

The Influence Of Daystar University's Mission And Vision Statements On Graduates'
Ethical Conduct

by

Nita Mwamisi

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APPROVAL

THE INFLUENCE OF DAYSTAR UNIVERSITY'S MISSION AND VISION
STATEMENTS ON GRADUATES' ETHICAL CONDUCT

By

Nita Mwamisi

In accordance with Daystar University policies, this thesis is accepted in partial
fulfilment of requirements for the Master of Business Administration
Strategic Management.

Signature

Date

Michael Bowen, PhD
1st Supervisor

Joseph Munyao, MSc. (Sta), (IS)
2nd Supervisor

Thomas Koyier, MSc.
Head of Department, Commerce

Evans Amata, MFC,
Dean, School of Business and Economics

DECLARATION

THE INFLUENCE OF DAYSTAR UNIVERSITY'S MISSION AND VISION
STATEMENTS ON GRADUATES' ETHICAL CONDUCT

I declare that this is my original work and has not been submitted to any other college or university for academic credits.

Signed:

Date:

Nita Mwamisi
(10-0121)

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I am grateful to the Almighty God for the good health and wisdom in the process of writing this thesis. I am also forever grateful for having Prof. Michael Bowen and Mr Joseph Munyao as my supervisors. May the Lord's favour rest upon them for the great wisdom and guidance they have shown me in the process.

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DEDICATION

I dedicate this research work to my husband Mr. Paul Kihiro and to my daughter Fanaka Kihiro. My prayer is that my family and I be used to expand the kingdom of God as we wait for the second coming of our Lord Jesus Christ.

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ABSTRACT

The principal purpose for the formation of Daystar University as viewed in the eyes of the university founders is clearly articulated in the vision and the mission of the university. It is therefore in the interest of the university founders and other stakeholders to know whether the university is keeping within the parameters of the original purpose for which it was formed. Moreover, as a chartered private university in Kenya, the Commission for Higher Education requires Daystar University to establish a follow-up mechanism to ascertain that they are meeting the goals and the objectives for which the university was formed.

Being a mission-driven non-profit organization, Daystar University is faced with the challenge of measuring the success of the university mission and vision which is difficult to measure compared to profitability. However, with the use of questionnaires, useful data was collected among the university graduates to measure the success of the mission and vision which seek to impart servant and transformational leadership virtues. The data collected shows that the university mission and vision influenced the graduates' ethical conduct with the academic staff being more effective in passing the mission and vision to the student than the non-academic staff.

The findings of the research revealed that a considerable majority at 78% of the respondents had the university mission and vision statements made clear to them. Further, it was noted that while all the diploma respondents understood these statements, only 43% of the masters students understood them.

Daystar University alumni were influenced by the mission and vision to be more caring, honest, respectful, just and even empathetic in life owing to the servant and transformational leadership values inculcated in them through the university mission and vision.

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CHAPTER ONE: INTRODUCTION

Introduction

Every university is started with the fundamental purpose of providing higher education and with a dream of being recognized as a reputable institution on higher learning. However, every university identifies its own unique purpose for existence known as the mission as well as an ultimate dream of the best attainable future position known as the institutional vision (Forster & Akdere, 2007). The two statements are fundamental in getting the institution a strategic direction as well as in molding the university students to reflect the ideals therein upon graduation.

While the success of profit making institutions is highly determined by the institutional profitability, the success of non-profit making institution is majorly determined by the achievement of the institutional mission. However, the measurement of the impact of mission is not a straight forward activity as it is with profitability for the profit making organizations (Sawhill & Williamson, 2003). As a private non-profit making institution, Daystar University is faced with the challenge of establishing the impact of the mission and the gap between the current reality and the attainment of the university vision. This research therefore attempted to find out to what extent the university mission and vision statements have influenced the personal outcomes of the graduates as envisaged by their ethical conduct.

Describing the strategic intent or business scope, the mission and vision of an organization are short statements that clearly defines the strategic direction of the organization (Walker, 2007). According to Thompson, Strickland and Gamble (2007), development of a strategic mission and vision is the first step in strategy-making and strategy executing process as it helps in shaping the direction of the organization as well as the product of the organization. For institutions of higher learning, the product is the graduates' personal outcomes which entails their ethical leadership and conduct.

As shall be discussed in chapter two, the benefits of mission and vision statements have been realized in various organizations be it in the private sector or public sector, profit making or not-profit making, multinationals as well as enterprises of all sizes. Some of these benefits include a sense of organizational direction, product quality (graduates' ethical conduct and leadership), acting as the organizational unifying theme, leading in strategy formulation, bettering employee performance due to employee ownership of the mission and vision as well as giving a positive attitude and behavioral change (Darbi, 2012).

Life after graduation creates uncertain feeling, inflated expectations, work experience paradox and time management issues. It is hoped that understanding these issues help the graduating students to better understand and prepare for the significant life process. However, many researches done on life after graduation often concentrate on the job search and work life without addressing other issues of concern to the graduate as they go through this life transition (Perrone & Vickers, 2003). In view of this therefore, this

research comes to fill the literature gap by examining the graduates' life after graduation visavis the mission and vision statements of the accrediting university with specific consideration on the graduates' ethical conduct.

In view of this therefore, this research comes to fill the literature gap by concentrating on the life after graduation. Examining the graduates' ethical conduct with the values inculcated by the accrediting institutions mission and vision statements of the accrediting university with specific consideration on the graduates ethical conduct and leadership.

Describing ethics as “the study and philosophy of human conduct, with an emphasis of determining right and wrong” ethics is seen as influencing the employees commitment, investors loyalty, customer satisfaction as well as contributing to organizational profits (Ferrell, Fraedrich, & Ferrell, 2008, p. 6). This research hereby wishes to find out the influence of Daystar University's mission and vision statements on the university graduates' ethical practices.

Background of the study

According to Darbi (2012) mission and vision statements have an impact or a possibility of impacting the behavior and attitudes of workers in profit-oriented institutions. It is this attitude and behavioral change that gives a positive impact on the organizational performance. In SMEs empirical evidence indicate that there is a positive relationship between the characteristics of mission statements and organizational performance (Gharleghi, Nikbakht, & Bahar, 2011).

According to Sotunde, 2012, while mission and vision of a profit oriented institution seeks to answer the question “what will we do to make profit?”, non profit oriented institutions seek to answer the question “what do we do to achieve our mission and vision?”. As such, the achievement of the mission and vision is to non profit oriented organizations what profit is to profit oriented organizations. This implies that the coining and sharing of mission and vision statements is particularly important to the non profit oriented institutions.

Empirical evidence by Nguru, Bowen, and Oladipo (March 2010) indicate that, there are several benefits of Daystar University mission and vision statements on the graduates. Relevant statistics drawn from the report are hereby presented: Due to their association with the university, 76.7% of the alumni indicated that their technical and managerial skills were influenced. We can therefore deduce that the university is seen as developing leadership skills. Only a small minority did not gain appreciation of other cultures since 92% of the respondents indicated that they gained appreciation of other cultures and people. This implies that the graduates have better ethical conduct in a cross-cultural environment. As shall be seen later, ethical conduct entails serving others and building communities among other principles. It is noted in the report that 92.6% of the respondents were able to blend well with others in the workplace. Majority of the respondents (85.8%) rated themselves as being grounded in Christian principles. These statistics are a positive indication of the possibility that the university mission and vision statements have been achieved to some considerable degree among Daystar university graduates with respect to their ethical leadership capability and skills.

Mission and vision statements are generated and shared by transformational leaders to impact on the organizational and personal outcomes leading to human and economic transformation (Givens, 2008). In so doing, the transformational leaders impact the ethical conduct in terms of empowerment, job satisfaction, commitment, trust, self-efficacy beliefs, and motivation for the benefit of the institution as well as the worker.

However, not all the aspects of the mission and vision statements are fully achieved even after much effort has been put to inculcate the values in the statements. From empirical evidence, 66.9% of Daystar University alumni respondents rated themselves as excellent in honesty (Nguru, Bowen, & Oladipo, March 2010). This therefore implies that there is a possibility of ethical misconduct in the form of dishonesty among 33.1% of the respondents.

Daystar University is a private, non-denominational, non-profit making institution of higher learning whose mission and vision is to provide Christ centered education for the transformation of church and society. Operating in Kenya, the university has managed to graduate 11,500 graduates (Wambua, Personal communication, January 18, 2013) in to this mission of transforming the church and society as servant leaders. These university graduates have been fairly well placed in the world of work influencing several sectors of the economy (Nguru, Bowen, & Oladipo, March 2010).

Daystar University mission and vision

From the university official website, the vision of the university is explicitly expressed in the following statement: “Daystar University aspires to be a distinguished, Christ-centered, African institution of higher learning for the transformation of church and society”. To achieve this vision, the university’s mission statement states that “Daystar University seeks to develop managers, professionals, researchers and scholars to be effective, Christian servant-leaders through the integration of Christian faith and holistic learning for the transformation of church and society in Africa and the world” (Daystar University, <http://www.daystar.ac.ke/>). In essence, the university’s ultimate goal is to transform the church and society in the whole world through training Christian servant leaders in various professional disciplines.

Drawing from the two statements, the researcher looked at the influence the mission and vision have made in the working and general lives of the graduates. As shall be seen in the questionnaire, the researcher looked at the graduates’ career path, effectiveness in their Christian service and leadership, perception on whether there was integration of faith and holistic learning on the part of the instructors as well as the students and more importantly whether the church and society has been transformed through them. This helped in determining the gap between the current reality and the attainment of the university envisioned future.

According to Nguru, Bowen and Oladipo (March 2010), 93.4% of the Daystar University alumni rated themselves as above average on honesty and integrity. Assuming that the

alumni were exercising the virtues of honesty and integrity in rating themselves, we can confidently say that the university mission and vision has been accomplished with respect to these virtues. However, in the same report, only 39.9% of the alumni admitted to having acquired leadership skills helpful in job search.

The main aim of this research is to explore the impact of the mission of Daystar University as depicted by its influence on the graduates' personal and leadership ethics amidst a variety of intervening variables. This led to evaluating the gap between the current reality and the attainment of the university vision. In so doing, the researcher was able to answer the two questions drawn from the mission statements:- Has this African institution of higher learning distinguished itself for producing Christian servant leaders? Are the graduates making an impact in transforming the church and society in the world?

Problem statement

While the success of profit making institutions is highly determined by the institutional profitability, the success of non-profit making institution is majorly determined by the achievement of the institutional mission and vision. Empirical evidence from Sawhill and Williamson (2003) indicates that most of the non-profit making organizations found it impossible to answer the question of measuring their success the same way the profit is used to measure the success of profit making organizations. However, although difficult to measure, the mission of the non-profit organization is generally the most acceptable way of measuring the success of the mission-driven non-profit organizations.

From the background of the study, it is clear that not all the virtues of the mission and vision statements are kept by the Daystar University graduates. Cases of ethical misconduct have been reported (Nguru, Bowen, & Oladipo, March 2010). Without overlooking the influence of the intervening variables, this research sought to find out the extent to which these university strategic statements have influenced the alumni's ethical conduct.

A lot has been written about the influence of organizational mission and vision on employee performance (Darbi, 2012) of profit making organizations, however, little attention has been given to non-profit making organizations and especially those in the service industry. To fill this literature gap therefore, this research seeks to find out to what extent the university mission and vision statements have influenced the ethical conduct of the graduates.

Purpose of the study

The purpose of the study was to find out the extent to which Daystar University mission and vision statements have influenced the ethical conduct of the university graduates.

Objectives of the study

1. To establish how Daystar University graduates understood the university mission and vision during their time as Daystar University students.
2. To examine to what extent Daystar University mission and vision has influenced ethical conduct of the graduates.

3. To find out the most effective way/s in which the university mission and vision was passed to influence the students.
4. To find out in the graduates' perspective, the gap between the reality and the attainment of the university mission and vision.

Research questions

1. Was the mission and vision of Daystar University clearly understood by the university graduates during their study at the university?
2. How did the mission and vision of the Daystar University influence the graduates' ethical conduct?
3. In the graduates' opinion, which was the most effective way/s for passing the university's mission and vision to influence the students?
4. In the graduates' perspective, to what extent is the university attaining the mission and vision?

Justifications of the study

Daystar University is a non-profit making institution of higher learning whose aim is to develop Christian servant leaders for the church and society as stipulated in its mission and vision. For this reason, the university ought to develop these leaders otherwise there is no reason for its existence. University graduates are regarded as leaders and therefore the need to find out whether the leaders produced by Daystar University are Christian servant leaders in their service to the church and society and whether they practise ethical conduct as advocated in the mission and vision.

Significance of the study

The Commission for Higher Education Kenya

The Commission for Higher Education was established in 1985 and charged with the responsibility of regulating growth and ensuring quality in higher education in Kenya (Commission for Higher Education, 2012). Daystar University is one of the chartered private universities in Kenya. Within the standards and guidelines for a fair and comprehensive accreditation process, a university is required to state its mission and vision. These statements help the commission to evaluate the strategic direction of the university. It is also the mandate of the commission to ensure the core purpose for the formation of the university is maintained by performing regular re-inspections.

This research is expected to be used by the Commission to gauge whether Daystar University is operating within its mission and vision. The recommendations given herein may lead the Commission to carry out similar regular researches in all the universities to establish whether the universities are executing their mandate.

Daystar University

It is in the interest of Daystar University to know the impact the university is making to the community. The following functional areas of the university may be specifically interested in this research:-

1. Corporate Affairs within which the marketing section falls.

Unlike product marketing, service marketing poses several issues and challenges. These challenges are linked to the unique characteristics of services compared to those of physical good. These unique characteristics are heterogeneity, inseparability, intangibility and perishability. The uniqueness of services poses quality control difficulties and impossibility of patenting among other related issues. However, exemplary alumni make a good marketing tool for any academic institution amidst the service marketing challenges. Strategies revolving around creating a strong organizational image often influence the perception of the customers thereby influencing their satisfaction in service delivery (Zeithaml, Bitner, & Gremler, 2009).

To effectively influence the perception of prospective students, the university must be seen as achieving the mission and vision outlined in the institutional profile. As such, this research would be helpful to the corporate affairs department in assessing the corporate image of the university with respect to the mission and vision accomplishment and in the perspective of the university graduates. This research will therefore be used by the department to market the university as being able to fulfil its mission and vision or to improve on or change the mission and vision that is not being achieved.

2. Daystar University Alumni Association (DUAA)

The university alumni association maintains a data about the university alumni. The findings will benefit the association to know how the university graduates are faring on in the market.

3. Institutional advancement division.

This is the division charged with the responsibility of preparation of university strategic plan. The university mission and vision are strategic statements and the formulation of future strategic plans must be greatly informed by the two fundamental statements. Would there be a need for change of these strategic statements, the recommendations of this research will be informative to the division.

Prospective students

Noting the nature of service marketing, and as noted by Zeithaml, Bitner and Gremler (2009), prospective university students rely on the university alumni for the formation of perceived service quality. The results of this research will be informative to the prospective students on what they expect to become after attaining the Daystar University accreditation.

Scope of the study

The research was conducted within the first quota of year 2013, compiled and analysed by the end of May 2013. Only Daystar University graduates were involved in the research with the aim of finding out the influence of the university mission and vision on their ethical conduct.

Assumption of the study

The study assumed that the respondents gave honest response to all the questions, that university graduates are considered as leaders and that the university mission and vision had been realized to some extent among the university graduates.

Definations of terms

Vision

A vision is a statement of what the organization would like to be in the future, it includes the values for which it would like to be known for (Forster & Akdere, 2007). While in agreement with the futuristic definition of a vision, Guven (2011) indicates that a vision combines current facts, dreams and opportunities thereby shaping the future business practices. Declining to define a vision, Kantabutra and Avery (2010) indicates that there is no common definition of vision but ones definition of vision affects how it is embraced by the functional managers.

Mission

A mission is a short formally written statement clearly showing organizational purpose for existence and which provides a sense of direction, guides its actions and decision making with the intention of achieving the desired goal. A mission statement therefore provides a framework for the formulation of organizational strategies giving it a clear strategic direction (Sattari, Pitt, & Caruana, 2011).

Alumni

Alumnus is a graduate of a school, college or university while alumni refer to the plural form the alumnus. The researcher shall use alumni and graduate interchangeably since the words refer to the same thing.

Personal outcomes

Personal outcomes refer to the important things that our lives reflect. It consists of the choices and decisions we make for ourselves and others (Quinn, 2003). In this research, personal outcomes refer to the important things that the alumni reflect in life. This includes the ethical principles held by the university graduates.

Ethical leadership or ethical conduct

This refers to the influence that leaders have over the behavior and decisions of the subordinate (Ferrell, Fraedrich, & Ferrell, 2008). In this research, the assumption is that university graduates are seen as leaders with influential impact on the people around them especially those that have not acquired university education. As such ethical leadership and ethical conduct have been used interchangeably.

Summary

This chapter covered the introduction, the purpose for the research, the research objectives as well as the significance of the study. The scope, assumptions and the limitations of the research were also given so as to give the reader a clear understanding of the research. In the next chapter the researcher will review the literature in support of the research topic.

CHAPTER TWO: LITERATURE REVIEW

Introduction

Literature review was done mainly to sharpen understanding of the topic and formulate a theoretical framework of the research (Bless, Higson-Smith, & Kagee, 2007). Using published and unpublished materials, the researcher consolidated information leading to the development of a conceptual framework. Literature review on the benefits of the mission and vision statements, their content and publicity coupled with the theoretical and conceptual framework helped the researcher to identify the influence of these strategic statements on the graduates' personal outcomes, ethical leadership and ethical conduct.

The Biblical principle that 'where there is no vision, people perish' was of principle importance in this research. The implication of this statement is that lack of vision leads to destruction. In consistence with this principle and other empirical studies, Anthony (2012) indicates that mission and vision statements have a positive impact on performance. In agreement with this biblical principle and considering the perceived benefits of having a mission and vision, all the chartered private universities in Kenya have carefully coined a mission and vision statement (see appendix B).

According to Clinton and Thomas, (2011) most university mission statements include service as part of the statement. Notably, all the mission statements, for the private chartered universities in Kenya have service as part of their mission or vision statements (see appendix B). Graduates service to humanity is therefore a priority for all the private universities in Kenya as seen in these university strategic statements. In the case of

Daystar University, service to humanity is seen in the form of servant-leadership as portrayed through the work of Greenleaf.

Ultimately, mission and vision statements ought to bring about proper rationale, sound content and organizational alignment leading to the desired behavioural change to the anticipated organizational direction (Bart, Bontis, & Taggar, 2001).

Transformational leadership as portrayed in the works of Burns is a leadership theory that has gained great popularity in the recent past (Northouse, 2007). This leadership style was seen to be emphasised in the university's mission and vision statements and was considered an ethical leadership theory. Shared vision and a sense of mission are major attribute of a successful transformational leader. Moreover, "Transformational leaders strive to raise employees' level of commitment and to foster trust and motivation" leading to desired behaviours or levels of performance (Ferrell, Fraedrich, & Ferrell, 2008, p. 134).

According to Sotunde, 2012, while mission and vision of a profit oriented institution seeks to answer the question "what will we do to make profit?", non profit oriented institutions seek to answer the question "what do we do to achieve our mission and vision?". As such, the achievement of the mission and vision is to non profit oriented organizations what profit is to profit oriented organizations. As a non profit oriented institution of higher learning, the achievement of Daystar University's mission and vision statements can be equited to the university's productivity or success.

According to the tracer report done on the Daystar University alumni, the university graduates are fairly well placed in the employment with a capacity to influence the economy of Kenya (Nguru, Bowen, & Oladipo, March 2010). There is therefore the need to find out to what extent the university mission and vision statements have influenced the ethical leadership of Daystar University alumni in their pursuit of influencing the church and society.

Content of the mission and vision

From the university official website, the following are the university mission and vision.

University Vision: “Daystar University aspires to be a distinguished, Christ-centered, African institution of higher learning for the transformation of church and society”.

University mission: “Daystar University seeks to develop managers, professionals, researchers and scholars to be effective, Christian servant-leaders through the integration of Christian faith and holistic learning for the transformation of church and society in Africa and the world”

(Daystar University, <http://www.daystar.ac.ke/>).

Trained to be effective Christian servant leaders for the transformation of church and society, the university alumni are expected to take the example of Jesus Christ as seen in the Bible. This implies the use of Christian values and servant leadership characteristics like humility, altruism, trustworthiness, empowering followers, gives service and is

visionary for followers (Patterson, 2003). According to Northouse (2007) servant leadership emphasis is with followers and focuses on the followers concerns. As such, Daystar University alumni are expected to have these virtues if they were truly influenced by the mission and vision of the university to be Christian servant leaders.

Moreover, a servant leader realizes that the success and happiness of the followers leads to the success of the organization as a whole. Therefore, a servant leader in humility motivates and facilitates service by the followers through influencing behavioral change (Stone & Russell, 2004). Realizing their success and happiness, the followers devotes themselves to the achievement of the organizational goals as articulated and modeled by the servant leader. A successful and motivated worker devotes himself or herself to the work leading to low job turnover. These are some of the servant leadership attributes that the researcher sought to ascertain through the alumni if the university mission and vision was being attained.

Benefits of mission and vision statements

Mission and vision statements sets a sence of direction for the organization. The firms strategic intent and the scope of operations are clearly outlined in the organizational mission and vision (Pearce II & Robinson Jr., 2009). Looking at the focus of the organizational mission and vision, strategic leaders and funtional managers are able to lead the operations of the organization to the desired direction. This direction does not only affect the employees of the organization but also all the stakeholders (Guyen, 2011). The imprtance of vision is empasised in the Bible. The Bible says that lack of vision

leads to the destruction of people (Proverbs 29:18) this is because of lack of direction. The mission is what the institution does to achieve the vision (Robson, 1997). The mission statement communicates what the organization want to be known for currently, while the vision communicastes the future the organization wants to attain.

The mission and vision statements are used by strategic leaders as a unifying theme that uniquely identifies the members of the organization by their action. According to Wheelen and Hunger (2006), mission statement provides a unifying theme without which even managers would be unclear about the direction of the organization. While some organizations have separate vision, mission and core values, others combine the business scope, its intent and the core values in to one statement known as the mission statement. The mission statement works as a unifying factor for the whole organization (Walker, 2007).

Mission and vision statements are seen as lead documents in strategy formulation and decisions are made with reference to the vision and mision of the organization. As indicated by Robson (1997) mission statement is part of the components of strategic management informing the strategic direction of any institution.

In developing competitive advantage, cost and value addition are seen to be the main components. In determining the strategic intent of an organization or the way an organization intends to create value for its customers, organizational mission statement is seen as an important statement (Hesselbein & Goldsmith, 2007). A satisfied customer is

always instrumental in publicising the value addition aspect of the service by word of mouth leading to customer retention (Shilpa, 2011). Realizing the many chartered private universities in Kenya (Appendix B), every university is required to create a competitive advantage with which to effectively compete with. According to Pearce II and Robinson, (1994), mission is one of the components of strategic management model and it identifies the company's unique purpose setting it apart from other similar companies as well as giving the scope of its operations. The competitive advantage in this is in terms of creating a niche market (Dibb, Simkin, & Ferrell, 2006).

Operating in the service industry, the institutions of higher learning are faced with several challenges uniquely associated with service marketing. According to Dibb, Simkin, and Ferrell, (2006) and Zeithaml, Bitner and Gremler (2009) marketing for product have only four key areas to concentrate on while service marketing has three additional areas which form the marketing mix. These areas of concentration are product, place, price and promotion while the service marketing incorporate people, physical evidence and process making the 7Ps of service marketing mix. Unique characteristics that necessitate the additional aspects of the service marketing mix are intangibility, heterogeneity, inseparability and perishability of services making service marketing more complicated compared to product marketing.

Acquiring and maintaining satisfaction and good customer perception for quality service is one of the main concerns of service marketing personnel. Moreover, the intangibility of service delivery does not allow visible displays for advertising (Dibb, Simkin, & Ferrell,

2006 and Zeithaml, Bitner, & Gremler, 2009). Mission and vision statements are major advertising elements for the quality service offered especially when envisioned through the influence that the graduates have to the society.

Realizing the importance of the university alumni in marketing the university, the corporate affairs department engaged in media campaign using some of the influential Daystar University alumni. This campaign that received positive responses from several viewers featured the following graduates in their positions at the time of the campaign. Hon. Samuel Poghiso a Kenyan minister for information and communications, Dr. Levi Obonyo the chair of the Media Council of Kenya and Mr. Erick Omondi a renown Kenyan comedian among others. This was aired in November 2012 on Nation Television Network (NTV) and the Citizen ahead of the deadline for the university January 2013 intake. Their influence to the Church and society was seen as a show that the university mission and vision was being realized through them as university alumni (Kilonzo, Personal communication, January 31, 2013).

According to a report by Nguru, Bowen, and Oladipo (March 2010), the benefits of Daystar University mission and vision statements on the graduates were seen in various ways. The following statistics were found relevant to this research: 76.7% of the alumni indicated that their technical and managerial skills were influenced by their association with Daystar University. We can therefore deduce that the university is seen as developing leadership skills. Better ethical conduct in a cross-cultural environment was gained as envisaged by the 92% of the respondents who gained an appreciation of other

cultures and people. As shall be seen later, ethical leadership entails serving others and building communities among other principles. It is noted in the report that 92.6% of the respondents were able to blend well with others in the workplace. Majority of the respondents (93.4%) rated themselves as people of integrity and honesty while those who were grounded in Christian principles were 85.8%. These statistics are a positive indication of the possibility that the university mission and vision statements have been achieved to some considerable degree. However, the purpose for the report was to provide the basis for academic programs review, as such other aspects of the graduate's personal outcomes and ethical leadership skills were not looked into. This research therefore seeks to establish how ethical the graduates are in their leadership and personal ethics.

Strategic display and publicity of the mission and vision

Mission and vision statements are strategic statements developed by the strategic leaders who are at the top management. However, these statements are not helpful if only communicated to the same organizational strategic leaders. Publicity of these statements is necessary not only within the confines of the organization but also to all the stakeholders and prospective customers. For marketing and publicity, Shilpa (2011) recommends the importance of communicating to people about your mission and vision statements.

The university strategic leadership has carefully developed the mission and vision statements and displays them in offices, documents as well as on banners displayed in all

university functions. However, if the benefits of these vital statements are not realised, the coining and the strategic displays is an exercise in futility (Mullane, 2012). Having been formed to develop effective transformational Christian Servant-leaders for the church and society, this research seeks to establish the effectiveness of this university mission and vision among the alumni. Moreover, it was noted that, in Europe, the rationale of having university mission has fallen out of fashion (Scott, 1993). If this be the case for Daystar University then the purpose for the university existence may need to be reviewed especially being a non-profit making organization.

Relevant theories of ethical leadership

Drown from the vision and mission, Daystar University aspires to develop transformational servant leaders who can influence the church and society. It is for this reason therefore that the research identified servant leadership and transformational leadership as relevant theories for discussion.

Greenleaf's theory of ethical leadership – Servant leadership

In Greenleaf's theory of ethical leadership, servant leadership is seen as that leadership that demonstrates concern for others, empathy, care and motivation through nurturing others. A servant leader displays a lot of credibility, honesty and competence thereby motivating and influencing the followers towards productivity (Northouse, 2007).

The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons: do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least

privileged in society; will they benefit, or, at least, not be further deprived? (Greenleaf, 1977, p. 27)

There is positive and significant correlation between personal outcomes and Greenleaf's theory of servant leadership (Hayden, 2011). The Blake and Moutons leadership grid demonstrates the different styles of leadership determined by the leaders concern for people or concern for production. If servant leadership style was to be plotted on the leadership grid, it would appear as country club management style because of the leaders concern for people over production (Northouse, 2007). However, production is achieved as the leader communicates the vision by serving together with the followers as a role model.

Several habits of strong ethical leaders are portrayed in the servant leadership style, these habits include:- the passion to do right, a strong personal character, being proactive and role models to the organizational values, and holistic view of the firm's ethical culture (Ferrell, Fraedrich, & Ferrell, 2008).

As indicated earlier in this chapter, service is of paramount importance as depicted in the mission and vision statements of all the chartered private universities in Kenya. Being a major component of Daystar University mission statement, servant leadership is viewed as a key virtue held by a graduate who is living by the ideals of the university mission and vision.

Burns's theory of ethical leadership – Transformational leadership

In Burns's theory, transformational leadership is part of ethical leadership and it places a strong emphasis on followers' needs, values and morals (Northouse, 2007). Transformational leaders uplift morale, motivate and build morals of the followers mainly "through the 'Four Is' of Idealised influence (Charisma), Inspirational motivation, Intellectual stimulation and Individualised consideration" (Rickards & Clark, 2006). Seeking to develop managers who are effective servant leaders for the transformation of church and society, transformational leadership is strongly emphasised in Daystar University's mission and vision.

A positive correlation was established between the leaders' security and transformational style of leadership. Study by Popper, Mayseless and Castelnovo (2000) on transformational leadership examined different attachment styles. Table 1 shows the leaders score on charisma, individualized consideration, and intellectual stimulation.

Table 2. 1 Transformational leadership and leader attachment style

Attachment style	Charisma	Individualized consideration	Intellectual stimulation	General score of transformational leadership
Secure	0.36	0.45	0.27	0.43
Ambivalent	-0.48	-0.07	-0.55	-0.47
Dismissing	0.05	-0.47	-0.002	-0.14
Fearful	-0.48	-0.32	-0.42	-0.51

Adopted from (Popper, Mayseless, & Castelnovo, 2000, p. 275)

At 0.43, only the secure leader reveals a positive correlation with transformational leadership the ambivalent, dismissing and fearful leaders have a negative correlations

with transformational leadership at -0.47, -0.14 and -0.51 respectively. This means that the security of a leader is an important aspect for a successful transformational leadership.

Addressing life after graduation, Perrone and Vickers, (2003) indicates that as students graduate, they have an uninformed optimism for the future, followed by uninformed pessimism about the labour market. However, university mission and vision statements that lay emphasis on the transformational leadership have been able to reap on the virtues of the leadership style that has recently gained popularity. One of the evident benefits for the transformative leadership style is the alumni adaptation to change as well as ability to lead change. These transformational leaders are trustworthy role models, who empower followers for productivity giving meaning to organizational life (Northouse, 2007).

Several habits of strong ethical leaders are portrayed in the transformational leadership style, these habits include:- Consideration of stakeholders interests, passion to do right, a strong personal character, holistic view of the firm's ethical culture, transparency and being role models for the organization's values (Ferrell, Fraedrich, & Ferrell, 2008).

Principles of ethical leadership model

This model is used because the alumni's ethical conduct reflects the ethical principles they hold in life and in leadership. Noting that Burns's and Greenleaf's theories on ethical leadership are reflected in the mission and vision of Daystar University, this

model was best suited for the research. As shown below, service to others, justice, respect, honesty and building community are the key principles of ethical leadership.

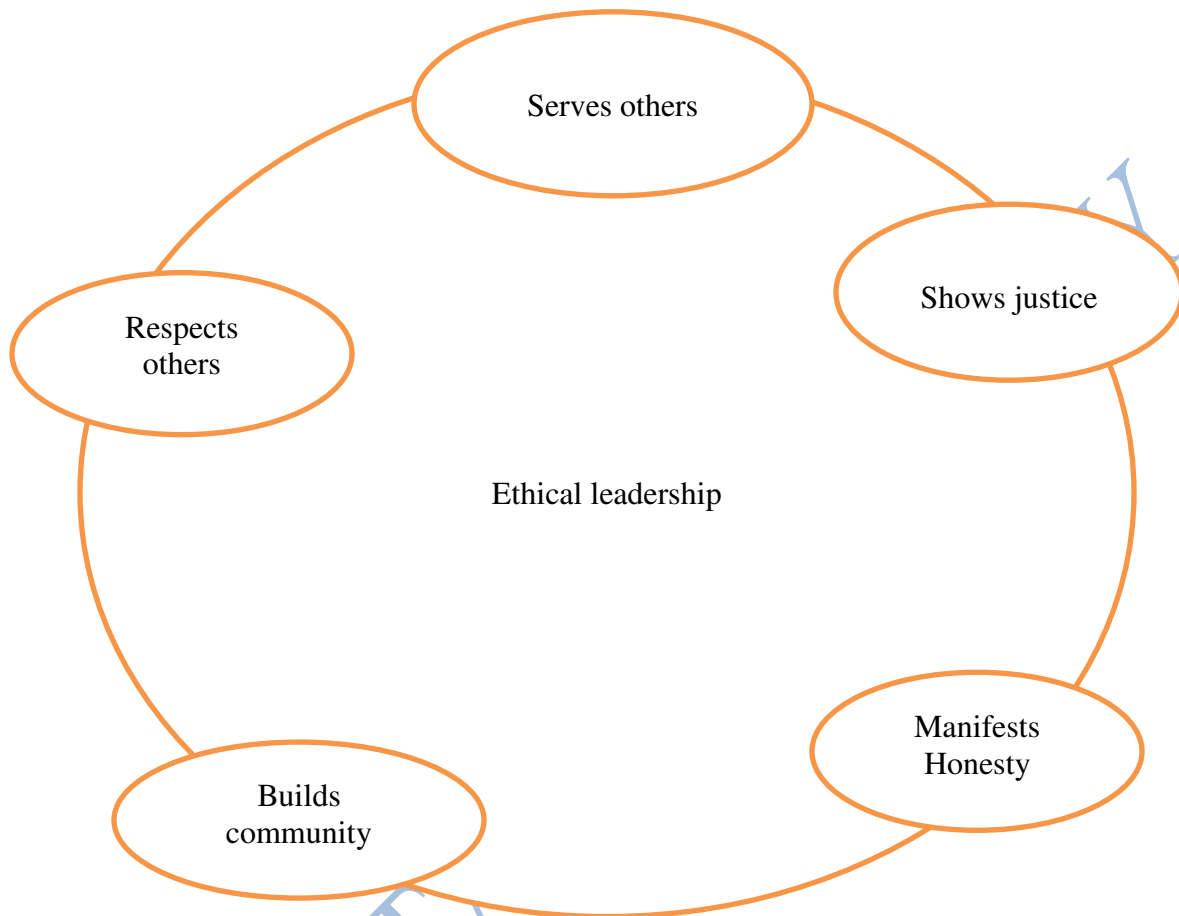


Figure 2. 1 Aspects of servant leadership

Adopted from (Northouse, 2007, p. 350)

Serves others

Ethical leaders are seen to value and to place their follower's needs foremost with an intension of serving them. The attribute of altruism (concern for others) is emphasised in ethical leadership as opposed to ethical egoism (concern for self). This service and concern for others is emphasised in Greenleaf's perspective on ethical leadership as well as in Burns's perspective on ethical leadership.

Servant leadership as emphasised in the university mission and vision is an attribute that the alumni ought to have if they were influenced by the university mission and vision. As such, we shall examine the extent to which the alumni were influenced to becoming servant leaders.

Shows justice

Fairness and justice are major concerns for ethical leaders. Ethical leaders give equal opportunity to all. Discriminatory issues on the basis of gender, race, tribe and other affiliations are clear show of injustice and unethical behaviours. Fairness is important for the purposes of leading a common goal. Northouse (2007) suggests an equal share according to individual needs and effort, person's rights, societal contribution and merit.

Manifests honesty

Ethical leaders are truthful and never misrepresent the reality. Openness and being candid is important but the ethical leader ought to monitor what is appropriate to disclose in a particular situation. It also entails keeping promises, accountability and respect of humanity and dignity (Northouse, 2007). These attributes related to honesty are not commonly practiced by the current generation, however, they are Christian values and we shall trace them through the personal outcomes of the alumni to ascertain the influence of the mission and vision statements on them.

Builds community

With a great concern for others, an ethical leader motivates others to a common goal without coercion. Burns's perspective on ethical leadership in the form of transformational leadership is focuses on leading a change without coercion. This is the kind of change that is long-lasting and is faced with less resistance from the followers. Moreover, transformational servant leader seeks to encourage innovation and creativity among the followers.

Respects Others

With the knowledge that people have their own autonomously established goals, Northouse (2007) suggests that respect entails treating others as ends themselves and not as means to an end. This allows the followers to be themselves with unconditional worth and valuable individual personalities. Respect means treating others in ways that confirm their beliefs, attitudes and values with the knowledge that others are worth human beings (Northouse, 2007). If this attribute is upheld by the alumni due to the mission and vision of the university, then there is positive correlation between the ideals of the statements and the alumni's ethical leadership in this aspect.

A study on Daystar University graduates sought to find out whether "being associated with Daystar University gave" the students "an appreciation of other cultures and people" (Nguru, Bowen, & Oladipo, March 2010, p. 10). The results of the study were as illustrated in the table below.

Table 2. 2 Appreciation of other cultures and peoples

	Frequency	Percent
Strongly agree	208	56.8
Agree	129	35.2
Neutral	17	4.6
Disagree	1	0.3
Strongly disagree	1	0.3
No response	10	2.7
Total	366	100.0

Adopted from (Nguru, Bowen, & Oladipo, March 2010, p. 10)

Conceptual framework

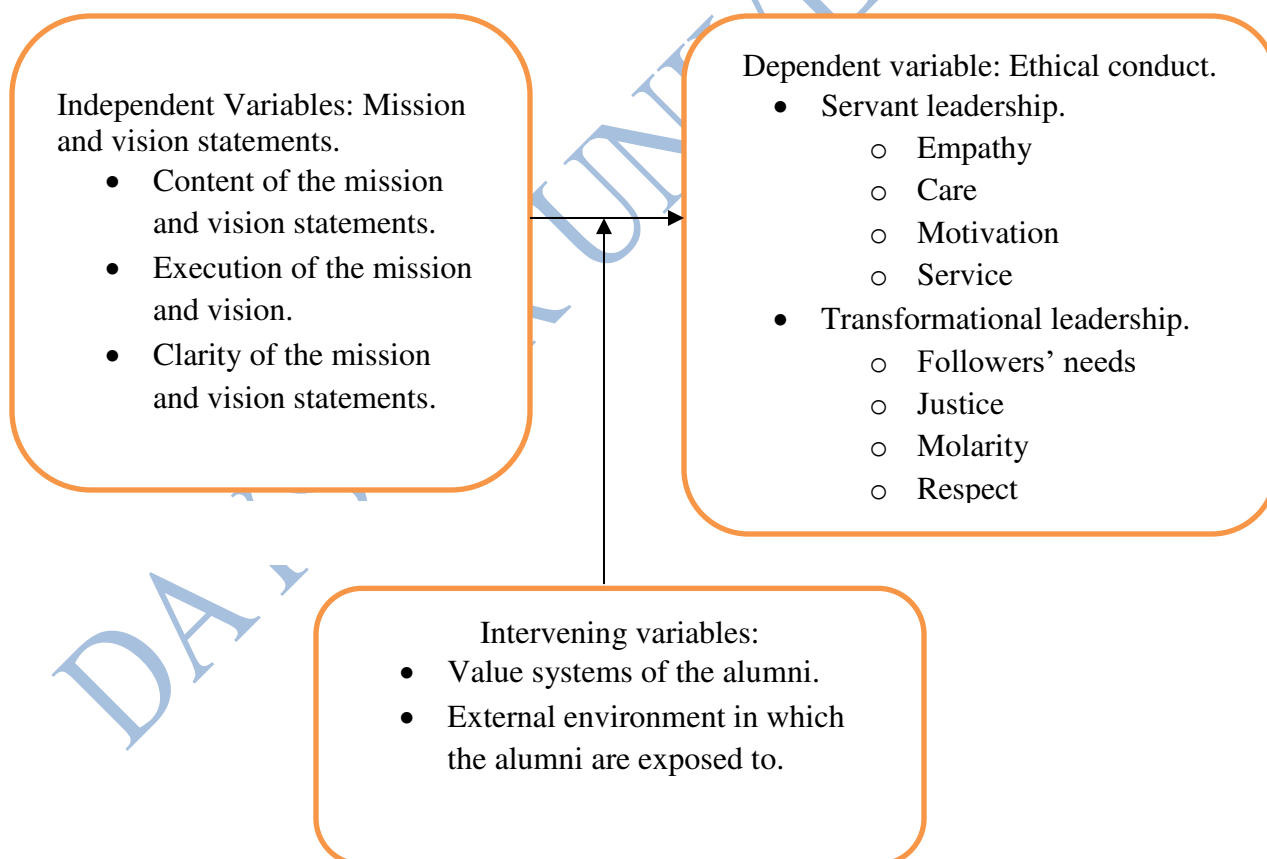


Figure 2. 2 Conceptual framework

Summary

Using the Principles of ethical leadership model this chapter has reviewed several literatures reflecting the effect of mission and vision on personal outcomes as well as their ethical leadership. The benefits of a shared mission and vision are identified in this chapter as well as a comprehensive conceptual framework giving the variables to personal outcomes and ethical leadership of the alumni. The next chapter will discuss the methodology to be used in the research.

DAYSTAR UNIVERSITY

CHAPTER THREE: RESEARCH METHODOLOGY

Introduction

Research methodology describes the procedures followed in conducting the study (Mugenda & Mugenda, 2003). In this chapter, the researcher discusses the population and the sample under study as well as the design to be used to achieve the desired objectives. The data collection method and the ethical issues to be considered are briefly highlighted in this chapter.

Research design

As described by Chandaran, (2004) research design is the glue holding all the elements in a research project together. It is also a specification of the operations used to test hypothesis (Bless, Higson-Smith, & Kagee, 2007).

The researcher collected both qualitative and quantitative data and adopted the descriptive research design. A questionnaires with structured and unstructured questions was used to collect the data (Mugenda & Mugenda, 2003). The research was descriptive as the researcher sought to describe the influence that the mission and vision has had on the ethical practices of the alumni (Kumar, 2011). This research therefore was a study of the relationship between ideals inculcated through the vision and mission of the university and those held by the university alumni not forgetting the many intervening variables (Kothari, 2004) as indicated in the conceptual framework.

Population

According to Mugenda (2008), population refers to all the elements with common attributes in the area of study. In our case, the population is all the Daystar University graduates. Since its inception, the university has held annual graduation ceremonies graduating a total of 11,500 students in the diploma, degree and masters programs (Wambua, Personal communication 19, January 2012).

Target population

The total population was used as the target population. Owing to the fact that the alumni have different experiences and that the researcher was using email addresses which may not identify the current location of the respondents, the researcher opted to use the total population of 11,500 alumni as the target population.

Accessible population

Due to email restrictions, change of email contacts over the years and other reasons, the Daystar University alumni officer indicated to the researcher that the accessible alumni population is only 500 (Wambua, Personal communication 20, January 2012). These are the alumni who have given their email address without restrictions.

Sample size

Using the alumni data as the sampling frame, the researcher used 100 alumni as the sample size. This is 20% of the accessible population and was seen as a representative sample of the target population in line with (Mugenda & Mugenda, 2003).

Sampling techniques

Due to low questionnaire response rate experienced, the researcher did a census of the accessible population analysing all the questionnaires responded to. A total of 60 questionnaires were received back and analysed.

Research tools

The researcher used questionnaires as the sole data collection tool. A “questionnaire consists a number of questions printed or typed in a definite order on a form or set of forms” (Kothari, 2004). Printed hard copy questionnaires as well as emailed questionnaires were used. Being university graduates, it was assumed that the alumni have the ability to access mails, read and email back their responses.

Piloting the research tools

Due to the complexity of the research, the researcher checked the validity and reliability of the research tool. This was done to establishing whether the contents of the questionnaire would be effective in measuring the influence of mission and vision statements on ethical conduct of the graduates. The pilot study targeted Daystar University graduates living in Nairobi area.

Data collection procedure and data analysis

The researcher emailed the questionnaires to the prospective respondents through the Daystar University Alumni office. Hard copy questionnaires were also administered due

to low response rate on email. The Alumni office was involved because of the confidentiality that the office has regarding the contacts of the Alumni. Data analysis was done with the help of Stata data analysis software.

Ethical considerations

The researcher sought for approval from the Department of Commerce in the School of Business and Economics at Daystar University, and a permit from the National Council for Science and Technology. All participation was on voluntary basis and the researcher did not misuse the privilege of working for Daystar University to influence the participation of the alumni in the survey.

Summary

The research did a census of the accessible population analysing all the responded questionnaires. The main research tool used was the questionnaire and the researcher was able to put into consideration all the ethical issues in research. The main objective was to determine the impact of Daystar University mission and vision on the ethical conduct of the graduates.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Introduction

The researcher distributed 500 questionnaires through email and 42 printed hard copy questionnaires to alumni. Very low response rate on the emailed questionnaires was reported as only 4% of the questionnaires were returned. However, 95% of the distributed hard copy questionnaires were returned duly filled. A total of 20 email questionnaire responses and 40 hard copy questionnaire responses were realized. The total number of questionnaires received is 60 which is a 12% of the accessible population in agreement with the recommended 10% of the accessible population (Mugenda & Mugenda, 2003).

In this chapter, the researcher reports the data collected from the 60 questionnaires and make interpretations of the same with the aim of establishing the influence of Daystar University mission and vision on the alumni's ethical conduct.

Data analysis

Gender of the respondents

The researcher sought to find out the proportion of male versus female who responded to the questionnaire.

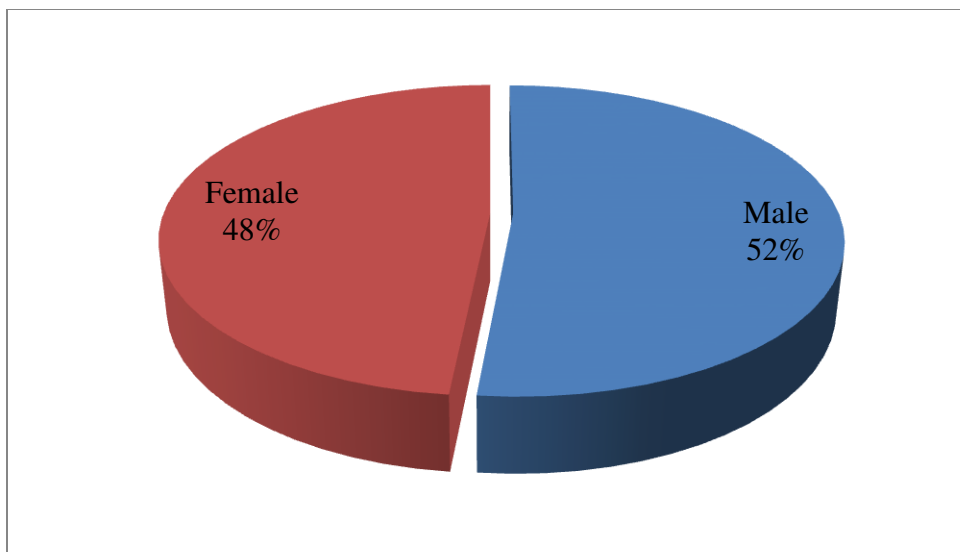


Figure 4. 1 Gender

At 52% male respondents', it is clear that the sample had slightly more responses from the male than female. There is therefore a fair balance between the male and female responses.

Respondents' graduation period and their current highest qualification

The following two tables indicate the certificate that the alumni obtained from Daystar University and the respondents' highest academic qualification respectively.

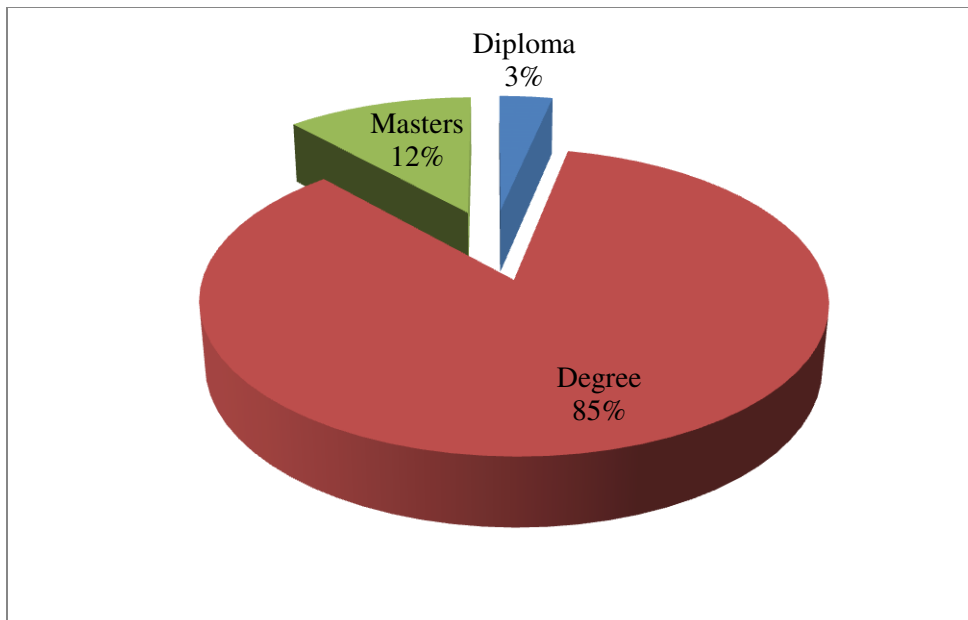


Figure 4. 2 Certificate obtained from Daystar University:

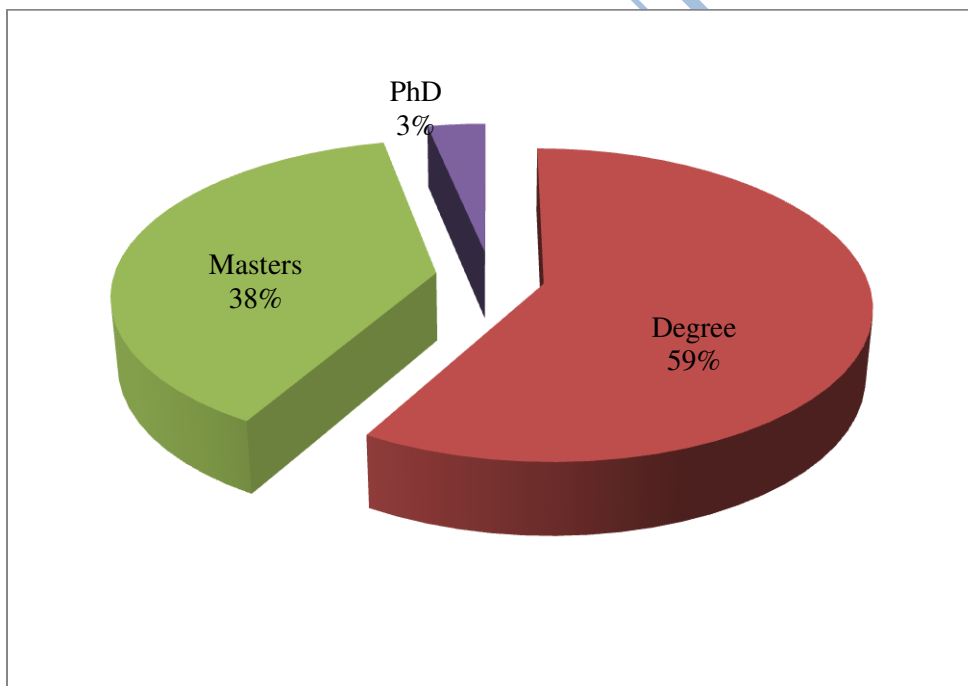


Figure 4. 3 Highest academic qualifications acquired

At 87% it is clear that a majority of the respondents pursued a degree course at Daystar University while 59% have the first degree as their highest academic qualification. None of the respondents who pursued a diploma retained the diploma as their highest qualification. Although none of the respondents pursued a PhD from Daystar University, two of the respondents have PhD as their highest academic qualification from elsewhere.

The table below compares the qualifications attained at Daystar University and the highest academic qualification attained by the respondents.

Table 4. 1 Daystar University certification versus highest academic qualification

Certificate obtained from Daystar University	Highest academic qualification				Total
	Diploma	Degree	Masters	PhD	
Diploma	0	1	0	1	2
Degree	0	34	16	1	51
Masters	0	0	7	0	7
PhD	0	0	0	0	0
Total	0	35	23	2	60

According to (Sobczak, Debucquet, & Havard, 2006) the level of education influences a person's perception; as such table 4.1 above was used to analyze the respondents according to their highest academic qualifications either obtained from Daystar University or elsewhere. It was noted that the respondents who attained a diploma from Daystar University have subsequently obtained a degree and PhD as their highest academic qualification from elsewhere. Out of the 51 respondents' who had attained a degree certificate from Daystar University, 34 have remained as first degree holders, 16 of them have masters and 1 was able to attain PhD qualification. All the 7 masters'

holders from Daystar University retained their highest academic qualification at masters level.

Respondents' graduation period

The researcher sought to know whether the study covered all the graduation periods. As such the graduates were asked to indicate when they graduated and the findings are as follows:

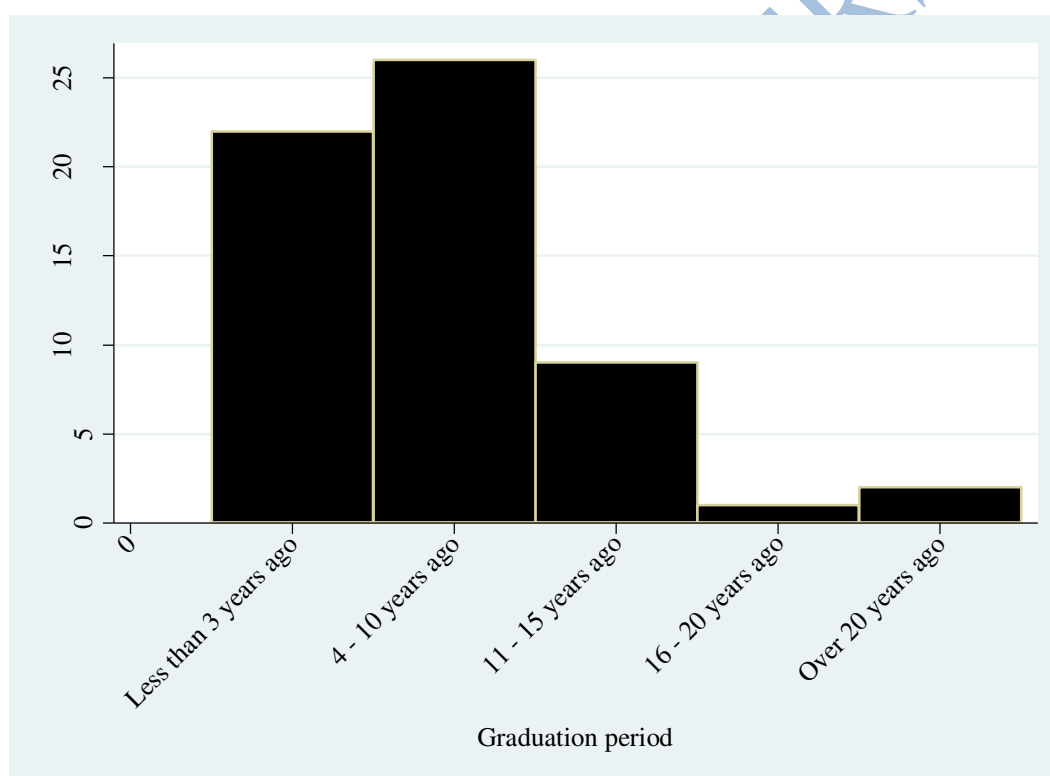


Figure 4. 4 Graduation period

From the graph above, it was noted that at majority of the respondents had graduated less than 10 years ago. However, 2 respondents had graduated over 20 years before the

research was conducted. It may be concluded that the research captures all graduation periods since the inception of the university.

Importance of mission and vision statements to an institution

The study sought to establish the relevance of institutional mission and vision. In so doing, the respondents were asked to give a yes or no answer to the whether it matters if an institution has a mission and vision statement and to explain their response. The following was their response.

Table 4. 2 Importance of mission and vision to an institution

Importance of mission and vision statements to an institution	Frequency	Percent	Total
No	0	0%	0
Yes	60	100%	60
Total	60	100%	60

As shown in the table above, all the respondents indicated that it matters that an institution has a mission and vision statement. All respondents indicated that the mission and vision statements are of directional importance to an organization.

Clarity of the university vision and mission

The study sought to establish how well the mission and vision statements as well as the values were communicated to the respondents in their time at Daystar University as students.

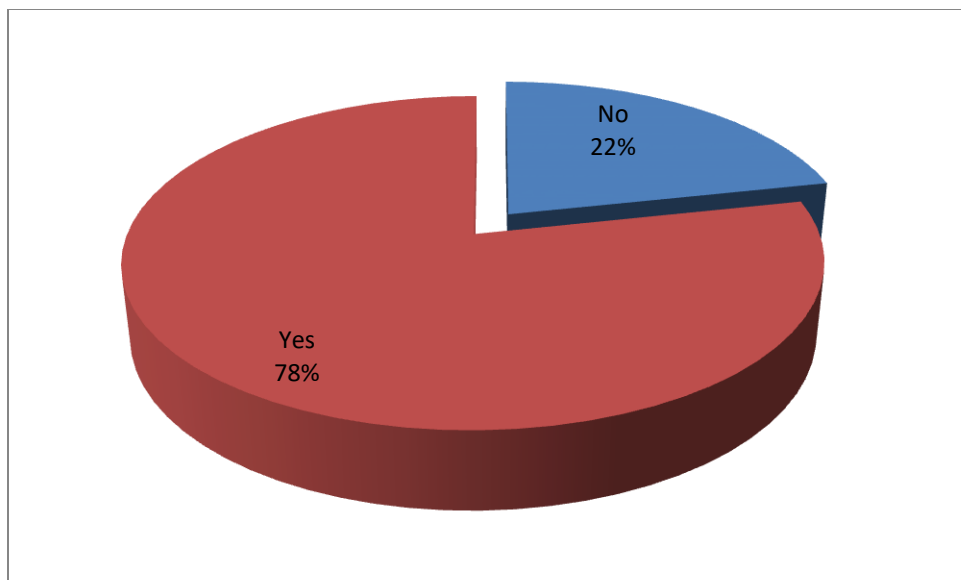


Figure 4. 5 Daystar University mission and vision was clearly communicated

Daystar University mission and vision was clearly communicated to 78% of the respondents during their stay at Daystar University. This shows that the university succeeded to great extent in making the vision and mission of the university known to majority of the students. However, as noted below, the mission and vision was made clear to more of diploma and undergraduate students than to the masters students. This may be due to limited time that the masters students have for the core-curricula activities as they pursue their degree in the evening program.

Table 4. 3 Clarity of the mission and vision to different categories of students

Certificate obtained from Daystar University	Clarity of the mission and vision (%)		
	No	Yes	Total
Diploma	0	100	100
Degree	12	82	100
Masters	57	43	100
Total	22	78	100

All the diploma respondents had the mission and vision made clear while 42 out of the 51 degree respondents had the mission and vision made clear. However, for the masters respondents, the mission and vision was only made clear to 3 out of 7 students. The percentages of various levels of alumni are 100%, 82% and 43% for diploma, degree and masters respectively.

Closely related to the question on the clarity of mission and vision is the question seeking to find out their understanding of the concept of servant leadership. The following were the responses from the alumni.

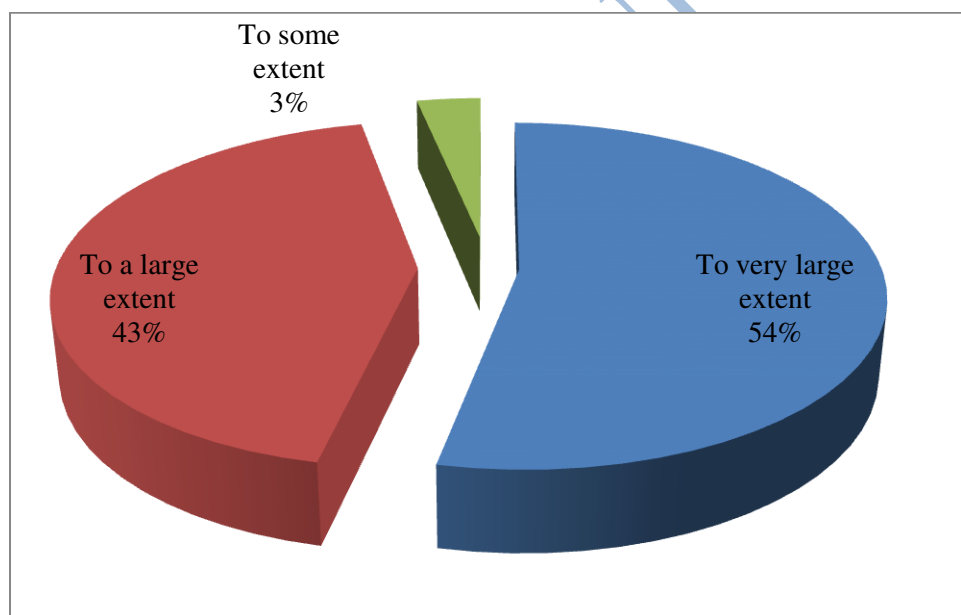


Figure 4. 6 *Level of understanding of the servant leadership concept*

Table 4. 4 *Level of understanding servant leadership per certification*

General understanding of the servant leadership concept	Certificate obtained from Daystar University			
	Diploma	Degree	Masters	Total
To very large extent	100%	53%	43%	65%
To a large extent	0%	43%	57%	33%
To some extent	0%	4%	0%	2%
Total	100%	100%	100%	100%

From figure 4.6 above, 97% of the respondents understood the concept of servant leadership to a large extent and to very large extent with only 3% of the respondents understanding the concept to some extent. It was noted that the diploma students understood the concept better followed by degree students with masters students understanding it the least as seen in table 4.4 above.

Mission and vision as a marketing tool

The research sought to find out whether the respondents can recommend a new student to Daystar University based on the university mission and vision statements. The responses were as follows:-

Table 4. 5 *The extent to which alumni would recommend a new student to join the university on the basis of the mission and vision*

	Frequency	Percentage
To very large extent	35	58%
To a large extent	16	27%
To some extent	5	8%
To small extent	4	7%
Total	60	100%

Cumulatively, 85% of the respondents would recommend a student to join Daystar University to very large or to a large extent. This implies that the graduates value the

place of the university mission and vision and they would therefore recommend the university to another student due to the values inculcated to the students through the mission and vision statements.

As a marketing tool, the research attempted to find out the influence of the mission and vision before joining the university. Although majority of the parents and guardians as well as the students did not know the mission and vision statements prior to their joining Daystar University, the Christian values emphasized in the university mission and vision statements were known and were a basis for considering to join Daystar University. The data is shown below.

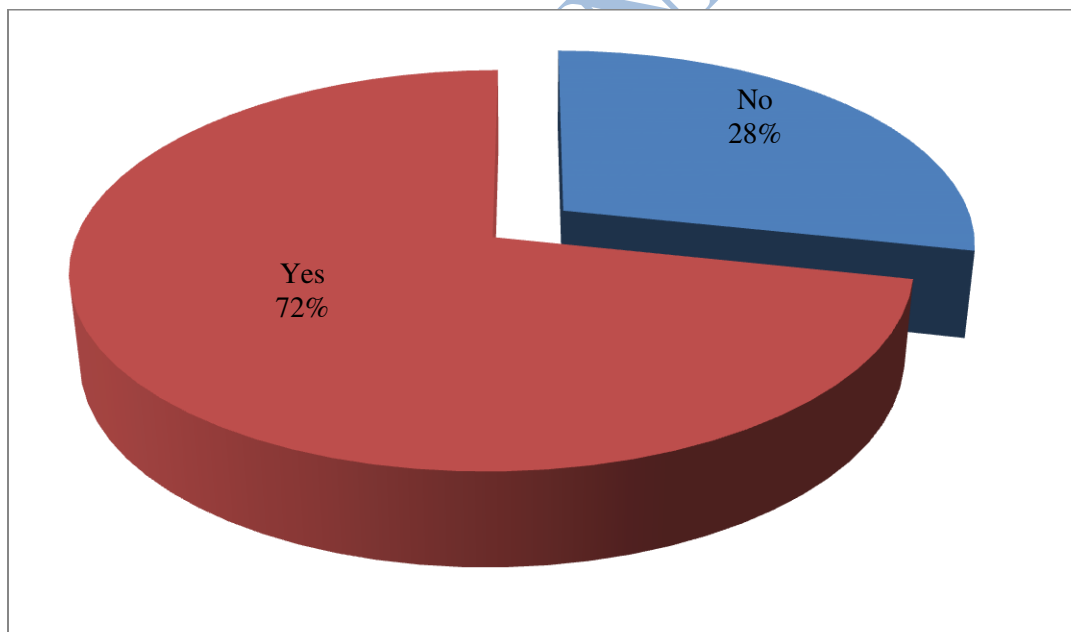


Figure 4. 7 Influence of the mission and vision on student's enrolment

Table 4. 6 Influence of mission and vision on sponsors' decision

	Frequency	Percentage
No	19	32%
Yes	40	67%
No response	1	2%
Total	60	100%

The vision and mission of the university was seen by 72% of the respondents as a marketing tool influencing students to enroll while 67% of the sponsors were influenced by the university mission and vision to bring their children to Daystar University. As a marketing tool, the values inculcated by the university through the mission and vision are seen to be influential marketing tool to students, guardians, parents and sponsors.

Influence of the mission and vision on the employers

To find out the gap between the reality and the attainment of the university mission and vision, the researcher set out to investigate the employment rate of the university alumni as well as whether the knowledge of the university mission and vision influenced employers' decisions. It was noted from the data collected that close to 92% of the alumni are employed. Data on whether the employment decisions were influenced by the university mission and vision is presented below.

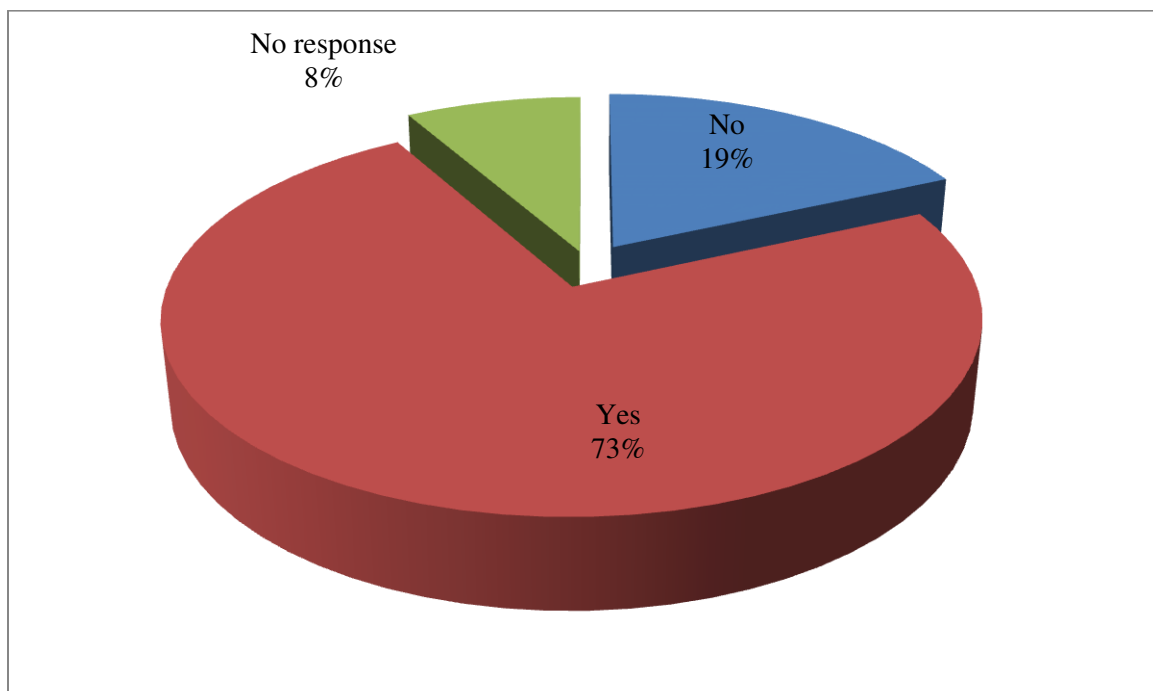


Figure 4. 8 University mission and vision influenced alumni employment decision

Out of the 55 alumni who have been employed upon graduation from Daystar University, 73% of the employers were reportedly influenced by the positive attributes of Daystar University mission and vision. It was noted that 8% of the respondents did not respond to the question on whether the mission and vision of the university influenced their employment. This was further interrogated among a cross-section of the respondents who declined to respond and it was noted that whereas some declined for not having been employed since leaving the university, others enrolled for their studies while already employed. The University's vision and mission was the reason for majority of employers' consideration of the respondents for employment.

Away from their own employment, the respondents who in some cases are employers indicated that some employment decisions are made in favor of Daystar University graduates because of the public knowledge of the university values as portrayed in the university mission and vision. The following tabulations are an illustration of the responses.

Christian aspect of the university mission and vision

The respondents were asked to give their opinion on whether Daystar University portrayed Christian values as espoused in the university mission and vision. The following were their responses.

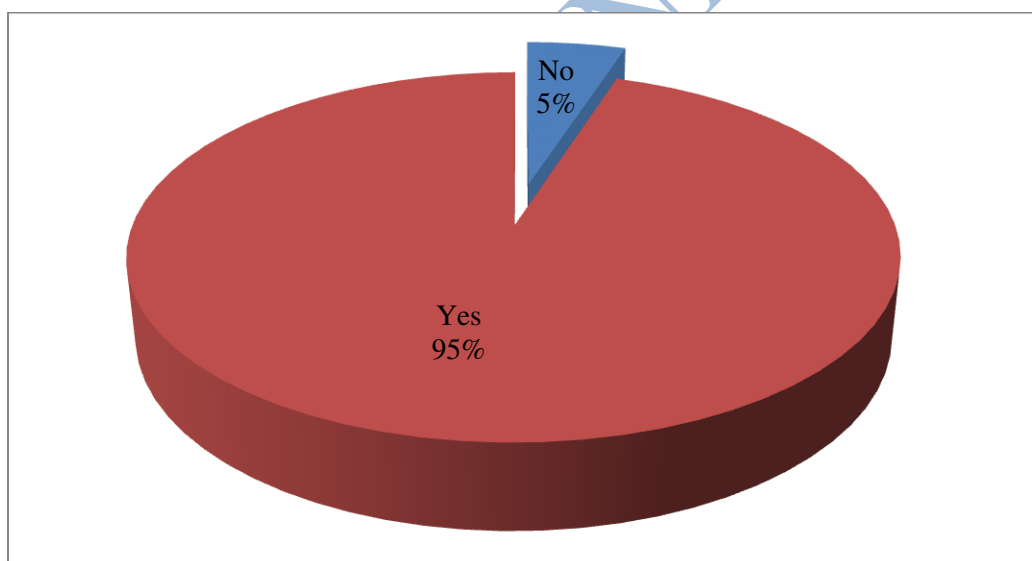


Figure 4. 9 Does Daystar University portray the Christian values as conveyed in the university mission and vision?

A significant 95% of the respondents reported that Daystar University portrayed Christian values as found in the university mission and vision statements. Further,

investigations revealed that the chapel and other Christian activities were the major reasons for the affirmative response.

Servant leadership aspect of the mission and vision

In Greenleaf's theory of ethical leadership, servant leadership is seen as that leadership that demonstrates concern for others, empathy, care and motivation through nurturing others. A servant leader displays a lot of credibility, honesty and competence thereby motivating and influencing the followers towards productivity (Northouse, 2007). These aspects are presented below.

Empathy

The research sought to find out whether the alumni were empathetic in their leadership and conduct. As indicated earlier, empathy is one of the virtues evident in the conduct of a servant leader. This aspect comprises concern for others while helping them to understand other people better. More than 83% of the respondents cited that they exhibited empathy at least to a large extent as shown in the figure below.

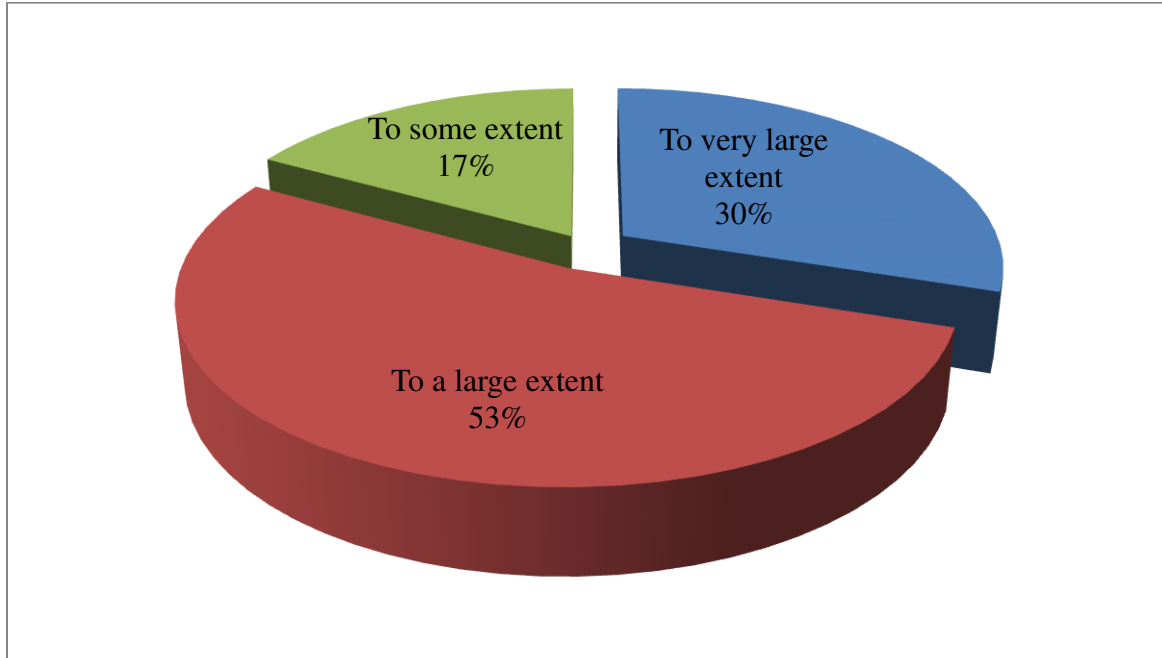


Figure 4. 10 The extent to which the alumni are empathetic

Whenever we seek to understand other people better, we need to exercise empathy by putting ourselves in their shoes. According to Spears (2010), a servant leader is empathetic seeking to recognize people in their uniqueness of spirit and good intentions while rejecting to accept certain behaviours. Spears adds that the most successful servant leaders are the skilled empathetic listeners. It follows therefore that most of the respondents are successful servant leaders with only a small minority at 17% reporting weakness in exercising empathy.

Care and honesty

As mentioned in chapter two, care and honesty were seen as components in the conduct of an effective servant leader. The following were the responses with regard to these two variables:-

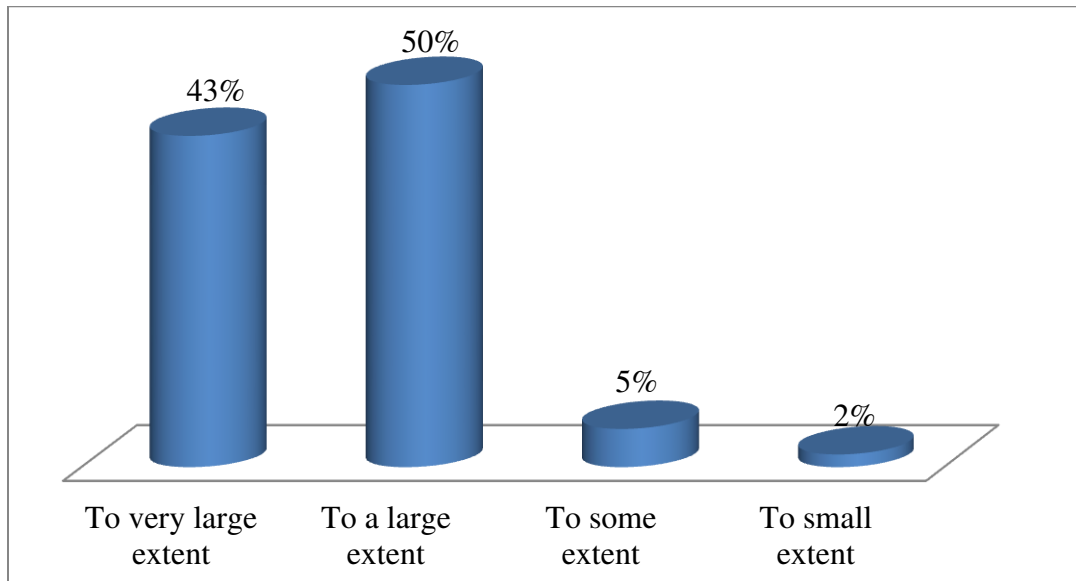


Figure 4. 11 The extent to which the alumni care for others

A good majority at 93% exercised care in their professions at least to a large extent. Only 7% exercised care to a small extent and to some extent. Ethical servant leadership principle of care is one that seeks to improve quality of organizational life by enhancing personal growth and involving subordinates in decision making (Spears, 2010).

Honesty refers to the ability to tell the truth even in challenging situations and is a component of an effective servant leader. In response, the following was gathered from the alumni.

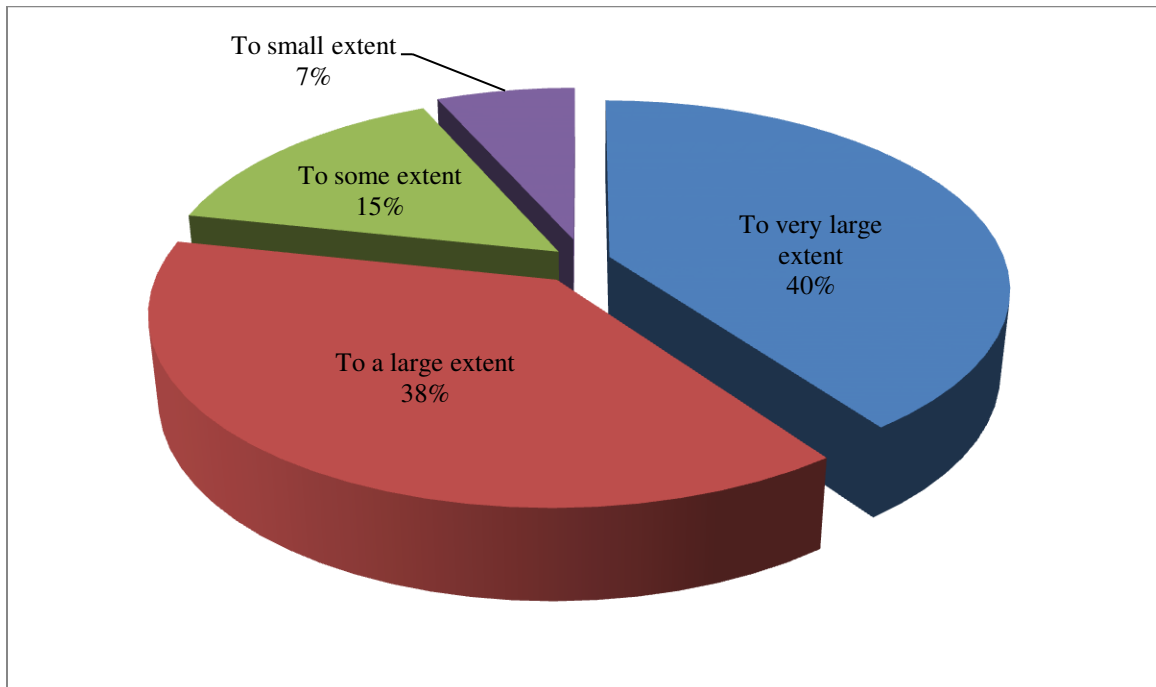


Figure 4. 12 The extent to which the alumni consider themselves as being honest

While 22% of the respondents indicated that they are honest to a small extent or to some extent cumulatively, a large majority at 78% consider themselves as being honest to a large or very large extent in their professions. Positive correlation between honesty and leader and organizational effectiveness has been established (Greenleaf, 1977), therefore the respondents have a capacity of becoming effective leaders for effective organizational performance.

Service to others

Seeking to find out the extent to which the university mission and vision influenced the graduates into serving other people, the research received the following response;

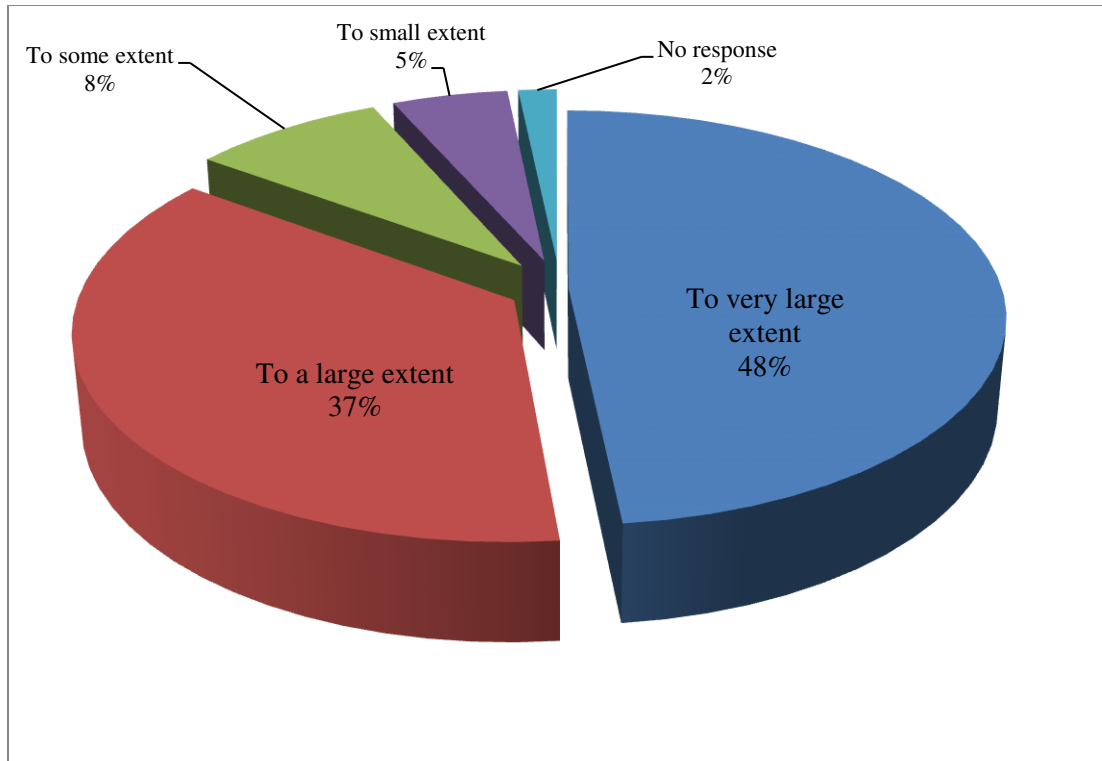


Figure 4. 13 The extent to which alumni consider to service others

A cumulative 85% of the respondents were positively influenced by the university mission and vision into serving others to a very large extent and to a large extent. It is noted that 8% and 5% were influenced to some extent and to a small extent respectively with 2% declining to respond to the question.

Motivation

Lastly on servant leadership aspects, the research was interested in establishing to what extent the respondents viewed themselves as competent in motivating and influencing the followers towards productivity. The following were the responses:-

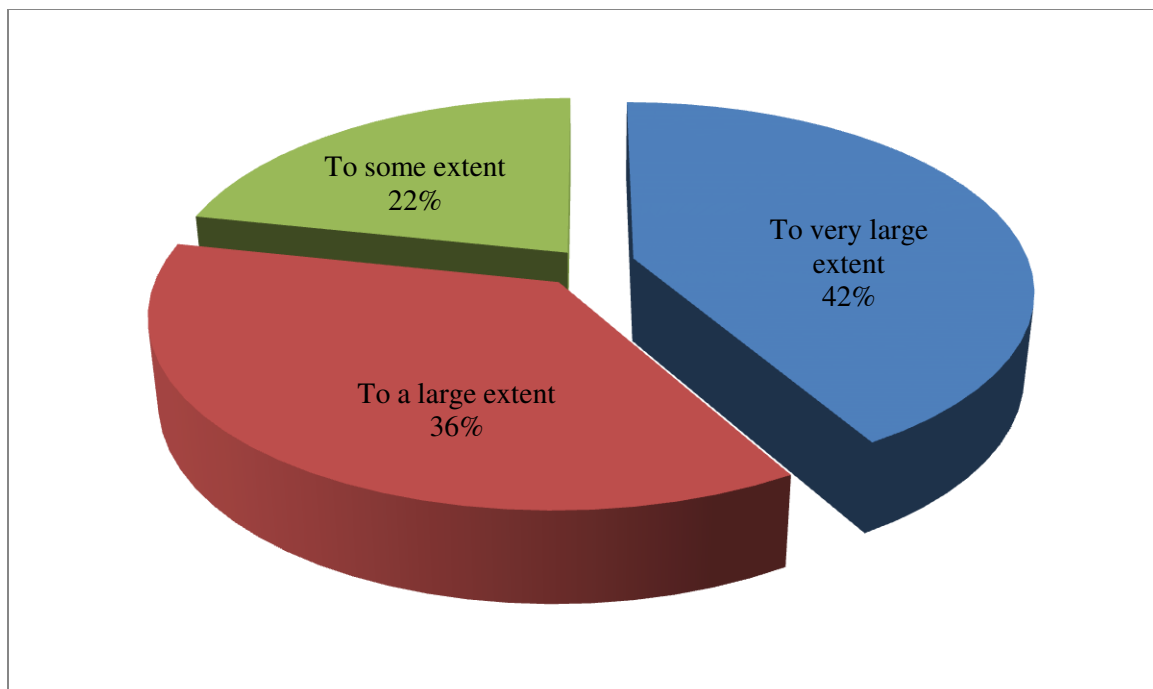


Figure 4. 14 *The extent to which the alumni motivate others*

From the results above, 42%, 37% and 22% of the respondents indicated that they have motivational influence on their followers to very large extent, to a large extent and to some extent respectively.

Finally on servant leadership and noting that servant leadership is dependent of empathy, care, service and motivation of the respondents, the following is a statistical illustration of the influence of the university mission and vision on alumni's ethical leadership with respect to servant leadership aspects. With the help of Stata for statistical analysis, mean estimates of the four servant leadership ethical conduct were compared and the pair wise correlation taken. This was done to establish the relationship between the ethical conduct aspects one to another.

At 95% confidence level, the means for the following aspects of servant leadership were established from the questionnaire responses.

Table 4. 7 *Mean estimation for servant leadership aspects*

	Mean	Standard error	[95% confidence interval]	
Care	1.7	0.1	1.5	1.8
Empathy	1.9	0.1	1.7	2.0
Motivation	1.8	0.1	1.6	2.0
Service	1.8	0.1	1.5	2.0
Exercising Servant leadership	1.8	0.1	1.6	2.0

Source: Constructed from the study data

The mean of care, empathy, motivation and service all put together was calculated and found to be 1.8. The mean for exercising servant leadership was also calculated and found to be 1.8 as seen in the table above. The study data confirms that the general question on exercising servant leadership was well understood by the respondents since its mean is equivalent to the average of the leadership aspects. The study also confirms the servant leadership in line with in Greenleaf's theory to be care, empathy, motivation and service. The respondents therefore became better servant leaders since they are exercising the servant leadership aspects as portrayed in the Greenleaf's servant leadership theory to as seen in the mean table above.

Transformational leadership aspect of the mission and vision

As the university endeavours to transform the church and society through the alumni, Burns's theory on transformational leadership cannot be overlooked. As part of ethical leadership, Burns's theory on transformational leadership places a strong emphasis on followers' needs, service to others and morals (Northouse, 2007).

Showing concern for followers needs

A good transformational leader needs to be concerned about the followers needs. The respondents were therefore asked to what extend they considered their followers need with the aim of building the followers. The response was as follows;

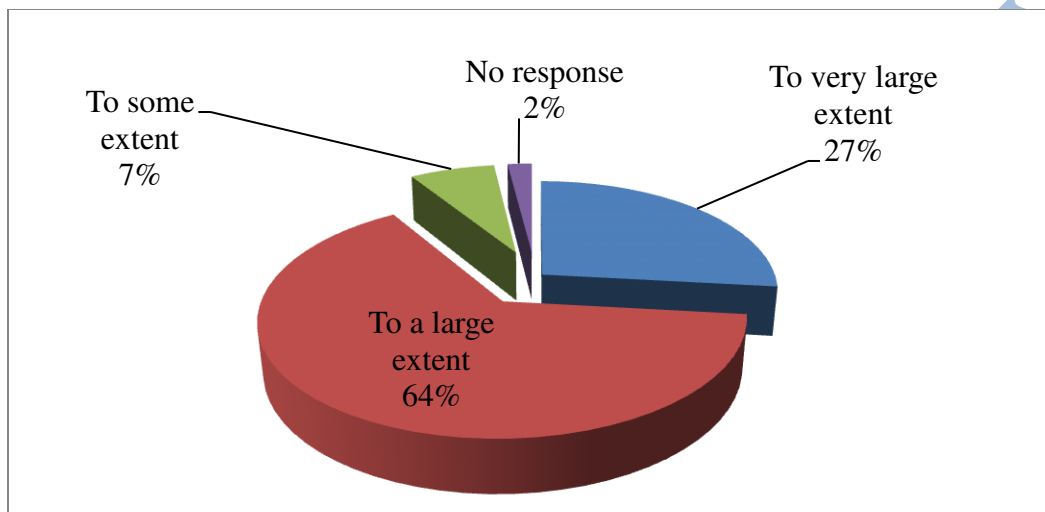


Figure 4. 15 The extent to which alumni consider followers needs

As shown in the pie chart above, a cumulative total of 92% of the respondents were able to respond to the followers' needs to very large and large extent. The high percentage revealed a good attention given to the followers needs by the alumni.

Morals and respect for others

Ethical leadership emphasizes on good morals and the way the leader influences the followers into exercising good morals in daily living. The research therefore sought to find out to what extent were the respondents morally upright and able to influence others towards good morality. The data is presented below;

Table 4. 8 *The extent to which alumni influence others towards good morality*

	Frequency	Percentage
To very large extent	23	38%
To a large extent	28	47%
To some extent	9	15%
Total	60	100%

From the table above, 15% influenced others into good morality to some extent while the other 85% influenced others to a large or very large extent.

Coupled with the issue of morality is the question on how well the respondents were influenced by the university into being respectful to others. The table below presents the data.

Table 4. 9 *The extent to which alumni respect others*

	Frequency	Percentage
To very large extent	21	35%
To a large extent	26	43%
To some extent	10	17%
To small extent	1	2%
No response	2	3%
Total	60	100%

Cumulatively, 78% of the respondents considered themselves influenced by the university into respecting others to a large and very large extent, 17% were influenced to some extent and 2% influenced to a small extent with 3% declining to respond to the question.

Manifesting justice

According to the Burns theory on transformational leadership, a transformational leader manifests justice to others. The research therefore sought to find out if the respondents were just to others so as to determine this aspect of transformational leadership. The following were their responses.

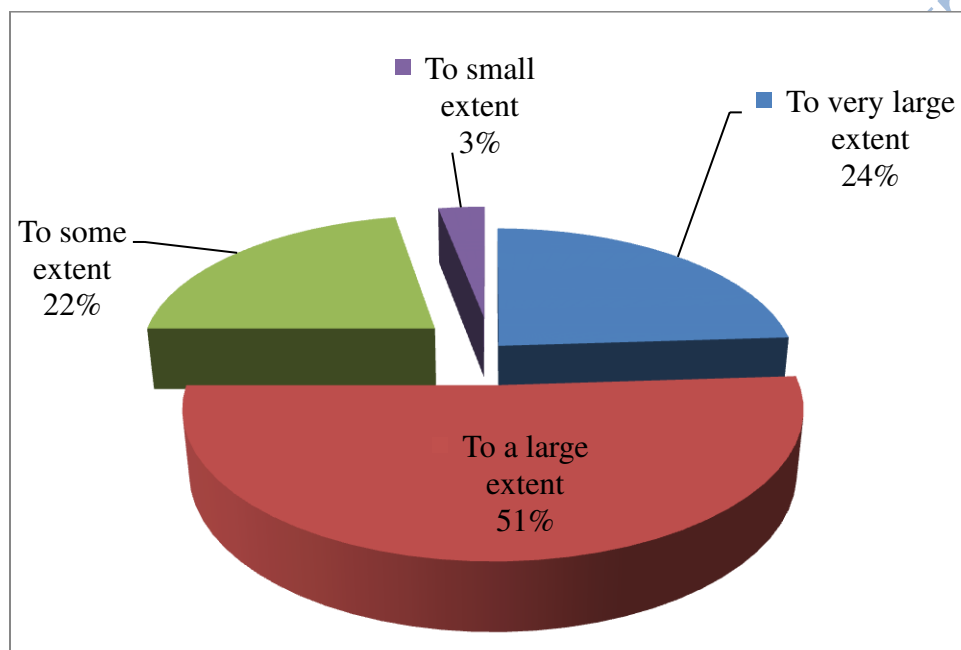


Figure 4. 16 The extent to which alumni manifest justice

In the graduates' responses as shown in figure 4.16 above, majority of the graduates manifest justice to a large extent. It is however noted that 22% and 3% of the graduates show justice to some extent and to a small extent respectively. Although no one indicated that they show justice to no extent at all, the 25% who seem not to be showing justice is the highest among all the servant and transformational leadership aspects recorded in this research.

From chapter two, transformational leadership has the following aspects, consideration of followers needs with the aim of building them, good personal morals, showing respect and justice to the followers. The following is a presentation of all the transformational leadership aspects.

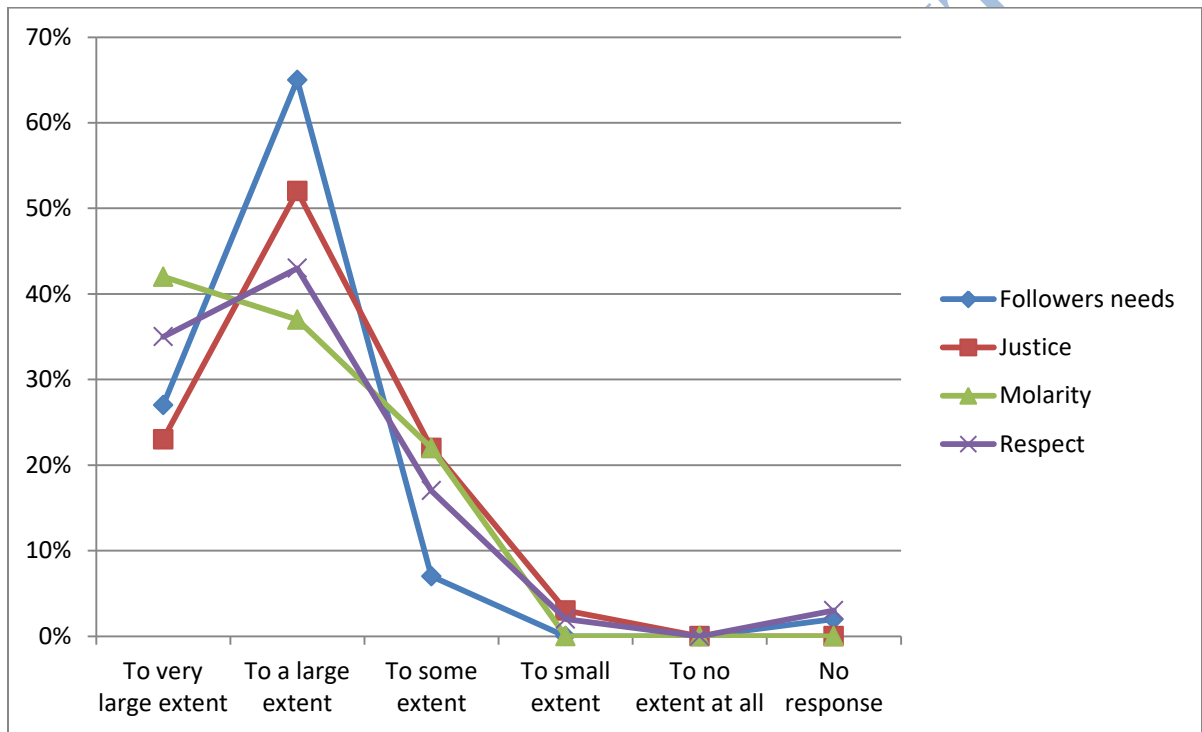


Figure 4. 17 The extent to which alumni manifest justice

Table 4. 10 Mean estimates for transformational leadership conduct

	Mean	Standard error
Justice	2.1	0.1%
Respect	2.0	1.4%
Followers needs	1.9	0.1%
Molarity	1.8	0.1%
Mean	1.9	0.4%

From the graph given above and the mean estimates subsequently calculated as 2.1, 2.0, 1.9 and 1.8 for manifesting justice, respect, concern for followers needs and motivating others respectively, the graduates consider themselves as having more of good morals than manifesting justice respectively. From the table above, the mean estimate for the transformational leadership aspects is calculated to be 1.9. With the help of the likert scale used in our questionnaire, the interpretation of this is that, to a large extent, the alumni consider themselves as having a good ethical conduct with respect to transformational leadership aspects as espoused in the university mission and vision. In terms of the most occurring frequency, consideration for follower needs, justice and respect, majority of the alumni manifested these aspects to a large extent while for molarity majority indicated to a very large extent mark.

Ethical leadership as portrayed by the university staff

The university cannot offer what they do not have. As such the research sought to find out the extent to which the university staff role-modelled ethical leadership and conduct. To do this, two questions were asked, one on servant leadership as portrayed by the staff and the other on the extent to which the staff respected the students as valuable human beings. The findings were as follows.

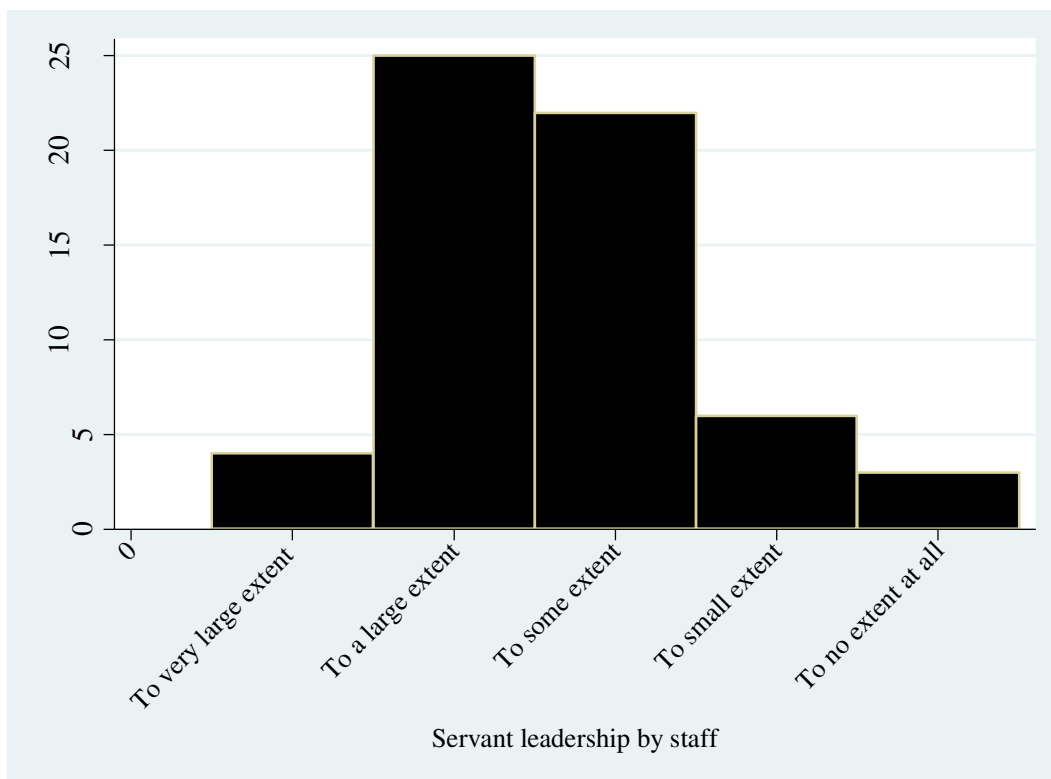


Figure 4. 18: Extent to which staff role-model servant leadership

From figure 4.7 above, 4, 25, 22, 6 and 3 alumni viewed the staff as modelling servant leadership to very large extent, to a large extent, to some extent, to a small extent and to no extent at all respectively. Being a major concept in the mission and vision statements, at 48% large and very large extent, the university staff seems to be lagging behind in role-modelling servant leadership to the students. There was no explanation for this however this is an area under which the university may need to research on with the aim of improving servant leadership modelling by the staff.

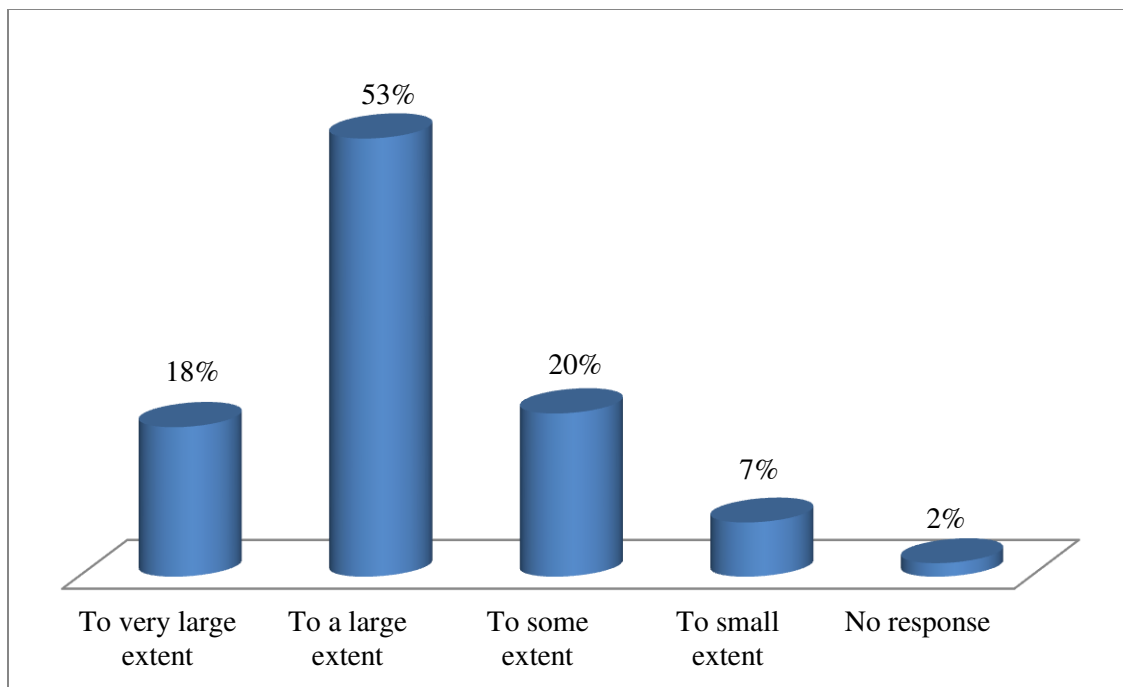


Figure 4. 19 *Extent to which staff respected students as valuable human beings*

From the table above, 18%, 53% and 20% of the respondents indicated that they were respected as valuable human beings to very large extent, to a large extent and to some extent respectively. In addition, 7% indicated that the respect by the university staff was to a small extent while 2% were respected by the university staff to no extent at all.

Ways in which the university mission and vision was passed to influence the students

To find out the most effective way/s in which the university mission and vision was passed to influence the students the research compared the influence of academic versus non-academic operations of the university on the students. On the side of the academics, the lecture's honesty in grading and their integration of Christian faith and holistic learning were evaluated while for non-academic operations, the university decision making and the overall influence of the non-academic operations was evaluated. All these

ware done to ascertain the most effective way in which the mission and vision was passed to influence the students. The research findings are discussed below.

The effectiveness of passing the university mission and vision through the academic staff

Honesty in grading and integration of faith and holistic learning are the variables that were evaluated with the aim of establishing the effectiveness of the academic staff in passing the university mission and vision to influence the students. The following were the findings.

Honesty in grading

Being an institution of higher learning, Daystar University is charged with the responsibility of examining students and awarding the grades there of. For the university to effectively pass the mission and vision to the students, honesty in grading is an important aspect portrayed by the academic staff. In the alumni point of view honesty in grading was rated as follows.

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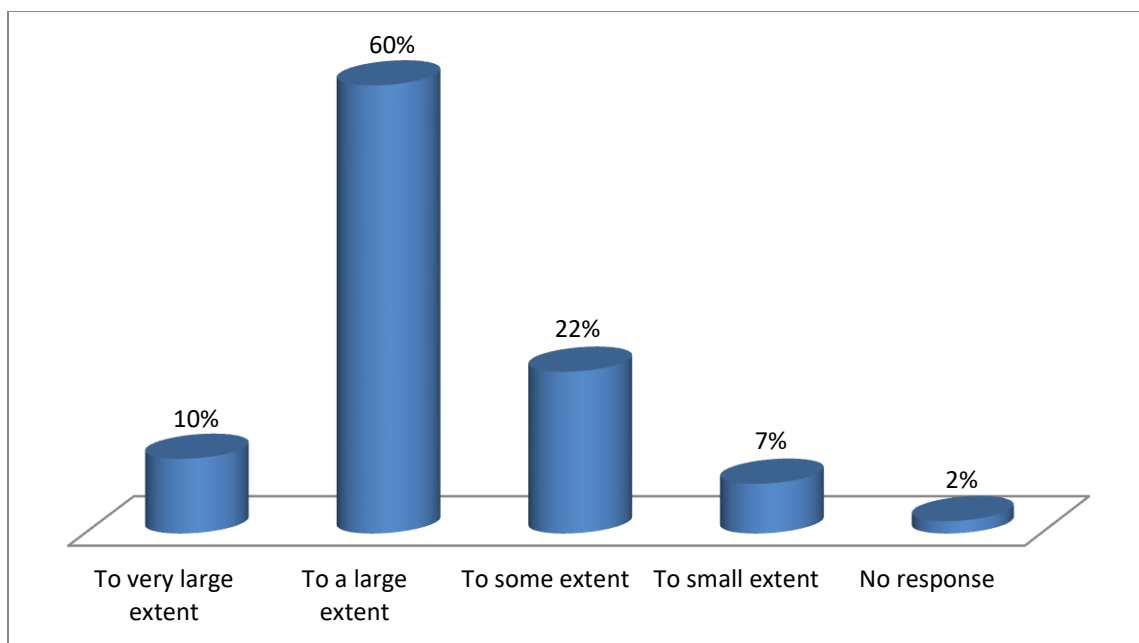


Figure 4. 20 *The extent in which the academic staff were honest in grading*

As indicated in figure 14 above, 10% of the respondents rated the university lecturers as being honest in their grading to very large extent, 60% rated them honest to a large extent. Although significant, a small majority (29%) cumulatively rated the lecturers honest in grading to some extent and to small extent while 2% of the respondents opted to decline to respond to the question. At a cumulative total of 70% the lecturers portrayed honesty grading as viewed in the alumni point of view. Out of the 29% who seem to indicate that the academic staff were not honest in grading, it was noted that majority were university degree graduates of less than three year.

Integration of Christian faith and holistic learning as portrayed in the university mission.

Through the academic staff, Daystar University aspires to achieve the university vision and mission through the integration of faith and holistic learning. With this in mind, the research sought to find in the alumni point of view the extent to which the academic staff

portrayed integrated faith and learning in classroom experiences. The analysis below is taken from the alumni questionnaire responses.

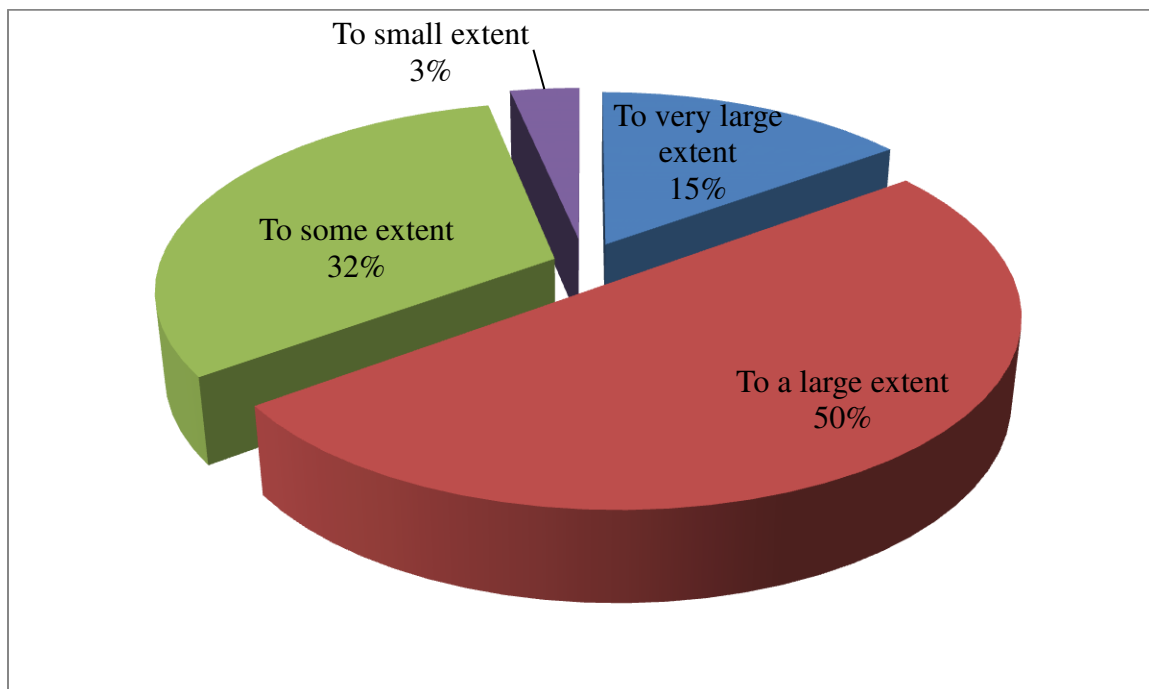


Figure 4. 21 *The extent to which academic staff portrayed integration of faith and learning*

To a small extent and to some extent, the degree of integration of Christian faith and holistic learning by the academic staff was rated at 3% and 32% respectively. Lecturers were seen to integrate faith and holistic learning to a large and very large extent by 65% cumulatively. As much as this is not a common concept, the fact that no one declined to respond to the question may be taken to mean that the respondents understood the research intent for this question. For clarity however, integration of faith and holistic learning as indicated in the university mission statement implies the ability to incorporate Christian faith in teaching and examining the students helping them to have a holistic Christian worldview.

The effectiveness of passing the university mission and vision through non-academic operations

On the side of non-academic operations of the university, decision making and the overall influence of the non-academic operations toward the achievement of the university mission and vision were evaluated. This was done to find out whether the non-academic staff have been influential in passing the mission and vision to the students. The two aspects are tabulated and analyzed below.

Decision making as per the university mission and vision

Decision making is a function of the management and senate. With the aim of establishing whether the decisions made were informed by the university mission and vision, the alumni were requested to rate the decisions made against the values of inculcated in the mission and vision. The following are their views.

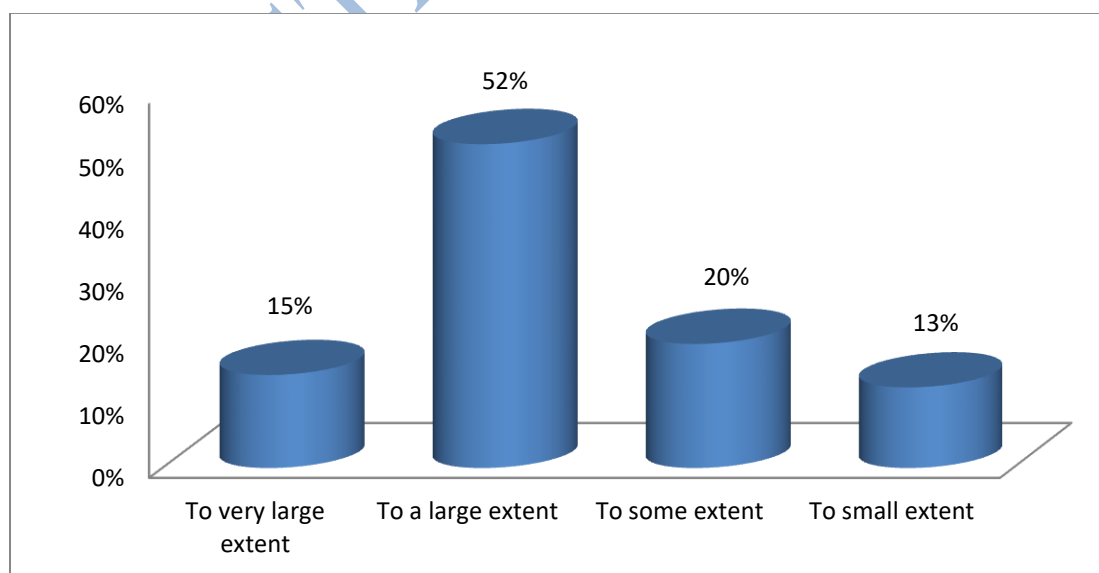


Figure 4. 22 *Are university decisions informed by the mission and vision?*

As indicated in the table above, 15% and 52% of the respondents indicated that the university decision making was informed by the university mission and vision to very large extent and to a large extent respectively. In the view of 13% of the respondents, decision making was informed by the university mission and vision to a small extent.

Passing the university vision and mission through the non-academic operations

Other non-academic operations like chapel, sports and financial services were evaluated. Using the following graphical presentations, the data is presented and analysed.

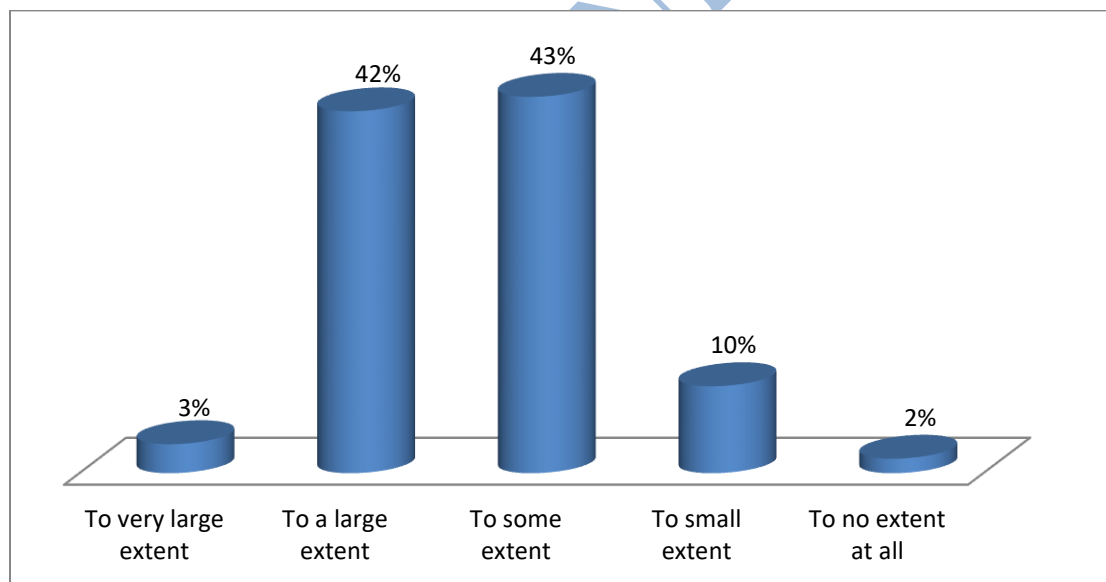


Figure 4. 23 *The extent to which non-academic operations of the university effectively passed the university mission and vision to the students.*

Only 3% of the respondents viewed the non-academic operations as being influenced by the university mission and vision statement to very large extent. In the opinion of 42%

and 43% of the respondents, the influence was to a large and to some extent respectively while 2% indicated that the mission and vision statements did not influence the non-academic operations at all.

Concluding the issue of ways in which the university mission and vision was passed to influence the students, at 95% confidence level, the following statistical data has been provided. Drawing from the likert scale on the questionnaire, the following mean estimates were derived from the study data with the help of stata.

Table 4. 11 *Mean estimates for mission and vision passed through the academic staff*

	Mean	Standard error	[95% confidence interval]	
Honesty in grading	2.3	0.1	2.1	2.5
Integration of faith and learning	2.2	0.1	2.0	2.4
Modeling servant leadership	2.7	0.1	2.4	2.9
Respect for students	2.2	0.1	2.0	2.4

According to the likert scale the lower the mean the better. The interpretation of this is that the best ways in which the academic staff passed the mission and vision statements was by respecting the students and on integration of faith and holistic learning. With a mean of 2.7, the academic staff were seen to be lagging behind in modeling servant leadership to the students.

Table 4. 12 Mean estimates for mission and vision passed through the non- academic staff

	Mean	Standard error	[95% confidence interval]	
Operations of the university	2.7	0.1	2.4	2.9
Decision making process	2.3	0.1	2.1	2.5
Modeling servant leadership	2.7	0.1	2.4	2.9
Respect for students	2.2	0.1	2.0	2.4

The mean estimates for passing the mission and vision through the non-academic staff are higher than those of the academic staff implying that more influence was felt through the academic staff than the non-academic staff.

The overriding mean for the above tables is 2.2 and 2.5 for mission and vision passed through the academic versus through the non-academic staff respectively. Using the measuring scale of 1 to 5 as indicated in table 22 above, the influence of the academic staff and that of the non-academic staff were converted and found to be 3.8(52%) and 3.5(48%) respectively. The following is a pie chart representation of the relationship.

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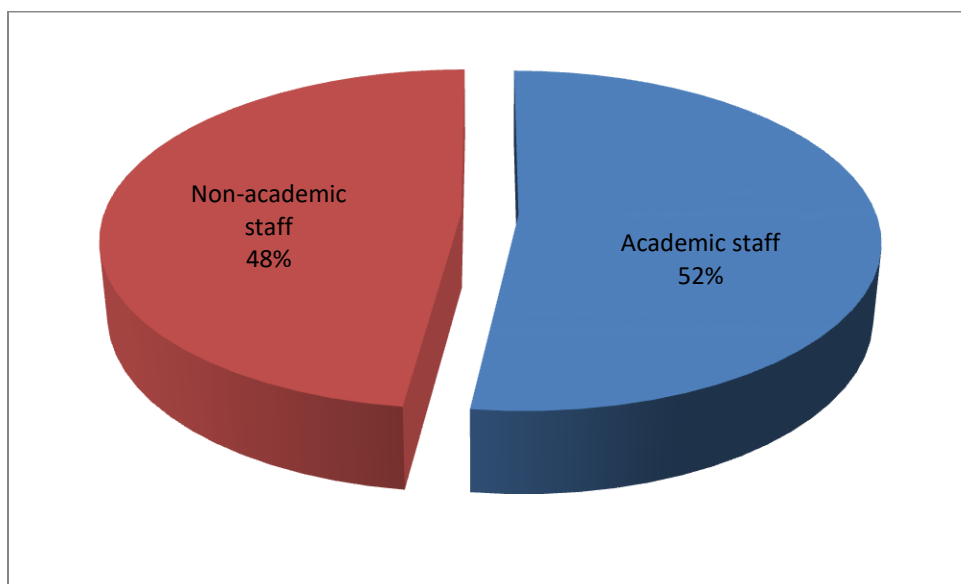


Figure 4. 24 *The effectiveness of passing the mission and vision through the academic versus non-academic operations.*

The pie chart reveals that at 52%, the operations of the academic staff were more effective in passing the university mission and vision to the students than the non-academic staff who were rated at 48%.

Summary

The research used Stata for data analysis and presentation. Tables, pie charts and bar chart graphical presentations were used to clearly represent the research findings. All the objectives of the research of the research have been analysed. The following chapter will discuss the above findings making conclusions and recommendations.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to find out the extent to which Daystar University mission and vision statements have influenced the ethical conduct of Daystar University graduates. According to chapter two of this research, Daystar university mission and vision statements are seen to have influenced the alumni's ethical conduct if they have influenced their servant leadership as well as making them more of transformational leaders. In this chapter, discussions and conclusions of the research findings are made with the aim of responding to the mentioned purpose of the study.

Two main research objectives were to examine to what extent Daystar University mission and vision has influenced ethical leadership of the graduates and to find out the most effective way/s in which the university mission and vision was passed to influence the students. The findings with respect to these research objectives together with the other two objectives will be discussed to arrive at conclusions and recommendations.

Discussions of key findings

The two ethical leadership principles emphasised in the university mission and vision are servant leadership and transformational leadership. These principles were used to rate the ethical conduct of the respondents as seen in chapter four above. Having collected the data regarding these two leadership principles, this research therefore seeks to report and discuss the following findings. Based on this study, influence of the university mission and vision is determined by the extent to which the alumni exercise ethical leadership

principles emphasised in the mission and vision. The finding with respect to the four research objectives given in chapter one above are hereby discussed.

Understanding of the university vision and mission

The research set out to establish whether Daystar University graduates understood the university mission and vision during their time as Daystar University students. The findings of the research revealed that a considerable majority at 78% of the respondents indicated that the university mission and vision was made clear to them. Further 100% of the diploma respondents understood the vision and mission, 82% of the degree respondents understood while 75% of the masters students understood. We can therefore conclude that the university mission and vision was made clearer to students going down the certification levels from masters down to the diploma students.

The extent to which Daystar University mission and vision has influenced ethical conduct of the graduates.

One of the objectives of the research was to examine the extent to which Daystar University mission and vision has influenced ethical conduct of the graduates. To achieve this purpose, the research set out to examine the content, clarity and the execution of the mission and vision. The following were the findings as presented and analyzed in chapter four above.

It was established that 78% of the respondents understood the content of the mission and vision. With the university influence, 88% of the respondents consider themselves as

ethical servant leaders while 62% of the respondents have become ethical transformational leaders to a large extent. This implies that the university mission and vision has influenced ethical conduct of the graduates to a large extent.

The most effective way/ways in which in which the university mission and vision was passed to the students.

The research was interested in finding out the most effective way/s in which the university mission and vision was passed to influence the students. The influence of mission and vision through the academic versus non-academic staff was evaluated. According to chapter four above, at 56%, the operations of the academic staff was a more influential way of passing the attributes of the university mission and vision to the students compared to using the non-academic staff who ranked lower at 44%.

The gap between the reality and the attainment of the university mission and vision in the alumni's perspective.

Finally it was deemed necessary to find out in the gap between the reality and the attainment of the university mission and vision in the alumni's perspective. To achieve this objective, the following three aspects were established with regard to the mission and vision.

Christian aspect of the university mission and vision

The research sought to find out whether in the alumni's perspective the university was a Christian university as portrayed in the mission and vision statements. A significant 95%

of the respondents viewed Daystar University as a Christian university as portrayed in the university mission and vision statements. Further the chapel and other Christian activities were the major reasons for the affirmative response. This implies that the university vision of being a Christian university was being achieved with this respect.

Mission and vision as a marketing tool

According to the literature review, mission and vision statements are used as marketing tool (Zeithaml, Bitner, & Gremler, 2009). This is because the institutions publications always portray the institutions mission and vision for marketing purposes. Displays of the mission and vision statements are often strategically placed with a marketing intention. The research findings revealed that 72% of the respondents were personally and positively influenced by the mission and vision to enroll at Daystar University as students while 68% of the parents, sponsors or guardians were influenced by the mission and vision to bring the children to Daystar University. The research further indicated that 85% of the graduates would recommend a new student to join Daystar University to a large extent on the basis of the university vision and mission.

Influence of the mission and vision on the employers.

It was noted that 92% of the respondents have been employed since they graduated from Daystar University. According to alumni, 80% of the employers were influenced by the positive attributes of Daystar University mission and vision in offering employment to Daystar University graduates. These high percentages clearly reveals the importance of the university mission with respect to developing managers, professionals, researchers

and scholars to be effective, Christian servant-leaders through the integration of Christian faith and holistic learning for the transformation of church and society in Africa and the world (Daystar University, 2012).

Conclusions

This study has established that Daystar University mission and vision statements were clearly understood by a majority of the students. The research also found out that the university mission and vision influenced the graduate's ethical leadership with the academic staff being the most effective way in which the mission and vision was passed to the students.

Recommendations

The following are the recommendations based on the study.

Noting that the higher certification levels are less informed about the mission and vision of the university, it is important to find ways of making these important strategic statements made clear to them.

Noting the importance of the mission and vision, there is a need to improve on the ways in which these strategic statements are passed to the students. More emphasis on this should be to the non-academic staff who seems to be less influential in passing the mission and vision to the students compared to the academic staff.

Marketing department must put more emphasis on the mission and vision statements in their marketing programs as it is an influential marketing tool.

Finally, more research is necessary to compare Daystar University alumni and alumni of other universities against the virtues of the university mission and vision. More research is also necessary to fill the huge literature gap in this area as well as to find out the reasons why a number of the respondents seem to imply that they were not influenced by the servant and transformational leadership aspects.

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APPENDICES

Appendix A: Questionnaire

I am a Daystar University student pursuing a Master's Degree in Business Administration (Strategic Management). As part of my requirement for academic assessment I am doing a research on "The influence of Daystar University's mission and vision statements on graduate's ethical conduct".

Kindly respond to the questions below as honestly as possible. Thank you in advance for taking your time to respond. The information provided will be held in full confidentiality.

Section A: Background information. Please put a tick where appropriate.

1. Gender: Female Male
2. What qualifications did you attain at Daystar University
 Certificate Diploma Degree Masters PhD
3. What is your highest academic qualification?
 Certificate Diploma Degree Masters PhD
 Any other (Specify) _____
4. When did you graduate from Daystar University?
 Less than 3 years ago
 4 - 10 years ago
 11 - 15 years ago
 16 - 20 years ago
 Over 20 years ago

Section B: Questions on the Area of Study. Please put a tick \checkmark where appropriate.

5. Does it matter whether or not an institution has mission and vision statements?

Yes [] No []

Explain your response -

6. Do you think the Daystar University mission and vision was made clear to you during your time as a student?

Yes [] No []

7. Did the mission and vision of Daystar University influence your decision to enroll as a student in Daystar University?

Yes [] No []

Explain your response -

8. Did the mission and vision Daystar University influence your guardians, sponsors, or significant others in making the decision to bring you to Daystar University as a student?

Yes [] No []

If your response is Yes, please explain

9. Have you been employed since you graduated from Daystar University?

Yes [] No []

10. If yes, do you think the knowledge of the positive attributes of Daystar University mission and vision ever influenced your employment since graduation from Daystar University?

Yes [] No []

11. What are the reasons for your answer in question 10 above?

- Christianity portrayed by the academic staff []
- Christianity portrayed by the non-academic staff []
- Christianity portrayed by the students []
- Christianity portrayed by the alumni []

- Christianity portrayed by all stakeholders

12. Do you think some employment decisions are made in favor of Daystar University alumni on the basis of the university mission and vision statements?

Yes No

If your response is Yes, please explain

13. In your opinion, is Daystar University a Christian university as portrayed in the university mission and vision?

Yes No

If your response is No, please explain

Please indicate by ticking (√) on the scale of 1 to 5, the extent to which you consider the following statements true with respect to how Daystar University has influenced you.

		To a very large extent	To a large extent	To some extent	To a small extent	To no extent at all
		1	2	3	4	5
14.	To what extent do you think Daystar University mission and vision influenced your life as a student?					
15.	To what extent would you rate your integration of faith and learning in your academic work while at Daystar?					
16.	To what extent would you recommend a new student to Daystar University on the basis of the university mission and vision?					
17.	How well do you understand the concept of servant leadership?					
18.	To what extent do you exercise servant leadership in your profession?					
19.	Being a caring person is a Christian virtue, to what extent do you exercise it in your undertakings?					
20.	Empathy is a servant leadership virtue; to what extent do you exercise it in your life?					

21.	As a leader, to what extent do you influence followers to be innovative?					
22.	As a leader, to what extent do you consider your followers needs with the aim of building them?					
23.	To what extent do you think the university influenced you into motivating people around you?					
24.	To what extent do you think the university influenced the way you show justice to other people?					
25.	To what extent did the university influence your service to people?					
26.	To what extent did the university influence you in to respecting others?					
27.	To what extent did the university help you to be more honest and truthful?					
28.	To what extent did your training at Daystar University make you endeavor to build the community around you?					
29.	To what extent do you consider other peoples interests above your personal interest.					

Please indicate by ticking (√) on the scale of 1 to 5, the extent to which you consider the following statements true with respect to the Daystar University.

		To a very large extent	To a large extent	To some extent	To a small extent	To no extent at all
		1	2	3	4	5
30.	To what extent do you rate the lecturer's integration of faith and learning in the course work?					
31.	To what extent do you think the university mission and vision positively influenced the university non-academic operations?					
32.	To what extent do you think the university decision making was made with reference to the university's mission and vision?					
33.	In your opinion, to what extent does the university staff role-model servant					

	leadership in their service?					
34.	To what extent do you think the university lecturers were honest in their grading?					
35.	To what extent did the university staff respected you as a valuable human being?					

DAYSTAR UNIVERSITY

Appendix B: Chartered private Universities in Kenya and their mission and vision statements

1. Africa Nazarene University

Mission

The mission of Africa Nazarene University is to provide a holistic education that develops individuals academically, spiritually, culturally and physically and to equip them with excellent skills, competencies and Christian values which will enable them to go into the world well prepared to meet the challenges of their time.

Vision

Africa Nazarene University will be the University of choice for Christians desiring academic excellence, and will produce individuals of character and integrity of heart. Africa Nazarene University will be a place where lives will be transformed for service and leadership to make a difference in Africa and the world.

2. Catholic University of East Africa

Vision: To be a world class University producing transformative leaders for Church and Society.

Mission: To promote excellence in research, teaching and community service by preparing morally upright leaders based on the intellectual tradition of the Catholic Church.

3. Daystar University

Vision

Daystar University aspires to be a distinguished, Christ-centered, African institution of higher learning for the transformation of church and society.

Mission

Daystar University seeks to develop managers, professionals, researchers and scholars to be effective, servant-leaders through the integration of Christian faith and holistic learning for the transformation of church and society and the whole world.

4. Kabarak University

Vision

Our Vision is to become a center of academic excellence as a Christian Liberal Arts, Science and Technology Institution.

Mission

Our Mission is to provide a holistic quality education to the youth, equipping them with knowledge, practical skills and Christian moral values necessary for the service of God and Humanity. We will serve the local communities, the Nation and the world through creation, preservation and dissemination of knowledge, within the context of Biblical Christianity.

5. Kenya Methodist University

Vision

To be a leading world class University raising a new generation of transformational leaders, who are well grounded in their professional and academic expertise, and committed to spiritual and ethical values.

Mission

To contribute to the transformation of our society by providing high quality education that promotes excellence in scholarship, research and selfless service to the community.

6. Strathmore University

Mission

To provide all round quality education in an atmosphere of freedom and responsibility; excellence in teaching, research and scholarship; ethical and social development; and service to Society.

Vision

To become a leading out-come driven entrepreneurial research university by translating our excellence into a major contribution to culture, economic well-being, and quality of life.

7. United States International University

Vision

United States International University will be the premiere institution of academic excellence with a global perspective in East Africa.

Mission

To provide a diverse community of learners with high quality, broad-based educational programs that promote inquiry, mastery and application of knowledge, concepts and skills while fostering ethical leadership and responsible service to Kenya, Africa and the challenging global community.

8. University of Eastern Africa, Baraton

Mission

To provide and advance holistic quality Christian education which develops men and women to be earnest seekers of truth and be adequately equipped with appropriate knowledge, skills and attitudes for service to God and humanity.

Vision

To be a leading center of excellence in higher education and research producing world-class professionals equipped with moral virtues.

Appendix C: Time plan

		Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May
	Activity									
1	Literature review									
2	Selection of Supervisor and Reader									
3	Proposal writing									
4	Proposal submission									
5	Proposal defense									
6	Correction of the proposal									
7	Pilot study									
8	Data collection									
9	Data analysis									
10	Thesis submission									
11	Thesis defense									
12	Correction and printing									

Appendix D: Budget

		Units	Measure	Rate (Kshs.)	Total (Kshs.)
1	Permit	1	Permit	1,000.00	1,000.00
2	Stationary:				
	Papers	4	Rims	300.00	1,200.00
	Flash disk	1	Flash disk	1,200.00	1,200.00
3	Computer	1	Laptop	40,000.00	40,000.00
4	Binding	12	Copies	100.00	1,200.00
5	Research assistant	60	Working days	500.00	30,000.00
6	Miscellaneous	5%	Percentage of the total budget		3,730.00
					78,330.00