Research Application Summary

Gender and diversity among staff of Public Universities in Kenya

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Abstract

Diversity refers to the differences between individuals because of differences in race, culture, age, social status, gender, religion, disability and personal values and belief systems. Diversity management is a voluntary process that involves designing formal or informal social and organizational programs to foster inclusion and respect among employees. The objective of this study was to determine the gender and diversity of academic staff at public universities in Kenya. The study adopted a cross-sectional census survey that targeted 22 public universities accredited and operating in Kenya. The study found that gender imbalance, ethnicity and nepotism were common and may undermine inclusivity and the quality of teaching, learning and research, which are the core business of universities. This paper analyses the gender and diversity of staff at public universities in Kenya. It concludes that while the country has put in place legislation, policies and institutions to deal with gender disparities, and lack of inclusion of people living with disability and coming from minority groups from employment in public universities, this is not enough. There is need for more robust supportive mechanisms to be put in place to assure inclusivity of these groups into the university work place.

Key words: Diversity, gender, Kenya, Public Universities

Résumé

La diversité se réfère aux différences entre individus en termes de race, de culture, d'âge, de statut social, de sexe, de religion, d'handicap, de valeurs personnelles et de systèmes de croyance. La gestion de la diversité est un processus volontaire impliquant la conception de programmes sociaux et organisationnels formels ou informels pour favoriser l'inclusion et le respect entre employés. L'objectif de cette étude était de déterminer le genre et la diversité du personnel académique dans les universités publiques du Kenya. Une enquête transversale de recensement ciblant 22 universités publiques accréditées et opérant au Kenya a été adoptée. L'étude a révélé que le déséquilibre au sein du genre, l'appartenance ethnique et le népotisme étaient courants et pouvaient compromettre la qualité de l'enseignement, de l'apprentissage et de la recherche; qui sont au cœur des activités des universités. Il est conclu que la mise en place d'une législation, des politiques et des institutions pour faire face aux disparités entre les sexes, et au manque d'inclusion des personnes handicapées

et provenant de groupes minoritaires dans les universités publiques, ne suffit pas. Des mécanismes de soutien plus robustes doivent être mis en place pour assurer l'inclusion de ces groupes dans le milieu universitaire.

Mots-clés: Diversité, genre, Kenya,Universités publiques

Introduction

Diversity management developed as a philosophy in North America in the 1990's because of the increasing need to manage a diverse demographic workforce (Cox *et al.,* 1991; Nkomo *et al.,* 1996). It has recently gained popularity as a management approach in the United Kingdom and the rest of the world because of the positive effects that it has produced in the workplace. The origin of the term diversity management is attributed to R. Roosevelt Thomas Jr. a management consultant who founded the American Institute for managing diversity in 1984. The approach was identified as one that would help the American society achieve equity after the failure of Affirmative Action (AA) and Equal Employment opportunity (EEO) legislations.

In Kenya, it is widely believed that public institutions have not done developed nor implemented policies for diversity and inclusivity of all communities within the country. Several scholars have also found rampant nepotism (Ndegwa, 2007; Gitahi, 2010; Sifuna, 2010) and a predominance of aged people, especially at the management and academic staff levels, especially within the university sector. The new Kenyan constitution enacted in 2010 outlaws' discrimination on any basis and the one third gender requirement embedded in it can be equated to the AA and EEO legislations of the USA.

University education in Kenya has rapidly expanded since the 1970s when Kenya had only one public university, in comparison to the current 22 universities (Koskei, 2013)[1]. This has been attributed to the insatiable hunger and need for university education by the ever-increasing population, commercialization of knowledge which is now seen as an economic good as opposed to a social one, and affordability (Punchi and Kumara, 2003; Sifuna, 2003).

A recent study done by the National Cohesion and Integration Commission (NCIC, 2013; Mukhwana *et al.,* 2016) noted that there was a major ethnic imbalance in university staffing with most of the jobs occupied by people from the five major tribes in the country at the expense of smaller tribes. The report concluded that many of the employees in ten out of the fifteen universities surveyed came from the same ethnic groups as the Vice-Chancellor. This trend had earlier been noted by Sifuna (2012) who argued that public universities lack ethnic balance, a situation that may lead to further alienation of other unrepresented ethnic communities (Koskei, 2013). It has also been found that tribalism and nepotism hinder equal employment opportunities in universities, as they promote negative ethnicity and intolerance from university administrators and staff (Ndegwa, 2007; Gitahi, 2010; Sifuna, 2010). University education, being global in nature, means that for these organizations to remain relevant and embrace a culture of tolerance, empowerment and open mindedness, they must recruit staff from a wide range of backgrounds and orientations (Mukhwana *et al.,* 2016b).

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[1]As of 2017, there are 32 public universities in Kenya

There is increased pressure for organizations to formulate proper diversity management practices that can enable them to achieve the benefits associated with their effective implementation such as competitive advantage, creativity and innovation, higher productivity, employee attraction and retention and higher employee morale (Tearcher and Speraritt, 1996; Kandola and Fullerton, 1998; Smith, 1998). Poorly developed and unmatched diversity practices can be detrimental to business, create conflict and may lead to avoidable law suits (Devoe, 1999; Koskei, 2013) and disenfranchisement of the workforce from the business. The main purpose of this study was to document the gender and diversity of staff at public universities in Kenya.

Methodology

This study used both quantitative and qualitative techniques. Quantitative techniques involved the collection of quantitative data from universities and the analysis of the same. The survey population for this research included all public chartered universities and public university constituent colleges. The study analysed 22 public chartered universities. These are universities that existed in Kenya as at 2014. The study relied primarily on structured questionnaire to collect data from universities and their constituent colleges. The staffs were divided into: *management staff, academic, staff administration and casuals/temporary staff*. Each university was expected to provide information on all its staff. The questionnaire required each university to provide for each staff the following information: name, highest qualification, designation, age, ethnicity, gender, disability status and profession.

There are 42 ethnic communities in Kenya. In addition, there are groups such as Swahili and Asians/Indians who have also been considered as ethnic groups in this report. A distinct group of non-Kenyans have been grouped into "foreigner" category. This group includes people from other countries other than Kenya. This study used the Housing and Population Census, 2009 to operationalize the ethnic categories. Quantitative data were analyzed using descriptive statistics aided by the SPSS version 22. Quantitative data were presented in frequencies, percentages and tables. Staff qualification in public chartered universities was analysed based on university location. On this basis the universities are categorised as either urban or rural. Urban universities are those located within a 30 kilometres radius of Nairobi, Mombasa and Kisumu cities. Any university located beyond this radius is considered rural. The three have been designated as cities, as per Kenyan law.

Results
Staff qualification in urban Public Chartered Universities. The universities considered as urban in this analysis are: University of Nairobi, Kenyatta University, Maseno University, Technical University of Kenya, Technical University of Mombasa and Multimedia University. Table 1 gives a summary of urban public chartered university staff with PhD qualification. It further shows the percentage of PhD holders in comparison to the total number of academic staff and the percentage of academic staff to total number of staff in urban public chartered universities.

Figure 1 gives a graphical representation of PhD holders as a percentage of academic staff in urban public chartered universities.

Table 1. Ratio of PhDs to number of Academic Staff and Academic Staff to Total Staff in Urban Public Universities

S/No.	University	PhDs	Academic Staff	Total Staff	% of PhDs to Academic Staff	% of Academic Staff to Total Staff
1	University of Nairobi	866	1,747	5,529	50%	32%
2	Kenyatta University	500	989	2,920	51%	34%
3	Maseno University	180	409	1,306	44%	31%
4	Technical University of Kenya	122	447	1,126	27%	40%
5	Technical University of Mombasa	42	236	790	18%	30%
6	Multimedia University of Kenya	15	79	323	19%	24%

In the guidelines released by the Commission for University (CUE), the universities have been given up to 2018 to ensure that all academic staff are holders of PhD qualification. This is because PhD holders are the main drivers of teaching and research, the main purpose for which universities are established (Ikama, 2010; Mukhwana *et al.*, 2016). However, the data shows that among the urban public chartered universities only University of Nairobi and Kenyatta University have half or more of their academic staff with PhD qualification. Maseno University has 44% of their academic staff with PhD qualification. The remaining three universities have less than 30% of their academic staff as holders of PhD qualification; which is way below the CUE standard which is pegged at 100% by 2018. Arising from this it can be concluded that it will not be possible for this target to be met by 2018 (Mukhwana *et al.*, 2016b).

Figure 2 is a graphical representation of academic staff as a percentage of total staff in urban public chartered universities. When academic staff are compared to total staff, it is noted from the data that academic staff constitute less than half of the total staff in all urban public chartered universities. This is worrying since it appears that the universities are deviating from their core mandate of teaching and research (Mukhwana *et al.*, 2016). An acceptable proportion would be that at least 50% of the staff to be academic staff. This anomaly has been attributed to universities succumbing to pressure to provide employment in the communities to justify their existence as this is often driven by political pressure (Olayo, 2015).

Like in the case of urban public chartered universities, rural public chartered universities also have fewer academic staff with PhD qualification. Jaramogi Oginga Odinga University of Science (JOOUST) and University of Eldoret (UoE) are the only rural public chartered universities with more than half of their academic staff with PhD qualification.
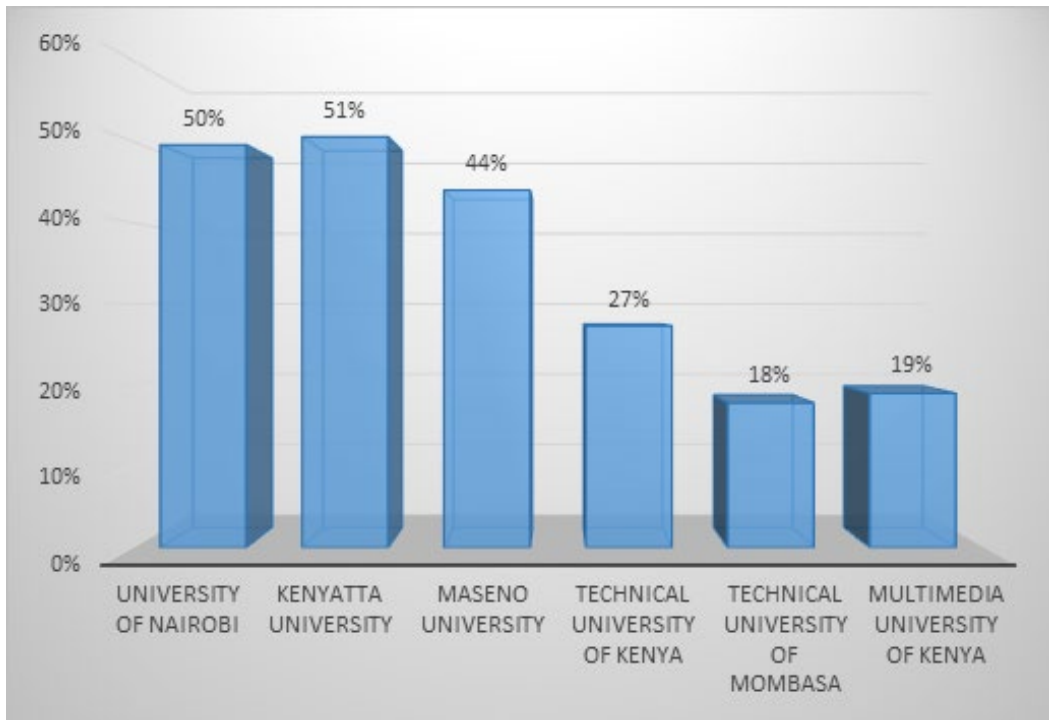
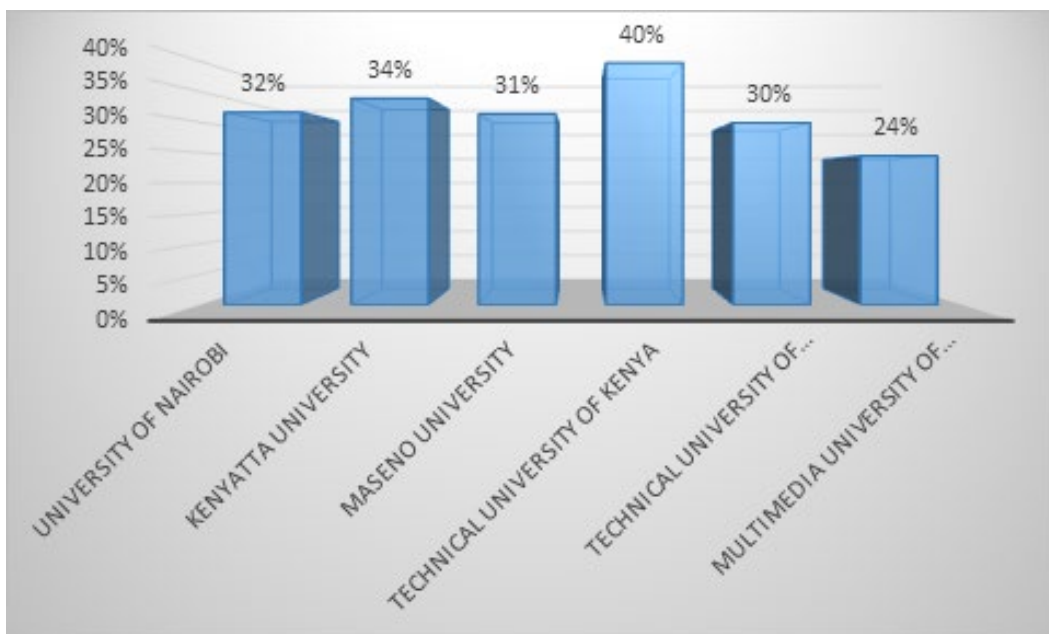Figure 1. Ratio of PhD holders to total academic staffing in urban Public Universities

Figure 2. Ratio of academic staff to total staff in urban Public Universities

Staff qualification in rural Public Chartered Universities.

Table 2 provides a summary of rural public chartered university staff with PhD qualification. It further shows the percentage of PhD holders to total academic staffing and that of academic staff to total staff.

Table 2. Ratio of PhD holders to Academic Staff and Academic Staff to Total Staff in Rural Public Universities

S/No.	University	PhDs	Academic Staff (total)	Total Staff	% of PhDs to Academic Staff	% of Academic Staff to Total Staff
1	Moi University	303	898	4,026	34%	22%
2	Egerton University	242	590	1,998	41%	30%
3	Jomo Kenyatta University of Agric and Tech	307	739	2,234	42%	33%
4	Masinde Muliro Univ of Science and Tech	129	332	755	39%	44%
5	Dedan Kimathi University of Tech	33	137	624	24%	22%
6	Chuka University	36	171	419	21%	41%
7	Pwani University	68	172	380	40%	45%
8	Kisii University	60	227	1,220	26%	19%
9	University of Eldoret	166	271	1,223	61%	22%
10	Maasai Mara University	45	141	552	32%	26%
11	Jaramogi Oginga O. Univ of Sci and Techn	68	117	348	58%	34%
12	Laikipia University	36	100	573	36%	17%
13	South Eastern Kenya University	63	144	429	44%	34%
14	Meru University of Science and Techn	19	102	312	19%	33%
15	University of Kabianga	53	130	464	41%	28%
16	Karatina University	59	144	387	41%	37%

Figure 3 is a graphical representation of PhD holders as a percentage of academic staff in rural public chartered universities.
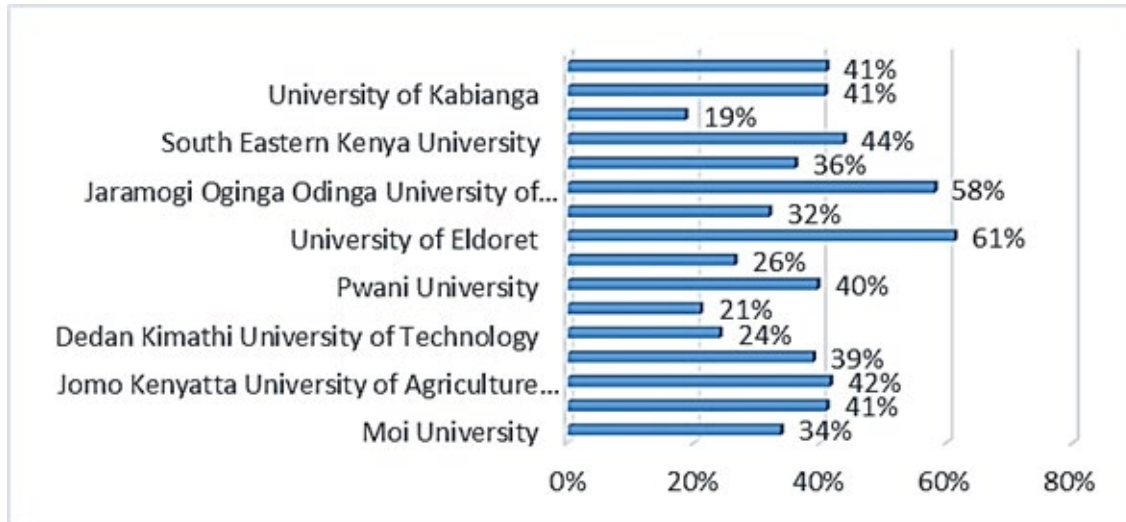

Figure 3. Ratio of PhD holders to total Academic Staffing in Rural Public Universities

The rest of the rural public universities have less than 50% of their academic staff with PhD qualification. Figure 4 is a graphical representation of academic staff as a percentage of total staff in rural public chartered universities.

Comparing academic staff to total staff in rural public chartered universities, the trend seems to be like those exhibited by their urban counterparts with all universities having less than 50% of their staff being academic staff. Masinde Muliro University of Science and Technology (MMUST),
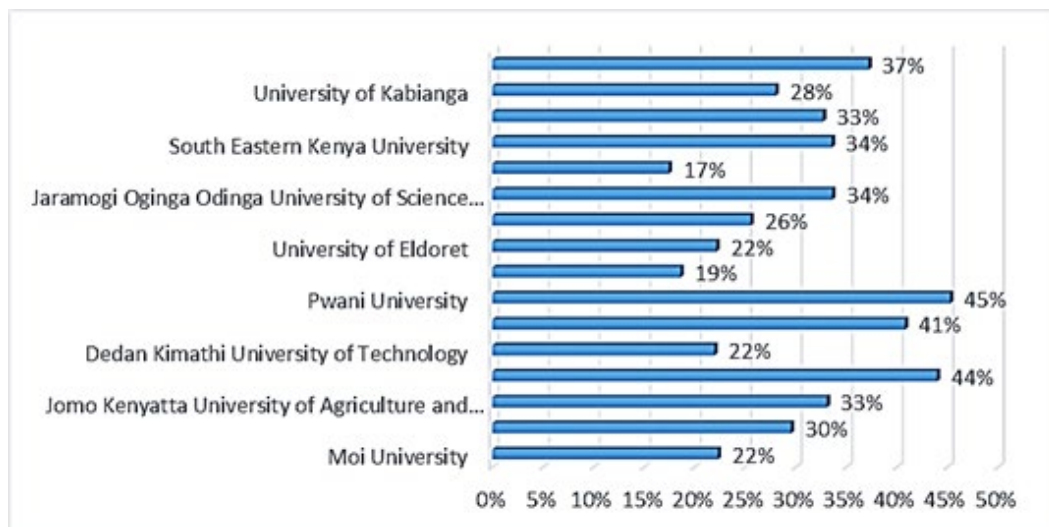

Figure 4. Ratio of Academic Staff to Total Staff in Rural Public Universities

Chuka University and Pwani University are the only rural public chartered universities with 40% and more of their staff being academic staff. It can therefore be seen that on this criterion too, there is no big difference between urban public universities and rural public universities (Koskei, 2013).

Gender diversity. The Constitution of Kenya 2010 forbids discrimination based on gender, disability, religion and ethnicity. On the issue of gender, the Constitution is specific that any public appointment should adhere to the two-thirds gender rule.

Gender diversity of Academic Staff in Public Chartered Universities. Gender diversity among academic staff in most public chartered universities have not adhered to the two-thirds gender rule. Five out of the 22 public chartered universities have however adhered. These are Kenyatta University, Multimedia University of Kenya (MMU), Technical University of Kenya (TUK), South Eastern Kenya University (SEKU) and Karatina. Table 3 gives gender diversity in public chartered universities among academic staff.

Table 3. Gender diversity in Academic Staff in Public Chartered Universities

S/No.	Public Chartered Universities	Academic Staff				
		M	F	Total	%M	%F
1	University of Nairobi	1,265	482	1,747	72%	28%
2	Moi University	620	278	898	69%	31%
3	Kenyatta University	638	351	989	65%	35%
4	Egerton University	427	163	590	72%	28%
5	Jomo Kenyatta University of Agriculture and Technology	542	197	739	73%	27%
6	Maseno University	296	113	409	72%	28%
7	Masinde Muliro University of Science and Technology	239	93	332	72%	28%
8	Dedan Kimathi University of Technology	111	26	137	81%	19%
9	Chuka University	117	54	171	68%	32%
10	Technical University of Kenya	270	177	447	60%	40%
11	Technical University of Mombasa	185	51	236	78%	22%
12	Pwani University	130	42	172	76%	24%
13	Kisii University	157	70	227	69%	31%
14	University of Eldoret	182	89	271	67%	33%
15	Maasai Mara University	97	44	141	69%	31%
16	JOOUST	88	29	117	75%	25%
17	Multimedia University of Kenya	51	28	79	65%	35%
18	Laikipia University	69	31	100	69%	31%
19	South Eastern Kenya University	95	49	144	66%	34%
20	Meru University	76	26	102	75%	25%
21	University of Kabianga	93	37	130	72%	28%
22	Karatina University	71	73	144	49%	51%
	Total	5,819	2,503	8,322	70%	30%

Gender diversity in Public Chartered Universities. Most public chartered universities meet the one-third gender rule as stipulated in the Constitution. However, JOOUST (32%), Pwani University (32%) and TUK (32%) slightly fall short. Karatina University is the most responsive institution with an even gender parity. Table 4 gives the overall gender diversity in public chartered universities.

Table 4. Gender diversity in Public Chartered Universities

S/No	Public Chartered Universities	M	F	Total	% M	% F
1	University of Nairobi	3,411	2,118	5,529	62%	38%
2	Moi University	2,415	1,611	4,026	60%	40%
3	Kenyatta University	1,656	1,264	2,920	57%	43%
4	Egerton University	1,274	724	1,998	64%	36%
5	Jomo Kenyatta University	1,326	908	2,234	59%	41%
6	Maseno University	788	518	1,306	60%	40%
7	Masinde Muliro University	492	263	755	65%	35%
8	Dedan Kimathi University of Technology	415	209	624	67%	33%
9	Chuka University	255	164	419	61%	39%
10	Technical University of Kenya	673	453	1,126	60%	40%
11	Technical University of Mombasa	539	251	790	68%	32%
12	Pwani University	259	121	380	68%	32%
13	Kisii University	714	506	1,220	59%	41%
14	University of Eldoret	729	494	1,223	60%	40%
15	Maasai Mara University	324	228	552	59%	41%
16	Jaramogi Oginga Odinga University of Science and Technology	238	110	348	68%	32%
17	Multimedia University of Kenya	175	148	323	54%	46%
18	Laikipia University	373	200	573	65%	35%
19	South Eastern Kenya University	235	194	429	55%	45%
20	Meru University	193	119	312	62%	38%
21	University of Kabianga	274	190	464	59%	41%
22	Karatina University	194	193	387	50%	50%
	Total	16,952	10,986	27,938	61%	39%

Staffing by Disability in Public Chartered Universities. Inclusion of people living with disability is one of the dictates of the constitution. The law requires that at least 5% of appointments should be made to people with disability (NCIC, 2013). However, this provision is only applicable where those with disability have applied for the said position. Table 7 shows the proportion of staff in varies universities of people with disability. None of the universities meets the level required by the law. The highest involvement of people living with disability was in Maasai Mara University with 2.4% of their staff living with disability. Egerton University had 1.7%, JKUAT and Maseno

University each had 1.5% of their staff living with disability. Chuka and Meru Universities did not declare any staff with disability. Table 5 shows number of staff with disability in public chartered universities.

Table 5. Staffing by disability in Public Chartered Universities

S/No.	Public Chartered Universities	Staff with disability	Staff Total	% Total
1	University of Nairobi	20	5,529	0.4%
2	Moi University	29	4,026	0.7%
3	Kenyatta University	40	2,920	1.4%
4	Egerton University	34	1,998	1.7%
5	Jomo Kenyatta University of Agriculture and Technology	33	2,234	1.5%
6	Maseno University	19	1,306	1.5%
7	Masinde Muliro University of Science and Technology	1	755	0.1%
8	Dedan Kimathi University	2	624	0.3%
9	Chuka University	0	419	0.0%
10	Technical University of Kenya	7	1,126	0.6%
11	Technical University of Mombasa	3	790	0.4%
12	Pwani University	1	380	0.3%
13	Kisii University	2	1,220	0.2%
14	University of Eldoret	8	1,223	0.7%
15	Maasai Mara University	13	552	2.4%
16	Jaramogi Oginga Odinga University	4	348	1.1%
17	Multimedia University of Kenya	1	323	0.3%
18	Laikipia University	2	573	0.3%
19	South Eastern Kenya University	3	429	0.7%
20	Meru University	0	312	0.0%
21	University of Kabianga	4	464	0.9%
22	Karatina University	2	387	0.5%
	Total	228	27,938	0.8%

Ethnic diversity in Public Chartered Universities. Table 6 shows the ethnic composition in public chartered universities. These have been disaggregated in terms of gender. The largest ethnic group by employment of public chartered universities is the Kikuyu which forms 24.3%. This is followed by the Kalenjin at 17.1%, the Luo at 15.3%, the Luhya at 14.6% and the Kisii at 8.9%. Among the ethnic communities which are least represented in these institutions are the Pokot at 0.004%, the Rendile at 0.01%, the Nubi and the Bajuni each at 0.03% and the Mbeere at 0.04%.

Table 6. Ethnic Diversity in Kenyan Public Chartered Universities

| | Ethnic diversity | | | |
| | Public Chartered Universities | | | |
Tribe	Male	Female	Total	% Total
Kikuyu	3,596	2,977	6,573	24.3%
Kalenjin	2,713	1,916	4,629	17.1%
Luo	2,757	1,368	4,125	15.3%
Luhya	2,419	1,518	3,937	14.6%
Kisii	1,587	823	2,410	8.9%
Kamba	1,206	765	1,971	7.3%
Meru	678	583	1,261	4.7%
Mijikenda	401	167	568	2.1%
Maasai	193	124	317	1.2%
Embu	161	121	282	1.0%
Taita	162	108	270	1.0%
Foreigner	90	56	146	0.5%
Teso	85	24	109	0.4%
Swahili	61	33	94	0.3%
Somali	65	22	87	0.3%
Asian/Indian	38	22	60	0.2%
Samburu	39	11	50	0.2%
Borana	38	10	48	0.2%
Kuria	31	8	39	0.1%
Turkana	25	2	27	0.1%
Suba	16	1	17	0.1%
Mbeere	10	0	10	0.04%
Bajuni	5	3	8	0.03%
Nubi	3	4	7	0.03%
Rendile	2	0	2	0.01%
Pokot	1	0	1	0.004%
Total	16,382	10,666	27,048	100%

Figure 5 is a graphical representation of ethnic diversity in public chartered universities as a percentage of the total staff in Public Chartered universities. It is important to note that these figures are likely to be higher as 890 staff did not indicate their ethnic communities. These were mainly from Moi University.

Link between majority ethnic group and dominant ethnic community in the location in Public Chartered Universities. The data in Table 7 show that there is a strong correlation between the dominant ethnic community in the area in which the university is domiciled and the majority ethnic community employed in that university.
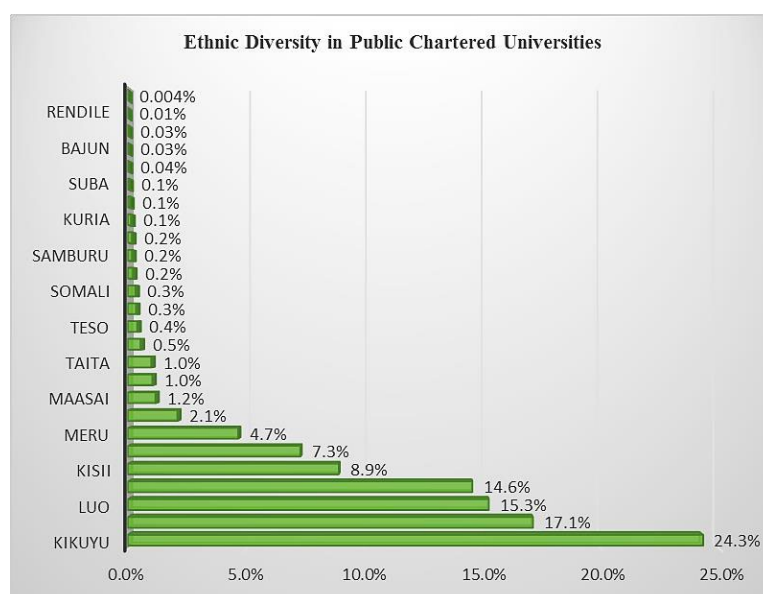
Figure 5. Ethnic diversity in Public Chartered Universities

Table 7. Majority ethnic group and dominant ethnic community in the location in Public Chartered Universities

S/No.	Name of University	County	Dominant Ethnic Community	Majority Ethnic Community
1	University of Nairobi	Nairobi	None	Kikuyu
2	Moi University	Uasin Gishu	Kalenjin	Kalenjin
3	Kenyatta University	Kiambu	Kikuyu	Kikuyu
4	Egerton University	Nakuru	Kikuyu	Kikuyu
5	Jomo Kenyatta University	Kiambu	Kikuyu	Kikuyu
6	Maseno University	Kisumu	Luo	Luo
7	Masinde Muliro University	Kakamega	Luhya	Luhya
8	Dedan Kimathi University	Nyeri	Kikuyu	Kikuyu
9	Chuka University Tharaka	Nithi	Meru	Meru
10	Technical University of Kenya	Nairobi	None	Kikuyu
11	Technical University of Mombasa	Mombasa	Mijikenda	Mijikenda
12	Pwani University	Kilifi	Mijikenda	Mijikenda
13	Kisii University	Kisii	Kisii	Kisii
14	University of Eldoret	Uasin Gishu	Kalenjin	Kalenjin
15	Maasai Mara University	Narok	Maasai	Maasai
16	Jaramogi Oginga Odinga University	Siaya	Luo	Luo
17	Laikipia University	Laikipia	Kikuyu	Kikuyu
18	South Eastern Kenya University	Kitui	Kamba	Kamba
19	Meru University	Meru	Meru	Meru
20	Multimedia University of Kenya	Nairobi	Maasai	Kikuyu
21	University of Kabianga	Kericho	Kalenjin	Kalenjin
22	Karatina University	Nyeri	Kikuyu	Kikuyu

Ethnic diversity in Public Universities. This section looks at the overall ethnic diversity in both public chartered universities and public university constituent colleges. It is evident that ethnic composition in both public chartered universities and public university constituent colleges take cognizance of the principles and values of public service as outlined in Article 232 of the Constitution. The largest ethnic is the Kikuyu which account for 24.4% of the total staff in public universities. The second highest ethnic community is the Kalenjin at 16%, followed by the Luo at 15.6%, the Luhya at 14.5% and the Kisii at 8.5%. Among the least represented ethnic communities are the Pokot, the Rendile, the Nubians, the Bajuni and the Mbeere with 1, 2, 7, 8 and 10 members, respectively. Table 8 shows the number of staff from each ethnic community in public universities.

Table 8. Ethnic Communities in Public Chartered Universities and Constituent Colleges

Ethnic Diversity	Gender				% Proportion of Population	Deviation	Remarks
Tribe	Male	Female	Total	% Total			
Kikuyu	4,006	3,232	7,238	24.4%	17.7%	6.7%	Over representation
Kalenjin	2,771	1,957	4,728	16.0%	13.3%	2.7%	Over representation
Luo	3,042	1,573	4,615	15.6%	10.8%	4.8%	Over representation
Luhya	2,615	1,691	4,306	14.5%	14.2%	0.3%	Over representation
Kisii	1,667	861	2,528	8.5%	5.9%	2.6%	Over representation
Kamba	1,416	936	2,352	7.9%	10.4%	(2.5%)	Under representation
Meru	718	626	1,344	4.5%	4.4%	0.1%	Over representation
Mijikenda	428	175	603	2.0%	5.2%	(3.2%)	Under representation
Embu	272	180	452	1.5%	0.9%	0.6%	Over representation
Taita/Taveta	219	155	374	1.3%	0.8%	0.5%	Over representation
Maasai	195	124	319	1.1%	2.2%	(1.1%)	Under representation
Foreigner	90	56	146	0.5%		0.5%	Over representation
Teso	89	26	115	0.4%	0.9%	(0.5%)	Under representation
Swahili	62	33	95	0.3%	0.1%	0.2%	Over representation
Somali	66	22	88	0.3%	6.4%	(6.1%)	Under representation
Asians/Indian	39	22	61	0.2%	0.1%	0.1%	Over representation
Samburu	40	11	51	0.2%	0.6%	(0.4%)	Under representation
Borana	40	10	50	0.2%	0.4%	(0.2%)	Under representation
Kuria	36	8	44	0.1%	0.7%	(0.6%)	Under representation
Suba	33	9	42	0.1%	0.4%	(0.3%)	Under representation
Turkana	26	2	28	0.1%	2.6%	(2.5%)	Under representation
Mbeere	10	0	10	0.03%	0.4%	(0.4%)	Under representation
Bajun	5	3	8	0.03%			
Nubi	3	4	7	0.02%	0.01%	0.01%	Over representation
Rendile	2	0	2	0.01%	0.1%	(0.09%)	Under representation
Pokot	1	0	1	0.003%			
Total	17,891	11,716	29,607	100%			

Comparison with the National Population. A comparison of the ethnic representation in public universities against the national population shows that some ethnic communities are over-represented while others are under-represented (NCIC, 2013). Table 13 above shows these deviations. The ethnic communities with the highest over-representation are the Kikuyu by 6.7%, the Luo by 4.8%, the Kalenjin by 2.7% and the Kisii by 2.6%. Some of the ethnic communities which

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are under-represented include the Somali by 6.1%, the Mijikenda by 3.2%, the Kamba by 2.5%, the Turkana by 2.5% and the Kuria by 0.1%. The figures are however likely to go up since about 890 staff from Moi University did not indicate their ethnic community. Figure 6 compares the university work force based on their ethnic backgrounds and their national proportions.

Compliance with the law on ethnic diversity in Public Chartered Universities. The constitution 2010 requires that appointments in public institutions should observe ethnic diversity (Koskei, 2013; NCIC, 2013). It further states that no one ethnic group should exceed one-third of the total employment in any public institution. Based on these criteria, out of the 22 public chartered universities only four complied with the law as presented in Table 9.
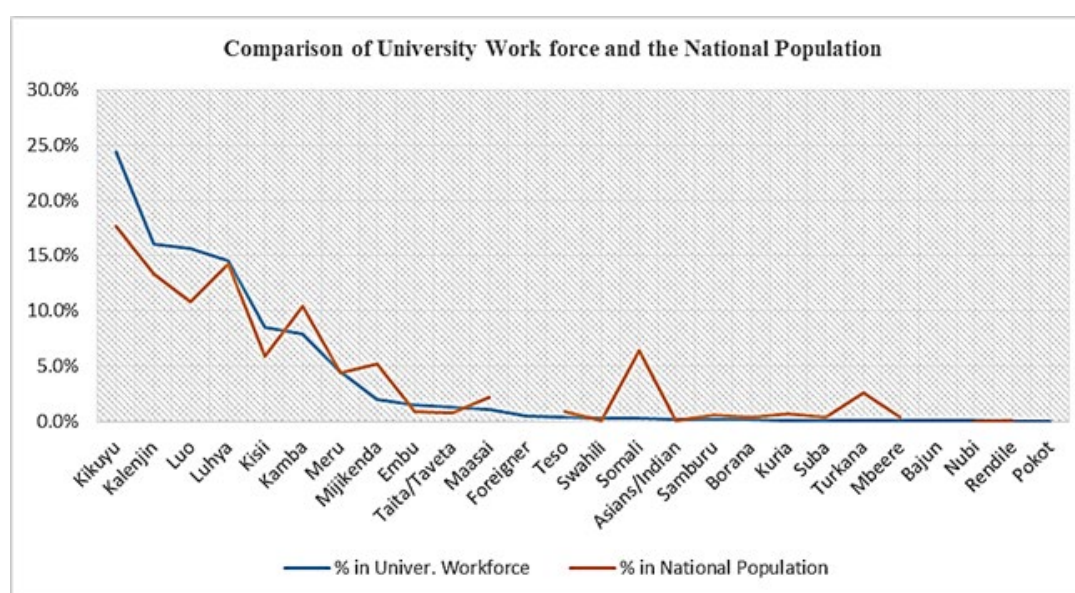

Figure 6. Comparison of university work force and National Population

Table 9. Compliance with the law on ethnic diversity in Public Chartered Universities

S/No.	Name of University	Majority Ethnic Community	% of majority ethnic group	Status of Compliance
1	University of Nairobi	Kikuyu	31%	Complied
2	Moi University	Kalenjin	46%	Contravenes
3	Kenyatta University	Kikuyu	42%	Contravenes
4	Egerton University	Kikuyu	27%	Complied
5	Jomo Kenyatta University	Kikuyu	46%	Contravenes
6	Maseno University	Luo	64%	Contravenes
7	Masinde Muliro University	Luhya	69%	Contravenes
8	Dedan Kimathi	Kikuyu	80%	Contravenes
9	Chuka University	Meru	52%	Contravenes
10	Technical University of	Kikuyu	27%	Complied

11	Kenya Technical University of Mombasa	Mijikenda	34%	Contravenes
12	Pwani University	Mijikenda	38%	Contravenes
13	Kisii University	Kisii	66%	Contravenes
14	University of Eldoret	Kalenjin	61%	Contravenes
15	Maasai Mara University	Maasai	37%	Contravenes
16	Jaramogi Oginga Odinga University	Luo	77%	Contravenes
17	Laikipia University	Kikuyu	65%	Contravenes
18	South Eastern Kenya University	Kamba	43%	Contravenes
19	Meru University of Science	Meru	51%	Contravenes
20	Multimedia University of Kenya	Kikuyu	22%	Complied
21	University of Kabianga	Kalenjin	79%	Contravenes
22	Karatina University	Kikuyu	61%	Contravenes
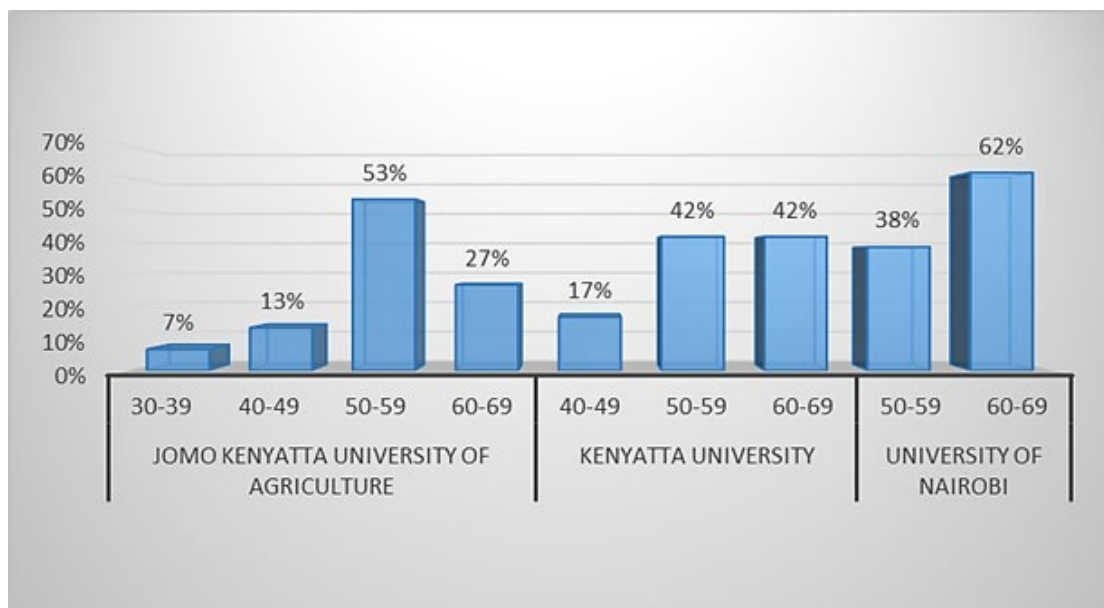
Figure 7. Management Staff Age Cohorts in the University of Nairobi, Kenyatta University and Jomo Kenyatta University of Agriculture and Technology (JKUAT)

Staffing by age in Public Chartered Universities. The age of various cadres of staff was analyzed (Fig. 7). In this report a sample of three public universities for each category of staff is discussed. In the University of Nairobi 62% of those in management are in the age bracket of 60-69 years. The remaining 38% are in the age bracket of 50-59 years. This represents an ageing

management staff. In Kenya University 42% of the management staff are between 60-69 years (Figure 7). Another 42% are aged between 50-59 years. Only 17% are below 49 years. This too is an ageing management staff. In Jomo Kenyatta University of Agriculture and Technology, the highest age cohort is 50-59 years constituting 53% of the management staff. Those above 60 years constitute 27%. The remaining 20% are below 49 years. This too is representing an ageing management staff. The average age of the management staff in public chartered universities is 54 years. This represents an ageing management staff, for purposes of succession management, there is need to bring in more youthful people to management.

Discussion and Conclusions

The data revealed that 26 out of the more than 42 ethnic communities are represented in the staff of public universities in Kenya. The Kikuyu ethnic group commands the highest proportion at 24.4% compared to the least represented community, the Pokot, at 0.003%. When the proportion of ethnic communities in employment is compared with their proportion in national population, the Kikuyu, Luhya, Kalenjin, Kisii and Luo communities were found to be over-represented. On the issue of gender representation, it is noted that females are under-represented at the management and academic levels. However, in the administration and casual/temporary staff level, the two-thirds gender rule (as spelt out in the constitution of Kenya, 2010) is upheld.

It is noted that although public universities are grossly underfunded, they seem to have employed more non-academic staff than they need, sometimes at the detriment of academic staffing. Pressure from local communities to employ people from the community seems to be the main factor (Olayo, 2005; Koskei, 2013; NCIC, 2013). It is noted that many of the universities do not meet the legal gender and diversity requirements of the country, putting in question enforceability of legislations in place. While Government regulations are demanding for all academic staff to have PhD by 2018, it is apparent that this is not achievable either in the short term. It is imperative that this kind of directive be backed up with support mechanisms such as PhD scholarships from Government and development partners to ensure that university academic staff acquire this kind of training (Onsongo, 2002). This will go a long way in improving and assuring the quality of university training and research (Mukhwana *et al.,* 2016). Despite this lack of implementation (by Universities) and enforcement, Kenya has made an important step in recognizing that women and people living with disability and coming from minority groups need attention and affirmative action if they have to apply a role in national economic development (Murethi, 2009; Koskei, 2013; Mukhwana *et al.,* 2016b).

There is still need for initiatives and incentives to get more women and people with disability as well as those from minority communities to get training and employment at public universities in Kenya (Koskei, 2013; Mukhwana *et al.,* 2017). It is concluded that while legislation and government pronouncements aim at having the highest quality of staff at universities, pronouncements and legislation cannot achieve this paradigm shift (Okubo, 2010). It is required that these imperatives be supported and facilitated by government and other partners if this desire is to be achieved. The representation of people with disability is very low in public universities, and this needs to be addressed. Finally, the country needs to manage succession at these important institutions, since data show that both management and academic staff are aging, with no proper plans for replacement (Okubo, 2010).

Acknowledgements

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