of issues. The agreement to abide by the code is a necessary component of the University's contract of employment with its employees. This is aimed at promoting a culture of fair and ethical behaviour and encourages the reporting of corrupt practices, breaches of the law and matters harmful to the University or its reputation. Most of the University codes have their statements centred on three key principles: equity and justice, respect for people and personal and professional accountability. Robson (2011), states that the code of conduct identifies a number of specific ethical issues likely to appear in a University setting and provides direction.

The code of work ethics is projected to assist staff and students to identify and resolve ethical issues that arise during their employment or in the course of their studies. It guides them in their transactions with colleague students in the University, local, national and international communities. It puts forward a set of principles prescriptions which includes the rights and obligations of staff and students under legislation. It provides more specific details about the University's policies rules and expectation based on these principles. Most universities are complex organizations of varied groups that have different relations. It is essential that all members recognize and respect their own rights and responsibilities of other members of the community and those of the University itself. The university recognizes that many of its staff recognizes codes of conducts orwork ethics defined by learned professional societies. It is an obligation of the staff or student to weigh the importance of these allegiances in each set of condition to notify an appropriate officer of the University where such conflict does or may arise (Robson, 2011).

Ongong'a and Akaranga, (2013) define a Qualified Lecturer is an educator at the Kenya's Universities or any tertiary institution. Lecturers at the Universities are knowledge workers who are excelled in their work and are competent enough to teach in this institutions of higher learning. Some are hired after acquiring their academic doctorate (PhD), while others may be recruited as Tutorial fellows after completing the second degree (Masters). A Tutorial Fellowship teaches under the supervision of a full Lecturer or professor who has obtained his academic degree (PhD), as the said Tutorial fellow is working on his PhD. The other requirement for Lecturers as knowledge workers is the readiness to believe in continuing education throughout their working lives and to keep their knowledge up to date (Drucker, 2002). Hence, lecturers must constantly read, upgrade and update their notes to prevent the use of outdated litereture.

Afew are recruited because of their expertise in a desired area of research or on the basis of course content knowledge. The majority are expected to learn on the job. In their line of duty emphasis is laid on teaching, student consultation, research, supervision of postgraduate students, attendance of conferences and publications. Universities need to remind potential Academic staff about the need for job improvement especially the significance of social workplacework ethics and virtues associated with good relationships between students and Lecturers at the Universities. University Lecturers as professionals should not harm their

students who, trust them. (Desjardins, 2006). Both lecturers and students should know their limits and desist from unethical disruptive and intimidating behaviour which interfere with academic work or performance. A peaceful co-existence and achievement of University's objectives require that both students and staff uphold respect and fair treatment. All play their part in avoiding behaviour which may be perceived as harassment, overbearing, bullying or emotionally threatening. Lecturers, must be trustworthy, honest. Lecturers are indeed, called upon to be examples of courtesy, fairness and equity in handling students in order to exhibit professionalism. (IJAC, 2013)

2.4.1 Integrity and Quality Service Delivery

Integrity refers to a quality of a person's character, having a sense of honesty and truthfulness in view to the motivations of one's actions. McFall, (1987) describes personal integrity as having some set of values or commitments and, in the face of enticement or challenge, and uphold these principles or commitments, for what it takes to be the right reasons. Persons of integrity act consistently with their endorsements and stand up for their judgment within a community and its acting according to a person's belief at all times (Ssonko, 2010). Halfon, (1989) says in terms of a person's dedication to the pursuit of a moral life and intellectual accountability in seeking to understand the demands of such life. He says persons of integrity grip a moral point of view that urges them to be clear, logical, consistent, appraised of relevant empirical evidence and careful about acknowledging and weighing relevant moral considerations. Persons of integrity impose these limits on themselves since they are concerned not simply with taking any moral position but with pursuing a commitment to do what is best (Halfon, 1989).

Professional integrity should be exhibited in terms of the manner of dressing, undivided loyalty to one's professional work, sound judgment and commitment to equality, inclusion in addition, ability to accommodate diversity (NASW, 2015). Educators have the duty of care for their learners; their conduct towards them must be directed towards their all-round development. The university educators should be caring, fair and committed to the needs and best interests   of their students. Employing high standards in students' assessment, and also refraining from intimate (sexual) relationships and emotional harassment of them is the most ethical way of educators' conduct towards their learners (Davis, 2002).

There are mounting hope that Governments establish and deliver high standards of ethicality and integrity in the Civil service and other agencies. This expectation is the result of better-

focused media attention and public scrutiny, and increasing impatience by ordinary citizens and civil society, whose members want to see an end to the corrupt practices and systems of the past. The need to build confidence in institutions in light of the increased concern on corruption and unethical behaviour of their civil servants prompted governments to review their approaches to ethical conduct (UN, 1999).

Badaracco and Webb (1995) in their research of 30 MBA graduates of Harvard university found that there were 4 powerful organizational commandments that encouraged unethical behaviour and organizational pressures: Performance is what really counts-targets must be met, be loyal and show that you are a team player, do not break the law and do not over estimate in unethical behaviour. Integrity tests are one measure for encouraging the execution of an organization's Code of work ethics/Code of conduct. Integrity testing is employed by the employee's agency or an anti-corruption body, to spot individuals who are prepared to accept a bribe, or other inducement, to act corruptly by doing or not doing something that they are required to do. This process is to be subject to independent review in every case, to prevent abuse of the power to impose a penalty (Whitton, 2001). Public officials are expected to use powers and resources for public good, under government policy. They should be answerable for the decisions they make, and be prepared to justify their actions. According to UNDESA (2000) the civil servants must adhere to the following principles: Integrity, legitimacy, fairness, responsiveness, efficient and effective.

Regarding Academic integrity standards, a University shall carry out its operations in line with and be guided by the national values and principles of governance as set out in Article 10 of the Constitution and as stated in the universities Act No. 42, 2012. A University shall develop and implement policies on: Code of ethics, Academic integrity policy; and Public private partnership in line with the Public private partnership Act, No. 15 of 2013. A university shall institutionalize non-discriminative practices that including promotion of: Gender balance and equality of both staff and students; and equalization of persons with disabilities, minorities and other marginalized groups. A university shall respect the relevant ethical standards when teaching, carrying out research and in engagement in community service. It shall at all times prioritize the academic interests of students and other stakeholders in carrying out its operations.

2.4.2 Accountability and Quality Service Delivery

A research carried out on strengthening accountability for urban services states that , it would be expected that better participation in services would improve accountability of service providers that will enhance service outcomes. However, the research found that in practice accountability does not seem to fulfill the particular functions described in the theoretical approaches (Sohail and Cavill, 2004). Accountability is about fulfilling one's responsibility as a University staff member to colleagues, students, the University itself, local employers and other stakeholders, and the broader local, national and international community. Staff members are expected to understand their role within the University, and to take personal and professional responsibility for their actions. They are expected to access sufficient information, and ensure that they have the understanding, competence, knowledge, and resources to discharge their duties in a responsible manner. Staff must not engage in activities that bring the University into ill repute, where it can be assumed that the University will be impeded from fulfilling strategic or financial goals as a direct result of the action.

Enhancing accountability for urban services include improving the effectiveness of the service, making accountability a function of good customer relations and improving the service user's capacity for action and idea, creating mechanisms to support more collective approach and improving services through competing alternative provision (Sohail and Cavil, 2004). According to this research on the hypothesis that accountability improves the sustainability of urban services, the results showed that improvements in the accountability had not improved user satisfaction with planning delivery and maintenance of urban services. The respondents thought that they were only slightly better off than they had been before reforms were introduced. The majority reported that the levels of services had remained the same or had worsened and user satisfaction had not changed (Sohail and Cavil, 2004). In the same way to usage of technology and accountability were not supported, but Hoivik (2002), report that technology usage and accountability is significant to service quality respectively.

2.4.3 Commitment and Quality Service Delivery

Commitment is amongst the important   employee attitudes to what happens to them at the workplace (Kreitner and Kinicki, 2008). Maintaining high commitment in employees is critical for organizational success because it is believed that committed employees act in   the interest of an organization, (Fischer, 2004). Employee commitment has been found to have profound influence on organizational outcome in many ways. Employee commitment has

been found to predict the critical employee and organizational citizenship behavior (Sanders *et al*., 2008,Vandyne & Ang, 1998; Dzansi & Dzansi, 2010). Organization cannot perform at peak levels unless all employees are committed to the organization's objectives and work as an effective team member.

Employees not only have to come to work faithfully everyday and do their jobs independently. Employees now have to think like entrepreneurs while working in teams, and have to prove their worth. However, they also want to be part of a successful organization that provides a good income and the opportunity for development and secure employment. The importance of employee commitment is quite evident if one considers prior research into the relationship between commitment and job satisfaction (Bateman & Organ, 1983), workplace justice (Moorman *et al*., 1992), trust in and loyalty to the leader (Deluga, 1994) and perceptions of supervisor fairness (Niehoff & Moorman, 1993; Coetzee, 2005).

A study on the relationship between the employee morale and the organizational commitment toward the organizational citizenship behavior showed that the morale variable and the commitment variable have the positive and the significant influences toward the organizational citizenship behavior of administrative staff at private universities in Surabaya Indonesia (Djati, Pantja & Adiwijaya, 2006). Committed employees tend to have personal values that are similar to those of the company. They are proud to be a part of their company, care about the fate of the company, and recommend the company as a great place to work. While it is true that committed employees are more likely to stay with an organization, factors in the workplace, management styles, or changes in the organization can drive out committed employees - leaving behind those who either cannot leave. Committed employees may also be intolerant of changes to their "creation" such as, the department, procedure, or process they helped create. In reality, this behavior is not very common (Pantja & Adiwijaya, 2006).

Employee survey research shows that committed employees are more likely to give your customers better service, they are willing to take the time to solve difficult problems, their work is of higher quality, and they are more likely to stay with the organization. Qualities of Committed employees tend to have personal values that are similar to those of the company. They are proud to be a part of their company, care about the fate of the company, and recommend the company as a great place to work. Commitment is not just a personality trait;

commitment is a quality that can be strategically influenced. Prior to conducting an employee survey, employees struggled with uncertainty caused by corporate mergers and acquisitions, which lead to decreased levels of employee commitment. Based on the analysis of the employee survey results, work teams implemented improvement projects that produced measurable increases in employee commitment within only 3 months. This is what the employee survey research found: Job Satisfaction Employees who like their jobs are more committed to the company (Westover et al, 2006).

2.4.4 Competency and Quality Service Delivery

Competency is defined as a required standard of skill, knowledge, ability or behavioral characteristics that an individual needs in order to perform his/her work successfully. It is a combination of several factors like motives, traits, self-concept, attitudes or values, skills and abilities, all of which are required from an individual to function properly and satisfy the needs and interest of customers as well as achieve the objectives of the organization. The nature of competency is described in different literature as "The behaviours, knowledge, and motivations that is required to be effective in a job" (Summers, 2004). It is a "standardized requirement for an individual to properly perform a specific job". According to Lovelock and Writs (2004), competent employees play a crucial role to create satisfied and loyal customers. "They are the actors who appear front stage in the service drama when they serve customers.

Parasuraman *et al*., (1985) and Garvin (1985) are in agreement of the determinants of service quality that relate to any service which they state as: Competence that is the procession of the necessary skills, knowledge which performs the service, knowledge and skill of the contact personnel and research potential of the organization. A professional educator should exemplify ethical relations with members of her profession by treating them with respect, dignity and fairness as their cooperation and teamwork, which is crucial to their effective service to their students (Dobrin, 2002; Sidgwick, 2015). Among other things, the educator should at all time refrain from revealing confidential information or make false and derogatory statements concerning colleagues (Davis, 2002).

An Academic staff in a university should develop the intellectual capacity of their learners by imparting knowledge and skills. They also play a fundamental role in molding the behavior and character of their learners. To be able to carry out these roles, the university's academic staff must exhibit standard of conduct that is beyond reproach. Given their high standing in

the world of academia, coupled with the roles expected of them, the society expects university academic staff to be role models and mentors to their learners. They must exhibit professional competence, integrity, trust and respect, as these are crucial attributes to the all-round growth of their students. (Wainaina *et al*., 2015)

Emotional competence is an integrative term for skills that are concerned with the processing, regulation, and utilization of emotions at the workplace (Cherniss, 2000: Zeidner *et al.,* (2004). As such, emotional competence may qualify as a Personal Organizational Behavior concept because it ultimately focuses on employees' capability to make use of the positive functions of affect. Individuals high on emotional competence are employees that are more successful because in social interactions they are able to create a positive affective climate, which leads to more favorable individual and organizational outcomes (Goleman, 1998). However, empirical evidence supporting this claim is still scarce. Service encounters are a particularly suitable setting for testing the contribution of emotional competence because affective processes are central for how an encounter proceeds and how it is evaluated (Pugh, 2001).

Emotional competence as an interrelated set of skills used to perceive, understand, and regulate affective information toward the self and others (Cherniss, 2000; Mayer & Salovey, 1997). These skills are closely connected and relate to a single higher-order factor as shown by Mayer *et al.,* (2000) and Zeidner *et al.,* (2001, 2004). As such, some conceptualizations of emotional competence comprise not only affect-related capabilities but also trait-like attributes and general orientations Zeidner *et al.,* (2004). The "core" dimensions of both emotional intelligence and emotional competence are largely identical. These core dimensions are awareness for the emotions of oneself and others and regulation of one's own and others' emotions. The use of the term competence emphasizes that the affect-related skills are changeable Zeidner *et al.,* (2004). Luthans (2002) points out, this "open-to-development criterion" is central to the personal organizational behavior approach.

According to a report of the Competencies Workgroup (2002) competency is defined as a characteristic of an employee that contributes to successful job performance and the achievement of organizational results. These include knowledge, skills and abilities plus other characteristics such as values, motivation, and initiative and self- control. The common elements most frequently mentioned on employee competencies are initiatives, innovative,

interpersonal skills, motivation, personal credibility, teamwork, technical skills, creative thinking, ethical standards, technology, accountability etc. In its broad nest sense, competencies are a critical tool in workforce and succession planning. In this context, competencies are associated not only with workforce but also with what are their capabilities and attitude needed to meet current and future staffing needs as organizational priorities and strategies shift and focus employee development efforts to eliminate the gap between capabilities needed and those available (Ariffin and Zailani, 2011).

Alberta Public Service Competency Model (2004) stated that, employees should be willing and able to change according to situations so that new ideas and solutions are encouraged and recognized. Employees need to understand the role and culture of the organization to be able to serve clients, to anticipate changes and stay both versatile and committed. Employees must have the ability to assess options and implications, in order to identify a solution. They must use original and creative thinking to make improvement. Such competencies range in scope from behavioral to the operational. This range of competencies is important to achieve service quality, which requires the entire aspects of capabilities. The competencies that are important include initiative, innovative, interpersonal skills, personal credibility, ethical standards, technology usage and accountability (Ariffin and Zailani, 2011).

A university shall support Quality of Teaching by providing highest standards of teaching and learning. A university shall institutionalize internal quality assurance mechanisms through guidelines such as having a variety of delivery modes and methods which shall be employed while promoting creativity and critical thinking in learning. A university shall facilitate lifelong learning through provision of adult and continuing education. Academic staff shall keep abreast with the: Current trends in their discipline and the latest technologies of teaching and learning. Academic staff shall avail themselves for consultation, guidance and mentoring of students. Each University shall have quality assurance policy, structures and budgetary provisions.

2.5 Theoretical Framework

Walkingsn (1956) defines work ethics as 'a system of moral principles'. For Moti (2006) Ethics is a system of moral principles that govern or influence a person's behavior'. Witten, (1990) defines work ethics as the written code of organizational norms and guides which describe the range of behavior. They set down suitable ways of relating to university staff,

and other stakeholders, achieving logical and polite conduct in the work place. The acknowledgment by all the Students, staff and other stakeholders requires in return, the preserve of public or client interests. Shaked and Sulton, (1981) hypothesize that the code of conduct defines the connection between the public official and the external situation in many ways. This distinguishes public service from other services and may be used to maintain dispute for public accountability. The codes describe a set of laws set to guide achievement that purpose to pressure decision making.

Integrity is also referred to as acting with principles and has been argued that one could have integrity exclusive of necessarily acting morally (Shaked & Sulton, 1981). It means the strength and capability of organizations guided by codes with stated social, economic and political values, which cannot be easily compromised. Persons with integrity have behavior with high public morals and the law (Modibbo, 2009). Public Service integrity has two elements: the integrity of processes (decision-making, decision execution and management of public funds), and the integrity of personnel - the representatives and public functionaries (Tsebe, 2011).

2.5.1 The Service Quality Theory

This study is based on the Service quality theory affirmed by Parasuraman et. al. (1985); Parasuraman et. al. (1988); Parasuraman et. al. (1991) where they define SERVQUAL as a theory. SERVQUAL is a multi-item scale developed to assess customer perceptions of service quality in service and retail businesses (Parasuraman et. al., 1988). The scale decomposes the idea of service quality into five constructs as follows: Tangibles physical facilities, equipment, staff appearance, Reliability ability to perform service consistently and accurately Responsiveness   willingness to help and respond to customer need Assurance ability of staff to inspire confidence and trust and Empathy - the extent to which caring individualized service is given.

SERVQUAL represents service quality as the inconsistency between a customer's expectations for a service offering and the customer's perceptions of the service received, requiring respondents to answer questions about both their expectations and their perceptions (Parasuraman et. al., 1988). The use of perceived as opposed to actual service expected makes the SERVQUAL measure an attitude measure that is related to, but not the same as,

satisfaction (Parasuraman et. al., 1988). Parasuraman et. al. (1991) presented some revisions to the original SERVQUAL measure to remedy problems with high means and standard deviations found on some questions and to obtain a direct measure of the significance of each construct to the customer. Kettinger and Lee (1994) and Pitt et. al. (1995) were among the first adapters of SERVQUAL. Their work sought to use SERVQUAL to measure the service quality of the IS function.

This study is based on the service quality theory, that is described by Oliver, (1980) as "…when customers judge quality as low if the performance does not meet their expectations and quality, as high when performance exceeds their expectations". Eliminating the gap require harmonizing the hope of what actually has been received by the customer. Customers perceive the quality of services/products by comparing the actual satisfaction derived to what their expectations were before buying it, thus they judge it to be inadequate if their expectations are not met, satisfactory when they are met and even more than satisfactory when they are exceeded. Institutions of higher learning are in the process of improving customer satisfaction in an organized and disciplined manner some of which are embracing International Standards of Organizations including Egerton University, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, and Nairobi University.

Gronroos (1982) agrees with this statement that perceived quality of a given service is the result of an assessment that customers make comparisons between the services they expect with perceptions of the services that they receive. To test service quality, the researcher used the SERVQUAL Model that is defined by Munhurrun *et al.*, (2010). The SERVQUAL model proposes that customers evaluate the quality of a service on five specified dimensions: reliability, responsiveness, assurance, empathy, and tangibles. The SERVQUAL instrument consists of   22 statements for assessing consumer perceptions and prospects regarding the quality of a service. Perceived service quality results from comparisons by consumers of expectations with their perceptions of service delivered by the service providers according to Zeithaml *et al.*, (1990).

It is argued that the factor supporting the delivering of good service quality is indeed meeting the expectations of the clients. This means excellent service quality is exceeding the customers' expectations. Zeithaml and Bitner, (2000) recommended that customer

expectations are beliefs about a service that serve as standards against which service performance. Parasuraman *et al.,* (1988) suggested that customer expectations are what the customers believe a service should offer rather than what might be on offer. Zeithaml *et al*., (1990) identified four controls of customers' expectations: word-of-mouth communications; personal needs; experience; and external communications.

A gap is formed when the perceptions of the delivered service is not as per the expectations of the customer. This gap is addressed by identifying and implementing strategies that affect perceptions, or expectations, or both (Parasuraman *et al.*, 1985; Zeithaml *et al*., 1990). Parasuraman *et al.,* (1988) indicates that SERVQUAL had been designed to be "applicable across a broad spectrum of services" and the format could be customized to fit specific needs, and that it would be most valuable when used to track service quality. They proposed that the SERVQUAL model could measure gaps in quality and could therefore be used as a tool to identify service quality shortfalls. The gap score is calculated by the perception statements being deducted from the anticipated statements. If any gap, scores turn out to be positive this means expectations are actually being exceeded. This allows service managers to reconsider whether they need to redistribute resources to areas of shortfall (Wisniewski, 2001).

2.6 University Facilities

The Universities Standards and Guidelines, 2014 state that, every university shall provide appropriate and adequate facilities to cater for the number of programmes on offer and students' enrollment. As a minimum, a university shall provide the facilities which include: Lecture theaters or lecture rooms, Departmental areas, staff offices and seminar rooms, Central administration offices, Library, Auditorium; Staff common rooms; Student common rooms with indoor recreation facilities;) Outdoor recreation facilities in form of games or sports facilities;) Drainage system, proper sanitation and water supply; Health unit; ICT infrastructure; Spaces of worship. In addition to the facilities provided in paragraph, residential university shall provide a kitchen and dining facilities; Student accommodation, including adequate laundry and storage facilities. At the grant of Letter of Interim Authority a university shall have facilities that can accommodate the projected student population at least for the first two years of study; and At the grant of Charter, a university shall have facilities that can accommodate students in four and academic programmes.

2.7 Learning Environment

According to the Universities Standards and Guidelines, 2014: University facilities shall be located in an environment that is conducive for learning. University (constituent colleges, campuses and ODEL centres) facilities shall not be located in environments that could be injurious to the health of students. These include but are not limited to factories, dumping sites, and quarries. University (constituent colleges, campus colleges and ODEL centres) facilities shall not be located in environments that can be a distraction to learning. These include but are not limited to bars, night clubs, casinos, and brothels; and University (constituent colleges, campus colleges and ODEL centres) facilities shall not be located in environments whose noise levels are an impediment to learning. These include but are not limited to airports, bus parks and markets.

2.8 Conceptual Framework

The framework indicates the relationships between the work ethics that influence the Quality of service delivery among the staff. The independent variable is work ethics guided by the seven Nolan principles whose indicators include competence, commitment, integrity, and accountability. The moderating variables include Work environment, Resources and Organizational culture. These moderating variables may have some effect on the influence ofwork ethics on the quality of service delivery by the Egerton University staff if they are not moderated. The depended variable is Quality of service delivered whose elements include reliability, responsibility, assurance, tangibles and empathy that affect the Customer satisfaction, quality of products and services.

Moderating Variables

```
┌─────────────────────────┐
│ Environmental           │
│ factors                 │
│   ➢ Work                │
│     Environment         │
│   ➢ Resources           │
│   ➢ Organizational      │
│     culture             │
│                         │
└──────────────┬──────────┘
               │
```

Independent variable   **Dependent variable**

```
┌─────────────────────┐              ┌──────────────────────────┐
│                     │              │ Quality Service delivery │
│ Work Ethics         │              │   ➢ Reliability          │
│   ➢ Integrity       │              │   ➢ Responsibility       │
│   ➢ Accountability  │─────────────▶│   ➢ Assurance            │
│   ➢ Commitment      │              │   ➢ Tangibles            │
│   ➢ Competence      │              │   ➢ Empathy              │
│                     │              │                          │
│                     │              │                          │
│                     │              │                          │
└─────────────────────┘              └──────────────────────────┘
```
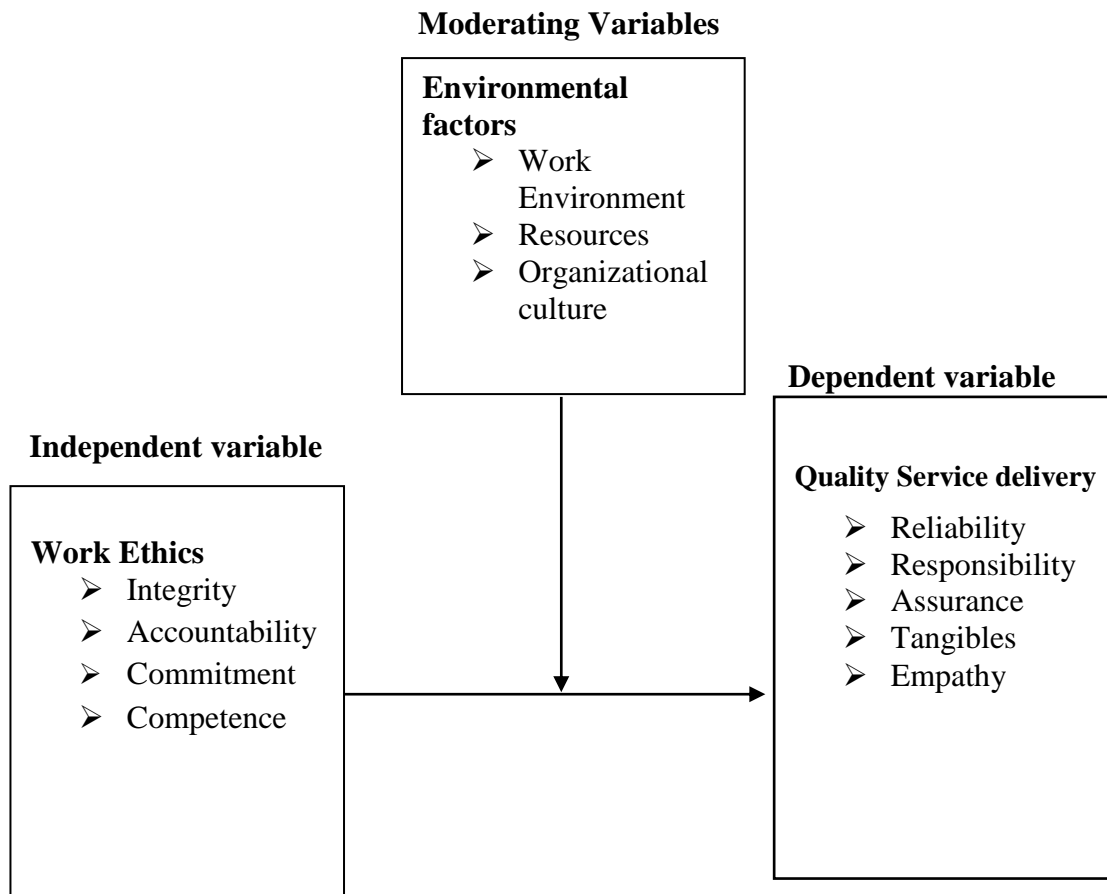
Fig.2.1: Relationship between work ethics, Environmental factors and Quality of service delivery.

The framework for this study examines work ethics as a key component in influencing Quality of service delivery in the various Universities. The study was guided by the Nolan Principles as stated by Heywood (2010) as "The Seven Principles of Public Life" and include the following: Selflessness this is acting in public interest not to gain financial or other benefits. Integrity is not being under any financial or other commitment to outside individuals or organizations to influence in their work. Objectivity entails engaging in public business such as appointments, contracts, or recommending individuals for rewards and remuneration, holders of public office should make choices on value.

Accountability entails public officers be responsible for their decisions and conduct themselves to whatever scrutiny is appropriate to their office. Openness is to be open about all the decisions and actions they take. They should justify their decisions and control information only when the public interest only demands. Honesty requires officers to have a

duty to declare private interests relating to their public duties and to determine any conflicts arising in a way that protects the public interest. Leadership encourages and sustains these principles by guidance and example. These Nolan principles pertain to all aspects of public life, and have become the reference for all public sector activities.

Quality service delivery is influenced most by the Service providers who should practice utmost work ethics. The study expects a positive relationship between Quality of Service Delivery and work ethics. Professionalism is said to be synonymous with career, one that requires high-level competency (Oyenuga, 2008). The six major characteristics of professionals include having skills or expertise arranged from a broad knowledge base, providing a service based on an association with those she serves, having special approach of gaining integrity. It includes fairness, honesty and attachment based on legal and ethical rights and duties sanctioned by the professional organizations and endorsed by public admiration. He should recognize the power of the professional by pointing out on policy and justice, duties to particular clients, having independent influence of the state or commerce, be educated rather than trained. Finally, the professional should have legitimized influence. If a profession is to have credibility, it must be recognized as independent, disciplined by its professional relationship. If it is broadly established as fulfilling these conditions, then it will possess moral as well as legal legality, and it pronouncements will be listened to with respect (Keulers, 2004).

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were used to determine the effect of work ethics on quality of service delivery in universities in Nakuru County. The research design, location of the study, population of the study, sampling procedures and sample size, instrumentation, validity and reliability of research instruments, data collection, and data analysis procedures are presented in this section.

3.2 Research Design

The study used a correlational research design, which determines a relationship between two or more variables. A correlational study determines whether two variables are correlated. This means to study whether an increase or decrease in one variable corresponds to an increase or decrease in the other variable (Siddharth, 2011). This design was chosen because it uses data collected from research questions to answer questions on relationships between variables or status of a phenomenon (Mugenda & Mugenda, 2003).

3.3 Population of Study

The target population of the study was 276 Academic staff and 25395 University students from the seven universities (four public & three private) which were selected because of convinience to be involved in the study and provided information from the Universities Human Resource and Admission Departments, respectively.

3.4 Sampling Procedure and Sample Size

This study used a simple random sampling procedure in selecting the university staff and students in the identified stratified populations. To determine the sample size for staff, the formula suggested by (Kothari, 2004) was used. According to Kothari's sample size:

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

Where:

n: is the sample size for a finite population

N: size of population, which   is the number of households

p: population reliability (or frequency estimated for a sample of size n), where p is 0.5 which is taken for all developing countries population and p + q= 1

e: margin of error considered is 10% for this study.

Z α   /2: normal reduced variable at 0.05 level of significance z is 1.96

Substituting the values in the formula above, the sample size for staff therefore was 162. To select the staff constituted in the sample, simple random sampling method was used as shown in the Table 3.1 below.

Table 3.1: Population and Sampling of Staff and Students by University

Name of University	Population	Sample
Staff		
Egerton University	171	100
JKUAT	15	9
Kenya Methodist University	12	7
Mt. Kenya University	20	12
Nairobi University Nakuru Campus	8	5
Kenyatta University	20	12
Kabarak University	30	17
Total	**276**	**162**
Students		
Egerton University	10001	140
JKUAT	1900	27
Kenya Methodist University	3690	52
Mt. Kenya University	2600	36
Nairobi University Nakuru Campus	2910	41
Kenyatta University	2483	35
Kabarak University	1811	25
Total	**25395**	**356**

To determine the sample size for students, the formula suggested by Kothari, (2004) was used. Substituting the values in the formula, Target population of 25395 gave a sample size of 356. Proportionate stratified sampling was used to ensure each University was represented in the sample as shown in Table 3.1. To select the students constituted in the sample, a simple random sampling method was used for the data shown in the Table 3.1. This was sampled

from the Universities that were selected because of convenience to participate in the study out of the possible total number 15 Universities listed.

3.5 Data Collection

To achieve the objectives of the study, primary data was collected using the questionnaire having questions that were based on the objectives and the hypotheses. Documentary sources used include primary and secondary data, which filled in the gaps from the information obtained. A five point Likert scale borrowed from Wuensch, (2005) was used which composed of statements that permit the following responses, Strongly disagree, Disagree, Neutral, Agree and Strongly agree. The questionnaire on Work ethics was developed based on the dimensions suggested by the literature review while the questionnaire on service Quality developed borrowing from the SERVQUAL instrument developed by Parasuraman *et al*., (1988).

Research targeted the Academic staff and the students, which mainly investigated the behavior and the performance of the University staff in relation to the work ethics and the code of conduct. The researcher was given an introductory letter addressed to several of these institutions allowing her to collect the stated data. The data was collected from seven institutions of higher learning in Nakuru County. Two sets of structured questionnaires targeting the respondents were used which consisted a questionnaire developed from the SERVQUAL Model Parasuraman *et al.,* (1988), and one based on the objectives. The staff questionnaire was administered to staff preferably the Senior Lecturers from each institution and to all the departments while the student questionnaire was administered to a sample of students making 518 (162 for staff & 356 for students).

3.5.1 Validity and Reliability of the Instruments

The content and face validity of these instruments were improved through expert judgment. The researcher sought assistance of the supervisors and literature review to help improve the content validity of the instrument. The Cronbach alpha coefficient was used to assess reliability of the research Instrument. The coefficients of the variables is shown in Table 3.2

Table 3.2: Reliability Statistics

Variables of Work ethics	No of Items	Cronbach's Alpha
Effect of integrity on quality of service delivery	10	0.807
Effect of accountability on quality of service delivery	10	0.820
Effect of commitment on quality of service delivery	10	0.880
Effect of competence on quality of service delivery	10	0.817

The average Cronbach's alpha reliability coefficient was and 0.880 which is above the threshold of 0.7, that is considered good (Sekaram, 2000).

3.6 Data Analysis

To analyze the data descriptive statistics like the percentages, means and standard deviations were used to summarize the study findings. To test hypotheses HA_1 to HA_4 Pearson's correlation analysis was used while the Multiple regression models below was used to test hypothesis HA_5

$$Y = \alpha + \beta X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where Y = Quality of service delivery

α = Constant

β_1- β_4 = Régression coefficients

X_1 = Integrity

X_2 = Accountability

X_3 = Commitment

X_4 = Competence

e = error term

The questionnaires were edited and coded to ensure completeness and accuracy. The data was analysed and presented as descriptive statistics (percentages, means, & standard deviation) and inferential statistics (Pearson correlation & regression analysis). The computer application package for social sciences SPSS (Statistical Package for Social Sciences) version 23 was used to aid in the data analysis.

Table 3.3 below shows the study objectives and the hypotheses of the study, which is Effect of Work Ethics on Quality of Service Delivery in Universities in Nakuru County, Kenya. It also includes the techniques used to analyze the hypotheses.

Table 3.3: Summary of Data Analysis and Statistical Tools

Objective	Hypothesis	Technique
i). To determine the effect of Integrity on quality of service delivery	HA_1: There is a positive relationship between Integrity and Quality of service delivery	Pearson's correlation
ii). To determine the effect of accountability on quality of service delivery	HA_2: There is a positive relationship between Accountability and Quality of service delivery	Pearson's correlation
iii). To determine the effect of commitment on the quality of service delivery	HA_3: There is a positive relationship between Commitment and Quality Services Delivery	Pearson's correlation
iv). To determine the effect of Competency on the quality of service delivery	HA_4: There is a positive relationship between Competency and Quality of service delivery	Pearson's correlation
vi). To determine the effect of work ethics on quality of service delivery	HA_5: There is a positive relationship work ethics and Quality of service between Professional delivery	Multiple Regression

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers the data analysis, presentation and discussion of the data collected on effect of work ethics on quality service delivery in universities in Nakuru County, Kenya. The data analyzed included data on:- Respondents demographic characteristics, QSD delivered by the university staff, Effect of integrity, accountability, commitment and competency on quality of service delivery, Effects of PE QSD and the combined effect of work ethics on quality of service delivery in universities in Nakuru County. Data was analyzed using descriptive and inferential statistics and summarized in form of Tables.

4.2. Respondents Demographic Characteristics

Out of the 518 questionnaires distributed to the respondents, 492 questionnaires were returned, which realized a return rate of 95% considered significant to answer the set objectives. In the study, the following respondents' demographic characteristics were considered and analyzed:- gender as shown in fig. 4.1, while name of the university, as presented in Fig 4.2. The following demographic characteristics as programme of study, faculty and year of study as presented in Table 4.2. Based on the results in Fig. 4.1, the study established that majority of the respondents in Public and Private Universities of Nakuru Kenya were male (54.9%) compared to 45.1% who were female.
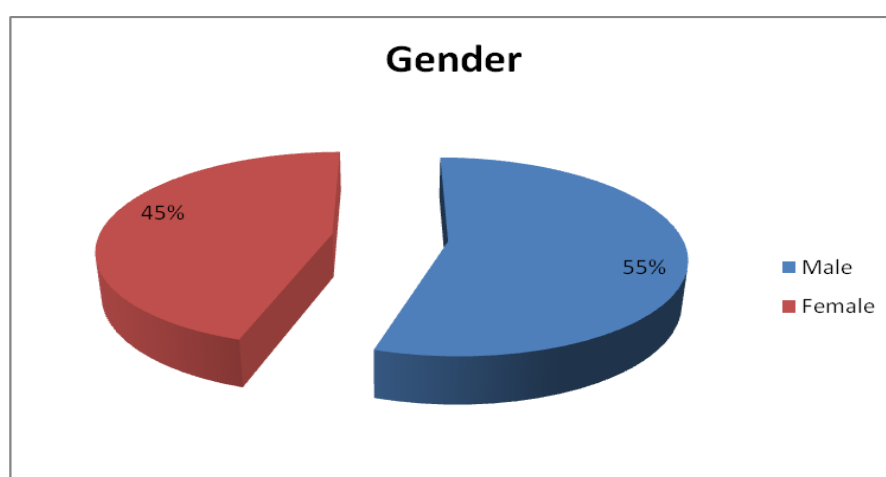
Fig. 4.1: Gender of the Staff Respondents
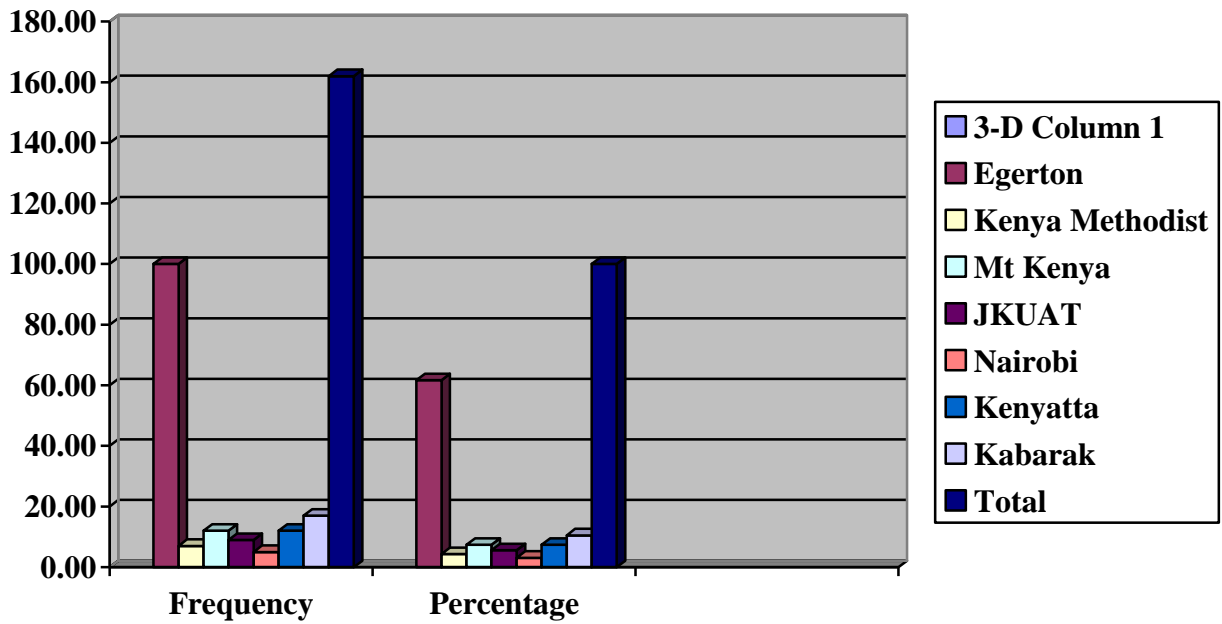
Fig. 4.2: Demographic distribution of the University staff

In terms of the University representation, majority of the respondents 61.7% were in Egerton University, 10.5% Kabarak University, 7.4% Mt Kenya University and Kenyatta University, 5.6% Jomo Kenyatta University of Agriculture and Technology, 4.3% Kenya Methodist and 3.1% Nairobi University respectively.

Table 4.1 presents results revealing that majority of the respondents in Universities in Nakuru County, were male at 53.9% compared to 45.1% females. In terms of programme of study, majority of the respondents 82.3% were undergraduate, followed by diploma 16.9% and postgraduate 0.8%. In terms of courses, the majority of the respondents, 35.4%, were in Education followed by other Courses as shown in Table 4.1. The largest population was third, followed by second year then fourth year of study. This implies that majority of these respondents had been in the universities long enough to be able to give informed opinions on the conduct of their Lecturers.

Table 4.1: Profiles of the University Students

		Frequency	Percentage
GENDER	Male	179	53.9
	Female	151	46.1
	Total	330	100.0
PROGRAMME OFDiploma		51	16.9
STUDY	Undergraduate	275	82.3
	Post graduate	4	.8
	Total	330	100.0
COURSE	Environment	45	13.5
	Education	118	35.4
	Science	30	9.3
	Agriculture	26	8.1
	Engineering	31	9.6
	Arts	52	15.4
	Health sciences	3	.8
	Veterinary	25	7.9
	Total	330	100.0
YEAR OF STUDY	5th year	3	2.2
	4th year	45	14.0
	3rd year	132	38.5
	2nd year	112	32.9
	1st year	38	12.4
	Total	356	100.0

4.3. Work ethics Practiced in Selected Universities

The indicators of work ethics in included; Integrity, accountability, commitment and competence. In reference scaling used in the study design, 5 represented Strongly disagree (1) Disagree (2)   Neutral (3)   Agree (4)   Strongly agree (5) was minimum. The mean was analyzed based on the respondent's choices scaled between strongly agree and strongly disagree as indicated in Table 4.2.

According to the findings in Table 4.2 below, it is evident that the respondents in the study strongly agreed that they were honest (response mean of 4.69). The respondents agreed on observation of University ethical values, respecting student and staff, avoiding discrimination and harassment (response mean of 4.22). The respondents were not sure on the following elements of integrity; principled and consistent, university laws, rules, regulation, Courteous behavior, avoiding receiving gifts, bribes, sexual favor, Fair treatment and living up to commitments (represented by a mean of 2.63). Ongong'a and Akaranga, (2013) simply underscored the need for good behavior of lecturers towards students, which we termed as professional values.

Table 4.2: Means and Standard Deviation for Measures of Integrity

Elements of integrity	N	Min	Max	Mean	Std. Dev.
University ethical values observe	492	1	5	4.18	.944
Principled and consistent	492	1	5	2.79	.879
Confirm to university laws, rules, regulation	492	1	5	2.59	.969
Courteous behavior	492	1	5	3.08	.743
Avoid receiving gifts, bribes, sexual favor	492	1	5	2.54	1.958
Respect student and staff	492	1	5	3.96	.903
Fair treatment	492	1	5	2.52	.992
Avoid discrimination and harassment	492	1	5	4.22	1.009
Honest employees	492	1	5	4.69	.822
Live up to commitments	492	1	5	2.63	.938
Valid N (List wise)	492				

Wainaina *et al.*, (2015) study as their mean values of the responses of the students on the conduct of the academic staff relating to their professional competence and integrity, relations with their colleagues and students were below the average mean of 2.5 (based on the five-point Likert scale research tool). This implies that the conduct of the academic staff was generally rated as being below par. Comparatively, mean measures of the responses of the learners show that the item on the lecturers' conduct relating to their professional competence and integrity that was ranked highest was on efforts they make to demonstrate devotion, academic soundness and competence in teaching. However, the nature of their dressing was rated lowest (Wainaina *et al*., 2015)

Table 4.3: Means and Standard Deviations for Measures of Accountability

Accountability elements	N	Min	Max	Mean	Std. Dev.
Keep confidential information	492	1	5	2.56	0.978
Maintain confidentiality	492	1	5	4.27	0.926
Timely delivery of service	492	1	5	4.06	1.009
Misuse of property for personal gain	492	1	5	3.38	1.082
Answerable to all situations	492	1	5	2.86	1.033
Accountable in work	492	1	5	2.53	1.004
Avoid injury of reputation of others	492	1	5	2.70	0.920
Responsibility for mistake done	492	1	5	2.57	0.898
Correct errors done	492	1	5	3.98	0.897
Observe official working hours	492	1	5	2.80	1.008
Valid n (list wise)	492				

Based on the findings of the study in Table 4.3, majority of the respondents strongly agreed on Observation of official working hours. The respondents agreed on maintaining confidentiality, timely delivery of service and correct errors done (response mean of 3.98). The respondents were not sure on the following elements of accountability; keeping confidential information, misuse of property for personal gain, answerability to all situations, accountability in work, avoiding injury of reputation of others and responsibility for mistake done (response mean of 2.57). The results agree with those of Wainaina *et al*., (2015) study that comparatively, the conduct of the academic staff towards their colleagues relating to the aspect of not revealing confidential information or making false statements concerning them received highest number of favorable responses. However, the need for the academic staff to treat others with respect and dignity was given low rating.

Table 4.4: Means and Standard Deviations for Measures of Commitment

Elements of Commitment	N	Min	Max	Mean	Std. Dev.
Avoids wasting employers time and money	492	1	5	2.88	1.079
High work standards and commitment	492	1	5	2.58	1.124
Positive attitude to work	492	1	5	3.73	1.211
Act to best interest of university	492	1	5	2.62	.985
Effective team members	492	1	5	2.51	.927
Proud to be part of university	492	1	5	4.28	.947
Resolve difficult issues	492	1	5	2.54	.864
Care of fate of university	492	1	5	2.64	1.112
Positive influence to behavior	492	1	5	2.35	.946
Customer best service	492	1	5	4.72	1.092
valid n (listwise)	492				

According to the findings of the study in Table 4.4, the respondents strongly agreed that they offered customer best service (response mean of 4.72). The respondents also agreed that they had positive attitude to work and they were proud to be part of university (response mean of 4.28). The respondents were not sure on the following elements of commitment; avoiding wasting employers time and money, high work standards and commitment, acting to best interest of university, effective team members, resolving difficult issues and care of fate of university (response mean of 2.54). The respondents in the study disagreed having positive influence to behavior (response mean of 2.35). Based on the findings of the study in Table 4.5, the respondents strongly agreed that lecturers possess mastery of academics (response mean of 4.57).

According to the study the respondents agreed having mastery of instructional skills, high degree of professional competency, reflective teaching, no personal conflicts, maintaining professional relationships, respecting each person and interpersonal technological knowledge (response mean of 4.16). The respondents were not sure on whether new research techniques and methods was a way of competence (response mean of 2.55).

Table 4.5: Means and Standard Deviations for Measures of Competency

Elements of Competence	N	Min	Max	Mean	Std. Dev.
Lecturer possess mastery of academics	492	1	4	4.57	.837
Mastery of instructional skills	492	1	5	4.21	.835
High degree of professional competency	492	1	5	3.98	.831
Reflective teaching	492	1	5	4.10	.939
New research techniques and methods	492	1	5	2.55	.906
No personal conflicts	492	1	5	4.03	.891
Maintain professional relationships	492	1	5	3.91	.878
Respect each person	492	1	4	4.33	.748
Create satisfied and local customer	492	1	4	3.77	.778
Interpersonal technological knowledge	492	1	5	4.16	.875
Valid n (listwise)	492				

4.4. Quality Service delivery Practiced in Selected Universities.

Descriptive statistical analysis was used to analyze the indicators of service delivery, which included Reliability, responsibility, Assurance, Tangibles and empathy practiced in selected public and private universities in Nakuru County, Kenya. In reference scaling used in the study design, 5 represented strongly disagree, 4 represented agree, 3 represented Not sure, 2 represented agree and 1 represented strongly agree, therefore strongly disagree (1) was minimum, strongly agree (5) was maximum. The mean was analyzed based on the respondent's choices scaled between strongly agree and strongly disagree as indicated in Table 4.6.

Table 4.6: Means and Standard Deviations for Measures of Reliability

Elements of Reliability	N	Min	Max	Mean	Std. Dev.
Solve customer problems	492	1	5	3.82	1.171
Error free records	492	1	5	3.21	1.193
Provides service as promised	492	1	5	3.16	1.259
Performs right service first time	492	1	5	3.27	1.214
Trained and knowledgeable	492	1	5	3.02	1.269
Valid n (listwise)	492				

According to the findings of the study in Table 4.7, it is evident that the respondents agreed on solving customers' problems (response mean of 3.82). The respondents were not sure on the following elements of reliability; having error free records, providing service as promised, performing right service first time and trained and knowledgeable (by a mean of 3.02).

Table 4.7: Means and Standard Deviations for Measures of Responsibility

Elements of Responsibility	N	Min	Max	Mean	Std. Dev.
Prompt service	492	1	5	2.72	1.285
Willing to help	492	1	5	4.94	1.273
Willing to respond to requests	492	1	5	2.87	1.253
Customer individual attention	492	1	5	4.01	1.264
Inform customers when services performed	492	1	5	4.23	1.314
Valid n (listwise)	492				

According to the findings in Table 4.7, the respondents in this study strongly agreed that they were willing to help (response mean of 4.94). The respondents in the study agreed that Customer get individual attention and Information on when services are performed (response mean of 4.23). The respondents in the study were not sure whether they offered prompt service and willingness to respond to request (response mean of 2.72).

Table 4.8: Means and Standard Deviations for Measures of Assurance

Elements of Assurance	N	Min	Max	Mean	Std. Dev.
Polite and courteous	492	1	5	3.72	1.340
Personal warmth in behavior	492	1	5	3.03	1.320
Friendly and pleasant	492	1	5	2.92	1.197
Take time to know you personally	492	1	5	3.05	1.325
Instill confidence to customers	492	1	5	4.21	1.240
Customer feel safe on their transactions	492	1	5	3.04	1.222
Knowledge to answer questions	492	1	5	3.85	1.215
Valid n (listwise)	492				

According to the findings Table 4.8, the respondents in the study agreed that they had knowledge to answer questions, instill confidence to customers, polite and courteous (response mean of 3.72). However, the respondents were not sure whether customers feel safe on their hands, possession of personal warmth in behavior, friendly and pleasant (response mean of 2.92).

Table 4.9: Means and Standard Deviations for Measures of Tangibles

Elements of Tangibles	N	Min	Max	Mean	Std. Dev.
Modern equipment	492	1	5	2.08	1.435
Appealing physical facilities	492	1	5	3.06	1.315
Neat and professional appearance	492	1	5	3.94	1.218
Services material appealing	492	1	5	1.43	1.214
Valid n (listwise)	492				

Based on the results of the study in Table 4.9, the respondents agreed that they were neat hence professional appearance (response mean of 3.94). Contrastingly, the respondents disagreed that on access to modern equipment (response mean of 2.08). Furthermore, the respondents in the study strongly disagreed that the services and materials offered to them were appealing (response mean of 1.43). On the other hand, the respondents were not sure whether they access appealing physical facilities (response mean of 3.06)

Table 4.10: Means and Standard Deviations for Measures of Empathy

Elements of Empathy	N	Min	Max	Mean	Std. Dev.
Personal attention to employee	492	1	5	2.88	1.315
Customer best interest at heart	492	1	5	4.18	1.305
Understand customer need	492	1	5	2.96	1.336
Valid n (listwise)	492				

According to the results of the study in Table 4.10, it is evident that the respondents agreed that they possess customer best interest at heart (response mean of 4.18). The respondents were not sure whether they understand customer needs and personal attention to employee (represented by a mean of 3.03). Monitoring customer perception can be improved through input from sources such as Customer satisfaction surveys, customer data on delivered products/services quality, user opinion surveys, lost business analysis, compliments and others (ISO Standards 9001:2008).

4.4 Test of Hypotheses

4.4.1 Work ethics and Quality Service Delivery

The study sought to establish the degree of relationship between the dimensions of work ethics and quality of service delivery as the independent variables and the dependent variables. This enabled the researcher draw inferences or conclusions regarding how integrity, accountability, commitment and competence affect service delivery. To test the

respective hypotheses HA$_1$ to HA$_4$, the study used Pearson Correlation was used and the results were as shown in Table 4.12.

4.4.2 Integrity and Quality of Service Delivery

The first objective of the study was to determine the effect of integrity on quality of service delivery in selected Universities in Nakuru County, Kenya. The key elements of integrity in work ethics on quality of service delivery analyzed were: - observation of University ethical values, fair treatment, respect, honest, discrimination and harassment, living up to commitments, conformation to university laws, rules and regulation. These elements were correlated to establish whether integrity affects service delivery in selected universities in Nakuru County. The study used Pearson Correlation to establish the kind of relation that existed between integrity and quality of service delivery.

The results presented in Table 4.11 below revealed that there was statistically strong significant positive relationship between integrity and quality of service delivery ($r = 0.600$, $p < 0.05$). Therefore, this confirms the positive effect of integrity on quality of service delivery in selected universities in Nakuru County and answers the first objective that integrity has significant effect on quality of service delivery in selected universities in Nakuru County. This suggests that quality of service delivery was high in universities that adopted integrity in work ethics

The results of the study are consistent with the findings of Becker (1998) that increased employee integrity in organizations, led to attraction of more customers and quality service delivery. The results were also consistent with those of Ongong'a and Akaranga (2013) which state that integrity guides everything that has to be done by both lecturers and students. This is based on stipulated Code of Conduct and work ethics which enables both lecturers and students to amicably carry out their duties and obligations. Employees with high integrity are more likely to deliver services, and complete duties assigned to them much more effectively. Davis (1999) indicated that one of the most important ethical values in employees is that of integrity. Personal integrity of employees is a great determinant with regard to success or failure of an organization. This is especially the case in public organizations, where resources of the entity are often misused. Success of such public organizations such as the university is highly dependent on the integrity of their employees.

Table 4.11: Correlation Matrix for work ethics and Quality Service Delivery

		Integrity	Accountability	Commitment	Competence	Quality of Service Delivery
Integrity	Pearson correlation	1	.406**	.422**	.281**	.600**
	sig. (1-tailed)		.000	.000	.000	.000
	N	492	492	492	492	492
Accountability	Pearson correlation	.406**	1	.465**	.354**	.616**
	sig. (1-tailed)	.000		.000	.000	.000
	N	492	492	492	492	492
Commitment	Pearson correlation	.422**	.465**	1	.247**	.497**
	sig. (1-tailed)	.000	.000		.001	.000
	N	492	492	492	492	492
Competence	Pearson correlation	.281**	.354**	.247**	1	.722**
	sig. (1-tailed)	.000	.000	.001		.000
	N	492	492	492	492	492
Quality of Service delivery	Pearson correlation	.600**	.616**	.497**	.722**	1
	sig. (1-tailed)	.000	.000	.000	.000	
	N	492	492	492	492	492

**. Correlation is significant at the 0.05 level (1-tailed).

4.4.3 Accountability and Quality of Service Delivery

The second objective of the study was to determine the effect of accountability on quality of service delivery in selected Universities in Nakuru County, Kenya. The key elements of accountability in work ethics on quality of service delivery analyzed were- Keeping confidential information, timely delivery of services, accountability in work, correction of errors done and observation of official working hours. These elements were correlated to establish whether accountability affects service delivery in selected universities in Nakuru County. The study used Pearson Correlation to establish the kind of relation that existed between accountability and quality of service delivery.

Based on Table 4.11 above, the results revealed that there was statistically strong significant positive relationship between accountability and quality of service delivery ($r = 0.616$, $p < 0.05$). Therefore, this confirms the positive effect of accountability on quality of service delivery in selected universities in Nakuru County and answers the second objective of the study that accountability has significant effect on quality of service delivery in the selected

universities in Nakuru County. This suggests that quality of service delivery was high in universities that embraced accountability in work ethics.

These results are consistent with the study conducted by Oketch, (2004), who found that public universities employees were more accountable for their actions, registered better services and increased enrolment and that Students in these universities highly rated the quality of service provided to them. Increased accountability, often leads to provision of better services (Smeenk *et al.,* 2006). When employees feel responsible and actually take responsibility of their actions during work, they work harder and this often translates to better and much more quality service provision.

4.4.4 Commitment and Quality of Service Delivery

The third objective of the study was to determine the effect of commitment on quality of service delivery in selected universities in Nakuru County, Kenya. The key elements of commitment in work ethics on quality of service delivery analyzed were - High work standards and commitment, positive attitude to work, proud to be part of university and positive influence to behavior. These elements were correlated to establish whether commitment affects service delivery in selected universities in Nakuru County. The study used Pearson Correlation to establish the kind of relation that existed between commitment and quality of service delivery. Based on Table 4.12 above, it is evident that there was a statistically moderate significant positive relationship between commitment and quality of service delivery ($r = 0.497$, $p < 0.05$). Therefore, this confirms the positive effect of commitment on quality of service delivery in selected universities in Nakuru County and answers the third objective of the study that commitment has significant effect on quality of service delivery in the selected universities in Nakuru County. This suggests that quality of service delivery was moderate in universities that embraced commitment in work ethics.

The higher the commitment of the staff the higher the quality of service provided to the students. Employee commitment increases the quality of service provided in the university. Employee commitment within the university is quite high. The employees tend to identify and associate positively with the university, and therefore are committed to ensuring success in delivery of service. Meyer and Becker, (2004) indicated that as employees spend more time in the organization that is work longer in the organization, they become more committed

and invested in the fate of the organization. In addition, employees who experience high job satisfaction and high integrity are more committed to the organization and their own jobs.

Employee commitment leads to increased motivation among the employees. The increased motivation often leads to better performance among the employees that in turn translates to much more quality service, (Davis, 1999). Buchman and Hannum, (2001) found that in the developing countries, increased commitment played a big role in determining the quality of services delivered to the students. Phillips, (2002) stated that with increased commitment, employees become more invested in the success of the organization, and therefore work harder to provide better services. Park, (1993) indicated that committed employees work to be proud of their own services and the success of the university. This in tone translates to high quality service provision.

4.4.5 Competence and Quality of Service Delivery

The fourth objective of the study was to determine the effect of competence on quality of service delivery in selected universities in Nakuru County, Kenya. The key elements of competence in work ethics on quality of service delivery analyzed were: - mastery of academics and instructional skills by lecturers, high degree of professional competency, reflective teaching, personal conflicts, professional relationships and possession of interpersonal technological knowledge by lecturers. These elements were correlated to establish whether competence affects service delivery in selected universities in Nakuru County. The study used Pearson Correlation to establish the kind of relation that existed between competence and quality of service delivery.

Based on Table 4.11 above, the study revealed that there was a strong statistically strong significant positive relationship between competence and quality of service delivery ($r = 0.722$, $p < 0.05$). Therefore, this confirms the positive effect of competence on quality of service delivery in selected universities in Nakuru County and answers the fourth objective of the study that competence has significant effect on quality of service delivery in the selected universities in Nakuru County. This suggests that quality of service delivery was high in universities that embraced competency in work ethics.

This agrees with the study conducted by Wainaina *et al*., (2015) in Public Universities. According to his study professional competence and integrity, the perception that lecturers

strive to demonstrate devotion, academic soundness and competence in teaching had the highest mean. Competency speaks to the skills, training and experience of the staff who are competent to complete the tasks assigned to them, are creative in finding solutions to problems that may much difficulty (Burke, 2005). Employee skills, talent and training should be matched to the tasks assigned to them. This is arising and challenges within the job setting. As such, they are able to deliver high quality services without especially the case in academic institutions. This increases the competency of the employees to deal with various situations at the work place and complete the tasks assigned to them. In turn, this translates to increased quality service delivery

4.4.6 Effect of Work Ethics on Quality Service Delivery.

The fifth objective of the study was to establish the combined effect of integrity, accountability, commitment, and competence in work ethics on quality of service delivery in selected universities in Nakuru County. It was hypothesized that Integrity, Accountability, Commitment and Competency jointly have a positive effect to quality of service delivery. To establish this relationship, a multiple regression model below was used.

Table 4.12: Multiple Regression Analysis Results: The Effect of work ethics on QSD Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.875[a]	.765	.759	.261

   a. Predictors: (Constant), Competence, Commitment, Integrity, Accountability

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.194	4	8.048	118.226	.000[b]
	Residual	9.871	145	.068		
	Total	42.065	149			

   a. Dependent Variable: Service delivery
   b. Predictors: (Constant), Competence, Commitment, Integrity, Accountability

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.333	.083		4.014	.000
	Integrity	.174	.028	.292	6.257	.000
	Accountability	.128	.025	.247	5.072	.000
	Commitment	.077	.028	.132	2.796	.006
	Competence	.424	.036	.516	11.785	.000

   a. Dependent Variable: Service delivery

The R^2 model summary results in Table 4.12 indicate that work ethics accounted for 76.5% (R square = 0.765) of the variation in quality of service delivery. The un-standardized beta coefficients indicate that integrity in work ethics ($\beta = 0.174$, $p < 0.05$), accountability ($\beta = 0.128$, $p < 0.05$), commitment ($\beta = 0.077$, $p < 0.05$) and competence ($\beta = 0.424$, $p < 0.05$) were the strongest predictors of quality of service delivery. This suggests that, all the work ethics (integrity, accountability, commitment and competence) effect of quality of service delivery in the selected universities in Nakuru County. Therefore, the alternative hypothesis which states that there was a statistically significant positive relationship between combined effect of integrity, accountability, commitment and competence on quality of service delivery in the selected universities in Nakuru County, Kenya was accepted. According to the findings of this study, these work ethics help staff to offer quality services thus improved quality of service delivery in universities Nakuru County. Thus quality of service delivery will be high in universities that adopted combined factors of work ethics.

The ANOVA results show that the model is significant (F = 118.226, $p < 0.05$). This shows that the effect of work ethics on Quality of Service delivery is significant. When there is a unit increase in integrity, quality of service delivery in universities will increase by 0.174 units. When there is a unit increase in accountability, quality of service delivery in universities will increase by 0.128 units. When there is a unit increase in commitment, quality of service delivery in universities will increase by 0.077 units. Finally, when there is a unit increase in competency, quality of service delivery in universities will increase by 0.424 units. The above multiple regression model indicates that the combined effect of integrity, accountability, commitment and competence positively influence quality of service delivery in the selected universities in Nakuru County.

From the Unstandardized coefficients, the following regression equation was developed:

$$y = 0.333 + 0.174X1 + 0.128X2 + 0.077X3 + 424X4 + e$$

The model indicates that 1 unit change in Integrity leads to 0.174 change in Quality Service Delivery. The results show that ethical responsibility affects the productivity and service delivery of the employees. Employees, who rate highly in their ethical code of conduct, are more productive and tend to deliver high quality services, high ethical values often translate

to employees putting the organization first and in this case the university. When employees are focused on meeting the organization goals and fulfilling the mission of the organization, the quality of services delivered is high. They live up to the university standards, and set themselves to improve the quality of services making the university successful in improving the quality of services they deliver, (Evans, 1999).Work ethics also foster trust and transparency among the employees. Employees are more willing to follow the rules of the organizations while at the same time, taking responsibility for their own actions. This in turn leads to improved service provision. When employees have high work ethics, the client enjoys unique and the best services (Mathews, 1991).

Regarding the relative influence of the dimensions of work ethics on quality of service delivery, the standardized coefficients indicate that competence has a greater influence on Quality Service Delivery (B=0.516, t=4.014, p=0.05) followed by Integrity, (B=0.292, t=4.014, p=<0.05) followed by Accountability (B=0.247, t=4.014, p=0.05), and finally Commitment (B=0.132, t=4.014, p=<0.05).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter outlines a brief summary of the study, gives conclusions and recommendations resulting from the study. It also gives suggestions for further research to be conducted to discover more in terms of other variables that influence the quality of services delivered to students in public   and private universities.

5.2 Summary of the Findings

The main objective of the study was to determine the effect of work ethics on Quality of service delivery in Universities in Nakuru County, Kenya. The study came up with a number of very significant findings on selected work ethics on Quality of service delivery in Universities in Nakuru county, Kenya that are presented in this section. The findings are summarized as per the research objectives.

The first objective of the study was to determine the effect of integrity on quality of service delivery in selected Universities in Nakuru County, Kenya. Based on the results, it was established by the respondents that the staff were honest, observed University ethical values, avoided discrimination and harassment. The study also established that integrity had profound and significant effect on quality of service delivery in selected universities in Nakuru County. In general, the results established that there was a strong statistically significant positive relationship between integrity and quality of service delivery indicated by strong positive correlation of (r=0.600, $p<0.05$).

The second objective of the study was to determine the effect of accountability on quality of service delivery in selected Universities in Nakuru County, Kenya. The study established that the respondents observed official working hours, maintained confidentiality, they timely deliver services and correct errors done. Consequently, the study revealed that there was a positive effect of accountability on quality of service delivery in selected universities in Nakuru County. Furthermore, the results revealed that there was a strong statistically significant positive relationship between accountability and quality of service delivery of

(r=0.616, *p*<0.05) Thus there was a statistically significant positive relationship between accountability and quality of service delivery.

The third objective of the study was to determine the effect of commitment on quality of service delivery in selected universities in Nakuru County, Kenya. The study established that respondents offered customer best service, had positive attitude to work and they were proud to be part of university. The study also revealed the existence of a positive effect of commitment on quality of service delivery in selected universities in Nakuru County. In general, the results revealed that there was a statistically moderate significant positive relationship between commitment and quality of service delivery of (r=0.497, *p*<0.05) Therefore, there was a moderate statistically significant positive relationship between commitment and quality of service delivery.

The fourth objective of the study was to determine the effect of competence on quality of service delivery in selected universities in Nakuru County, Kenya. The study established that lecturers possessed mastery of academics, instructional skills, and high degree of professional competency, interpersonal technological knowledge, reflective teaching and maintained professional relationships. The study established that, there was a positive effect of competence on quality of service delivery in selected universities in Nakuru County. Generally, the study revealed that there was a strong statistically significant positive relationship between competence and quality of service delivery of (r=0.722, *p*<0.05). Accordingly, there was a statistically significant positive relationship between competence and quality of service delivery.

The fifth objective of the study was to establish the combined effect of integrity, accountability, commitment, and competence in work ethics on quality of service delivery in selected universities in Nakuru County. Multiple regression model was used to establish the effect and the results showed that work ethics accounted for 76.5% of the variation in quality of service delivery ($R^2 = 0.765$). The un-standardized beta coefficients indicate that integrity in work ethics has greater influence ($\beta = 0.174$, $p < 0.05$), followed by competence ($\beta = 0.424$, $p < 0.05$), accountability ($\beta = 0.128$, $p < 0.05$), and finally commitment ($\beta = 0.077$, $p < 0.05$) which were the strongest predictors of quality of service delivery in the selected universities in Nakuru County. This suggests that, all the work ethics (integrity,

accountability, competence and commitment) had positive effect on quality of service delivery in the selected universities in Nakuru County.

5.2 Conclusions

i. The study established that work ethics (integrity, accountability, commitment and competence) had a positive effect of commitment on quality of service delivery in selected universities in Nakuru County.

ii. The results reveal that the selected work ethics have a statistically significant positive relationship on quality of service delivery in the universities in Nakuru County. This is an indication that the combined effect of work ethics in the selected universities in Nakuru County positively influences the quality of service delivery in these universities.

iii. It is evident that adoption of work ethics in universities is likely to significantly improve/ enhance the quality of service delivery in these universities. Therefore, work ethics have a positive effect on quality of service delivery.

5.3 Recommendations

5.3.1 Recommendations for Practice

As revealed from the results of the study that Work ethics enhance quality of service delivery in the Universities, it is necessary that these universities adopt and implement work ethics such as integrity, accountability, commitment and competence to improve their services. Different work ethics should be adopted as policies by the management of the Universities as per the needs of the staff and students and they should be sensitized on the available work ethics and be accessible to them. It is also important that HR departments in public and private universities ensure that these work ethics are made available and adhered to by all members of the staff. The study also recommends that institutions should adopt work ethics to improve on quality of service delivery.

The universities need to invest in improving the integrity of employees. Integrity can be enhanced by establishing firm policies that in turn develop a system of dealing with grey areas in the university procedures that may diminish integrity. The University Management should evaluate the policies continually to see if they indeed encourage integrity among employees.

53

Employees are able to be more accountable when they are monitored and encouraged for achievement of small goals. Monitoring is important in encouraging accountability because employees tend to work harder when they know someone is watching. The university monitoring system should be based on a regular reporting system that encourages employees to check in and identify goals that are achievable.

Various factors influence the commitment of employees to the university. Top among them, is whether the employees are aware of the goals of the organization that is what they are expected to be working towards. When employees understand the plans, goals and mission of the university they are more likely to work towards the success of the same. It is important for the university to ensure clarity with regard to its mission, vision and goals, so that employees are aware exactly what they are working towards and can take pride in achievement of the same.

The universities should continue to encourage training and additional skills of employees on matters of professional conduct through internal education programs, and networking with other institutions to improve their competency. Networking is especially important as employees who study, train and seek knowledge from other institutions become exposed to new experiences that in turn help to create new ideas for resolving some of the challenges that they face, while at the same time improving on the procedures and processes that they are currently using.

A clear monitoring and evaluation procedure should be set up to regularly test the Work ethics of the employees working for the universities. Policies and procedures should be put in place by the University management towards ensuring the ethical growth of employees which should continually be put under scrutiny to ensure that they are still effective. There is need for universities to spearhead the establishment of a professional organization for academic staff in the universities to address issues relating to their conduct and obligations as educators.

5.3.2 Areas for Further Research

This research was based on the effect of work ethics on quality of service delivery in Universities of Nakuru County, Kenya. Generally, there are other work ethics variables available that contribute to Quality of service delivery. There is therefore need for further

research to capture these work ethics to determine whether they have a significant positive effect on quality of service delivery in Universities or not. Such information obtained from the study shade more light on how work ethics adopted in universities in Kenya are effective in improving services delivered.

The study focused on Public and Private Universities only. This limits the generalization of results. Similar studies need to be conducted in intermediary colleges. A comparative study can also be done to capture the work ethics adopted in Public and Private Universities and intermediary colleges and their effect on quality of service delivery to determine whether there is a difference in effect.

This research selectively captured staff and students only. A further research can be done to capture other groups in higher institutions such as the businesspersons to establish whether the findings will be the same

To have a study that will cover all the public universities in the country and the Manufacturing Sector, this will provide greater insights to the problem of poor service delivery.

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APPENDICES

Appendix I: Study Questionnaire: WORK ETHICS

1. Kindly state your gender   Male [   ]   Female [   ]

2. Kindly indicate by ticking your University

3. Egerton [ ] Nairobi [   ] KU [ ] JKUAT [ ] Kabarak [ ] MKU[   ] KEMU [   ]

The following statements characterize performance of work in organizations. Indicate the extent to which the statements describe the staff in your department/Faculty.

Strongly disagree (1)   Disagree (2)   Neutral (3)   Agree (4)   Strongly agree (5)

Integrity

4.	Lecturers observe good morals and are upright	[1] [2] [3] [4] [5]
5.	Are principled and consistent	[1] [2] [3] [4] [5]
6.	Are straightforward and maintain business relationships	[1] [2] [3] [4] [5]
7.	Exhibit Courteous and truthful behavior	[1] [2] [3] [4] [5]
8.	Avoid practices like receiving gifts, bribes and other favors	[1] [2] [3] [4] [5]
9.	Have respect for students and staff	[1] [2] [3] [4] [5]
10.	Maintain fair treatment to all	[1] [2] [3] [4] [5]
11.	Avoid discrimination and harassment in the work place	[1] [2] [3] [4] [5]
12.	Honest employees	[1] [2] [3] [4] [5]
13.	Live up to commitments and expectations	[1] [2] [3] [4] [5]

Accountability

14.	Keep confidential information from misuse	[1] [2] [3] [4] [5]
15.	Maintain Confidentiality of information	[1] [2] [3] [4] [5]
16.	Timely delivery of service	[1] [2] [3] [4] [5]
17.	Avoid misuse of University property for personal gain	[1] [2] [3] [4] [5]
18.	They are answerable to all situations	[1] [2] [3] [4] [5]
19.	Employees are accountable in their work	[1] [2] [3] [4] [5]
20.	Avoid injuring the reputation of other staff	[1] [2] [3] [4] [5]
21.	Take responsibility for mistakes done	[1] [2] [3] [4] [5]
22.	Correct errors done	[1] [2] [3] [4] [5]
23.	Observe official working hours	[1] [2] [3] [4] [5]

Commitment

24.	Avoid wasting employers' time and equipment	[1] [2] [3] [4] [5]
25.	Maintain high work standards and Commitment to work	[1] [2] [3] [4] [5]
26.	Have a positive attitude towards work	[1] [2] [3] [4] [5]
27.	Act in the best interest of the university	[1] [2] [3] [4] [5]
28.	Work as effective team members	[1] [2] [3] [4] [5]
29.	They are proud to be part of their university	[1] [2] [3] [4] [5]
30.	Take time to resolve difficult issues	[1] [2] [3] [4] [5]
31.	Care about the fate of the university	[1] [2] [3] [4] [5]
32.	Have positive influence to behavior	[1] [2] [3] [4] [5]
33.	Give customer better service	[1] [2] [3] [4] [5]

Competency

34.	Lecturers poses a mastery of academic content	[1] [2] [3] [4] [5]
35.	Have a mastery of instructional skills in teaching	[1] [2] [3] [4] [5]
36.	Maintain highest degree of expertise/qualified	[1] [2] [3] [4] [5]
37.	Promote reflective teaching/skilled judgment	[1] [2] [3] [4] [5]
38.	Develop new techniques new Research methods	[1] [2] [3] [4] [5]
39.	Do not allow personal conflicts to interfere with work	[1] [2] [3] [4] [5]
40.	Maintain professional relationships	[1] [2] [3] [4] [5]
41.	Respect each person	[1] [2] [3] [4] [5]
42.	Create a satisfied and a loyal customer	[1] [2] [3] [4] [5]
43.	Have interpersonal, technological, credibility skills	[1] [2] [3] [4] [5]

Thank you for participating.

Appendix II : Study Questionnaire: QUALITY OF SERVICE DELIVERED

1. Kindly indicate by ticking your University

   Egerton [ ] Nairobi [ ] Moi [ ] KU [ ] JKUAT [   ] Kabarak [ ] MKU [ ] KEMU [ ]

2. Kindly indicate your program: Diploma [   ]   Undergraduate   [ ] Postgraduate [   ]

3. Indicate your year of study: First [ ] Second [   ] Third [ ] Fourth [   ] Fifth [   ]

The following statements characterize Quality of Service Delivery in Organizations. Indicate the extent to which the statements describe your staff/department by ticking in the preferred comment

Strongly disagree (1)   Disagree (2)   Neutral (3)   Agree (4)   Strongly agree (5)

Reliability

4. Employees show interest in solving customers' problems   [1] [2] [3] [4] [5]

5. Maintains error-free records   [1] [2] [3] [4] [5]

6. Provide the service as promised   [1] [2] [3] [4] [5]

7. Is dependable in handling customer service problems   [1] [2] [3] [4] [5]

8. Performs the service right the first time   [1] [2] [3] [4] [5]

9. All employees are well trained and knowledgeable   [1] [2] [3] [4] . [5]

Responsiveness

10. Employees give you prompt service   [1] [2] [3] [4] [5]

11. Employees are always willing to help   [1] [2] [3] [4] [5]

12. Employees are always willing to respond to requests   [1] [2] [3] [4] [5]

13. Employees give customers individual attention   [1] [2] [3] [4] [5]

14. Inform customers when services will be performed   [1] [2] [3] [4] [5]

Assurance

15. Everyone is polite and courteous   [1] [2] [3] [4] [5]

16. The employees display personal warmth in their behavior   [1] [2] [3] [4] [5]

17. All the employees are friendly and pleasant   [1] [2] [3] [4] [5]

18. All employees take time to know you personally   [1] [2] [3] [4] [5]

19.	Able to instill confidence in customers	[1] [2] [3] [4] [5]
20.	Customers feel safe in their transactions	[1] [2] [3] [4] [5]
21.	Have the knowledge to answer customers' questions	[1] [2] [3] [4] [5]

Tangibles

22.	The university has modern looking equipment	[1] [2] [3] [4] [5]
23.	The physical facilities are visually appealing	[1] [2] [3] [4] [5]
24.	The employees are neat and have professional appearance	[1] [2] [3] [4] [5]
25.	Material associated with the service is appealing	[1] [2] [3] [4] [5]

Empathy

26.	Have convenient operating hours to all	[1] [2] [3] [4] [5]
27.	Employees given personal attention to all	[1] [2] [3] [4] [5]
28.	Employees have customer's best interests at heart	[1] [2] [3] [4] [5]
29.	Employees understanding customers' needs	[1] [2] [3] [4] [5]

Thank you for participating.

Appendix III: List of Universities in Nakuru County

1. Egerton University
2. University of Nairobi
3. Jomo Kenyatta University of Agriculture and Technology
4. Kenyatta University
5. Kenya Methodist
6. Mt. Kenya University
7. Kabarak University
8. St. Paul's University
9. Kenya Institute of Professional Counseling
10. Laikipia University
11. Moi University
12. Zetech University
13. Inoorero University

Appendix IV: Publications from the Study

1. Effect of staff Commitment on Quality of Service Delivery in Universities in Nakuru County, Kenya.

2. Effect of staff   Integrity on Quality of Service Delivery in Universities in Nakuru County, Kenya.