AN EVALUATION OF MANAGEMENT PERFORMANCE IN PRIVATE MIDDLE LEVEL COLLEGES.
A case of selected colleges in Thika Town.

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) OF KENYATTA UNIVERSITY

JULY 2004

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DECLARATION

This is my original work and has not been presented for a degree course in any other university.

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2009/130568
DEDICATION

This project is dedicated to my husband Raphael Kinuthia, my daughters Pauline and Agnes, and my son Michael.
ACKNOWLEDGEMENTS

The success of this research project has been through the dedicated effort by many people to whom I feel greatly indebted. These include classmates, family members, friends, and administrators from various private colleges in Thika Town.

I give special gratitude and appreciation to my supervisor Mr. A. Jagongo for his dedication and great assistance in this project. Special thanks also go to Dr. M. Khayota.

The support of my parents and spouse in financing this course, and also providing encouragement, understanding and love cannot go unnoticed.

Many thanks also go to those who assisted in typing and analyzing this work.

I appreciate the shared experiences of the entire MBA class of 2002 and my group-mates, especially Dorcas. Thank you very much.

MAY GOD BLESS YOU ALL.
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<td>Private Middle Level Colleges</td>
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<tr>
<td>K.I.M</td>
<td>Kenya Institute of Management</td>
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<td>K.I.E</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KCSE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<td>MTC</td>
<td>Medical Training Colleges</td>
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<td>TTC</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>PTA</td>
<td>Parents and Teachers Association</td>
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<td>HOD</td>
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ABSTRACT

The contribution of Private Middle Level Colleges in enhancing education opportunities to Kenyans has continued to play a significant role in our economy. They have provided an alternative to those students who have not been able to secure a place in Public universities due to limited chances.

Management activities in any organization lead it to either success or failure. Availability of a mission and vision statement in the organization shows a projection into the future. Various functions of the management can ensure that the projections are actually realized. Management functions that are being utilized by PMLCs should be appropriate in order to ensure their proper running and for goal attainment. This study sought to establish whether all functions of management are used in PMLCs.

The study limited itself to PMLCs within Thika Town. The research used a questionnaire to obtain relevant information from respondents within managerial positions. These are the people who run the PMLCs and would therefore need to incorporate management functions in their work. The information obtained was then be analysed presented in the form of frequency tables, pie-charts and bar graphs which were also accompanied by descriptive analysis.

From the analysis obtained, a summary, and recommendations were made. A conclusion was drawn to show that management functions were being used by various administrators in their day to day running of PMLCs.
CHAPTER ONE

INTRODUCTION

1.1 Background information

Private Middle Level Colleges (PMLCs) have been in existence in Kenya since the colonial times when missionaries established Teacher Training colleges in the country. The number of students has more than tripled at all levels since independence (Education and Training Magazine, 2003). This search for education coupled with the general increase in population in Kenya has led to the soaring of student numbers in primary and secondary schools and also in colleges.

The literacy levels in Kenya have doubled in the past three decades from about 40 percent in 1968 to 80 percent in the year 2000 (African Development Indicators, 2000). This shows just how eager Kenyans are to learn new skills and to diversify themselves through various training programmes.

PMLCs play a significant role in providing tertiary education for the large number of students who miss out places in public universities. Out of the about 150,000 students who set for the K.C.S.E exam every year, only about 9000 get places in public universities (Education and Training, 2003). This leaves a large number of students to seek for alternative sources of training from such colleges as MTCs, TTCs, Technical Colleges and private colleges among others.

Mbugua S. (1997), in his report ‘The role of the Private Sector in Education’ indicates that entrepreneurs who have found business within the education sector in Kenya perform very well due to the demand for education by the Kenyan public. PMLCs cater for this demand by providing courses that are market oriented. This ensures that those who graduate from here have a high chance of finding employment hence do not feel a sense of loss when compared with their counterparts who proceeded to university.
All business organizations operate within a certain marketing environment. These are forces and actors that affect marketing management’s ability to develop and maintain successful transactions with its targeted consumers (Kotler 2002). This environment can be further subdivided into two; the micro and macro environment. The micro-environment are those forces close to the company that affect its ability to serve its customers which includes the company, suppliers, marketing channels, competitors and the publics. The macro-environment comprises of the larger societal forces that affect the micro-environment such as demographic, economic, political, technological, and cultural forces. The PMLCs operate within a similar environment and the management functions they engage can uplift them to greater success.

PMLCs are also a source of livelihood to the many people who are employed to work as managers, teachers, support staff, and suppliers among others. They also provide revenue to the government through taxes, making them have a positive impact on the economy of the country in general.

The policies put in place within PMLCs are more flexible than those found in colleges within the private sector. They regularly collaborate with examination bodies from abroad such as City and Guilds to provide students with a variety of exams. This is different from what happens in public colleges that mainly relay on internal exams or those provided by the Kenya National Examination Council (KNEC).

PMLCs do not only target post-secondary students but they also tailor courses that attract the working class. They provide evening classes that will enable job holders to diversify and increase their knowledge. This has made them popular and marketable.

Recent studies have established that courses being offered in training institutions have a ‘course life’. According to Gray (1998), the development of an institution’s product mix should be derived from an analysis of the constraints and application of product life cycles and portfolio
analysis. Further emphasis is laid on this by Harry and Gibson (1997) by stating that market research in terms of market segmentation and positioning of institutions should be emphasized by the proprietors. Such colleges must therefore review their courses regularly to determine whether they are still relevant and whether the college still has the capacity to handle the current number of students or not (Gray 1997).

The overall functions of the management process include planning, organizing, communicating, coordinating, and controlling. These were laid down by Henri Fayol, a French industrialist in 1916, and have been used as the basis for management in every field across the world (Cole, 2000).

Continued research and development of the field of management studies have however come up with more functions. These include budgeting, motivating, and appraising. These aspects have strengthened management function even further.
1.2 STATEMENT OF THE PROBLEM

Management functions put in place by PMLCs are very crucial to their success because they play an important role in shaping up the future of many young Kenyans. As they continue to diversify in terms of new courses, private colleges have continued to expand both in terms of students per class and intakes per year (January, May and September). Valuable knowledge and skills become rapidly outdated, often at a rate faster than many people’s learning practices. (Ghoshal and Bartlell 1998).

The management functions that are put in place in PMLCs should therefore be in line with the policies laid down by the relevant ministry. This will ensure that those students who attend private colleges are not short-changed in terms of quality of education or in areas of personality development. The managers must ensure that various aspects of management are incorporated for greater prosperity of the students’ body.

Management of any institution is not only ensuring that students pass in their external examinations, but that they also develop a holistic and all rounded individuals who can easily fit and contribute to society at large (Kenya Institute of Management Magazine 2002).

It is at this point that the question arises; how do PMLCs in Thika Town utilize management functions in their day to day running of their institutions? This study was used to obtain answers to this question and also establish whether there could be certain management functions that are not being utilized, and if so, why.
1.3 RESEARCH OBJECTIVES

The objectives of this study included:

(i) To identify the management functions being utilized by PMLCs in Thika town.

(ii) To establish whether there is a relationship between the rapid expansion of such colleges with their management functions.

(iii) To find out whether certain management functions are not being utilized in the running of such colleges and if so, why.

(iv) To document a policy on prudent management functions found in PMLCs.

1.4 RESEARCH QUESTIONS

Research questions for this study were:

(i) Which management functions have been utilized in the running of PMLCs in Thika town?

(ii) Is there any relationship between the rapid expansion of these colleges with the management functions in place?

(iii) Which management functions are not being utilized and why?

1.5 JUSTIFICATION OF THE STUDY

The study provided information as regards the management practices being utilized in the running of PMLCs in Thika town. It also provided an insight about the increasing number of students in PMLCs as regards the existing management functions. This study may also be of use to potential business people who would wish to establish similar businesses in future. It can also serve as a point of reference for further research in this field.
1.6 SCOPE OF STUDY

Though there may be many forces contributing to the proper running of PMLCs, this study limited itself to the management functions only.

It also confined itself to private colleges that have been established and are being run by private individuals. Here, those who manage these institutions were approached with relevant questions pertaining to management functions. The study also confined itself to Thika town, from which a total of 27 colleges were assessed.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION

Management as a practice goes as far back in time as does man himself (Drucker, 1989). It is as ancient as man's existence. The practice is the basis upon which all activities that human beings perform are based. Management requires that a number of tactics are applied either jointly or separately in order to ensure control of resources. As such, it is a means through which ends are attained.

2.2 DEFINITION OF MANAGEMENT

There are many definitions given to the term management over the years. However, Kreitner (1986) defines management as "the process of working with and through others to effectively achieve organizational objectives by using limited resources in a changing environment."

Management is a social process through which managers get the right people to do the right thing at the right time. This is further echoed by Brech (1995) who defines management as a social process entailing responsibility for the effective and economical planning and regulation of operations in an enterprise, for the fulfillment of given tasks or purposes. As such, the success or failure of an organization may partly depend on its human factor.

Achieving of objectives is a basic requirement for success in any organization. An objective is a target to be attained. It provides a challenge that is to be achieved through various means. Hicks (1982) says that objectives provide a purpose and direction to the management process and also serve as the measuring stick for performance. The PMLCs can get their general direction from
the objectives that they have set. This is because from such objectives the managers can formulate relevant mission and vision statements to guide activities involved in the running of such institutions.

Effectiveness and efficiency is an essential aspect for any PMLC. The dictionary meaning of effectiveness is that it is the attaining of a stated objective, while efficiency is the proper utilization of resources in order to minimize waste (Longman). Managers of PMLCs should therefore have the ability to balance between effectiveness and efficiency if an organization is to succeed.

The issue of limited resources such as finances and materials as observed in this definition also applies to PMLCs. As trustees of scarce resources within an organization, managers can be referred to as applied economists. This is because they are able to bring economics and management together to obtain end products and high performance in an organization (Potter, 1997).

The environment within which PMLCs operate is highly dynamic. Such changes are found within the physical, social, political, moral, technological and economic environments. Management is a public service that embraces continuous learning and is brimming with ideas, people working in teams that are dynamic, adaptive, flexible and responsive (K.I.M-vol 12).

It is therefore not unusual to find management practices being well incorporated within the field of education, especially at college level. In the recent past, many PMLCs have come up in Thika town. Such colleges absorb students who have not been able to attain university qualifications, hence can also be referred to as middle-level colleges. They are however recognized as being formal institutions due to the fact that they follow a curriculum and syllabus provided by the Ministry of Education Science and Technology. They also provide examinations from bodies that are recognized by the same ministry under stipulated conditions.
Technology can provide a tool between an individual and the world. It can insert an individual into the global community (K.I.M-vol 10). Students who join these colleges undertake various courses of their choice if they qualify for them. The great demand for courses by students who attain average performance in the KCSE has encouraged rapid expansion of such colleges, especially at different levels of an organization. This study therefore aims at establishing the management practices that have continued to steer success of private colleges in this area. There is also a possibility that certain management functions are not being utilized, which the study aims to identify. Managers are uncomfortable when they are in the position of playing God (Mc Gregor, 1960). Managers are not knowledgeable about everything under the sun, but we usually respect those who are human enough to admit it (K.I.M-1997).

The field of management has been studied widely and it continues to draw the attention of scholars from numerous fields. This is because progress and attainment of goals in any field can only be possible if proper management practices are put in place. A question however arises; "Is management a science or an art?"

MANAGEMENT AS A SCIENCE

As a field of knowledge, management is seen to have interrelationships that are systematically explained and whose theories have been tested over the years (Kreitner 1986). As a matter of fact, most definitions of the word management do not leave out the term science. The use of scientific methods, factual data and tools in decision making makes management highly objective (Koonz 1997).
MANAGEMENT AS AN ART

The dictionary meaning of the word art an expression of human skills. It calls on a manager to use personal prejudice, beliefs, common sense, feeling and intuitions, making the process highly subjective. He puts bits and pieces together the same way a painter or music artist does in order to ensure that the final layout is perfect. This sounds generally artistic.

2.3 MANAGEMENT FUNCTIONS

Planning: This refers to forecasting organizational activities by examining the future, deciding on what needs to be achieved, and developing an appropriate action plan (Laurie 1999). Plans provide a basis on which organizational objectives are made. They also provide purpose and direction individuals, departments, and the entire organization.

Organizing: This involves providing the necessary materials and human resources, and also building a structure within which the organization’s activities will be carried out (Armstrong 2001). This creates a chain of command, division of labor and assigns responsibility to all individuals in the organization.

Staffing: The process of recruitment ensures that suitable employees are selected to work in the institution. This ensures that quality services are provided to the students during their learning process. Such employees must be encouraged to work through team spirit to encourage a free flow of ideas and new perspectives in solving problems (KASNEB, 2003).

Directing: This provides a basis upon which information, instructions and rules are passed on to employees. It helps to maintain activities among the personnel in order to obtain results and optimum returns (Mullins, 1999).
Coordinating: Here, the management unifies and harmonizes activities and effort in the organization in order to facilitate working processes. When it is necessary to integrate and unify varying points of view which cannot conveniently or effectively be coordinated by individuals, a committee may be of value in bringing all those concerned together (Hicks 1994).

Controlling: This process helps to establish whether set standards are being met through actual performance. Control requires the establishment of standards, recording of current progress, reporting and analysis of variances/exceptions, and appropriate managerial action and follow-up (Hicks 1994).

Motivating: Provision of incentives to employees enhances their performance and creates a good relationship between the employees and the management.

The secret behind the successful running of PMLCs is their ability properly utilize the above functions of management. This study will establish whether this is the case or not.

2.4 PRINCIPLES OF MANAGEMENT

According to Henri Fayol (1916), there are fourteen principles of management:

Division of work: Specialization at work is seen as a way through which greater achievement is achieved since experience and proportion is not exceeded.

Authority and responsibility: The use of sanctions leads to useful actions by staff in the organization.

Discipline: This means respect for agreements between organizations and its members, which prompts use of punishment to offenders.

Unity of command: One supervisor should give commands to reduce conflict at work

Unity of direction: One leader and one plan will ensure that all efforts are focused and well coordinated.
Personnel remuneration; Payments should satisfy the worker in order to bring out their best at work. There should also be a reward for extra efforts and keenness by individual workers.

Subordination of individual interest: The interests of the organization should be above individual or group interests.

Centralization: Proportion of authority, which varies from one organization to the other.

Scalar Chain: The line of authority from top to bottom should be reconciled with activities which require urgent action and initiative.

Order: i.e material and social order – Material order leads to avoidance of loss, while social order good organization and better co-ordination of activities.

Social order – everyone at his rightful place

Material order – Everything at its rightful position

Equity: Equality of treatment for all employees

Stability of tenure of personnel: longer serving workers feel more secure and are therefore ready to work through experience and psychological stability.

Initiative: New ideas/approaches lead to a more stable management, hence more respect and discipline in the organization.

Esprit de corps: Avoid divide and rule approach to leadership. Proper communication should be encouraged for clearer rules and instructions (Cole, 2000).

These fourteen principles have been altered and merged over the years to suit the changing demands found within the business world. PMLCs may have done the same, a factor that can be verified through this study. This is because principles of management have no limit, and should be made flexible and adaptable to changing circumstances (Cole, 2000).
2.5 MANAGEMENT AS A SOCIAL PROCESS

Management is a social process entailing responsibility for the effective and economical planning and regulation of operations in enterprise, for the fulfillment of given purposes or tasks (Brech, 1945).

From this definition management has the social responsibility of:

- making judgments/decisions in determining plans,
- using dates to control performance and progress against set plans,
- providing guidance and integration to personnel,
- ensuring motivation and supervision in the organization/enterprise for appropriate operations to take place,
- taking into consideration the interests of all parties affected by the organization's activities like the workers/employees, customers, stakeholders, and community as a whole.

The social aspect of PMLCs cannot be ignored. This can be reflected through proper utilization of management functions because the notion that organizations have an obligation to various groups in society other than stockholders and beyond that prescribed by the law (Management Review Magazine, 1980).

2.6 MANAGEMENT IN SERVICE INDUSTRIES

Service industries portray distinctive characteristic features as opposed to production industries. These include:

- The customer is a participant in the service process in terms of the surroundings and characteristics of the service operations.
- Services cannot be stored as they are time perishable (can be outdated), hence if not used they become wasted such as hotel room services, computer programs, etc.
• Services are not tangible hence cannot be seen, and are usually associated with feelings/emotions.

• Work in the industry is people-oriented, hence the characteristics of the workforce is particularly important in determining organizational effectiveness.

• Measurement of output is difficult, hence no one criterion can be used to measure effective performance (K.I.M 2001)

• Service industries require proper utilization of management functions as any other business organization in order to operate effectively. PMLCs are also basically service providers.
CONCEPTUAL FRAMEWORK

The management performance of PMLCs depends on their ability to incorporate various functions of management. Such functions will determine their final outcome in terms of poor or good performance. This is illustrated in the model below;

PLANNING: This is the point at which a mission and vision statements are made or the existing ones adjusted. Objectives are also laid down and budgets prepared.

ORGANIZING: This involves the preparation of work structures for both teaching and non-teaching staff. A time table is also prepared to facilitate the learning procedures.

STAFFING: Appropriate staff are recruited and those who meet the minimum qualifications are selected to take up various working responsibilities.

DIRECTING: This involves the preparation of work structures for both teaching and non-teaching staff. A time table is also prepared to facilitate the learning procedures.

CONTROLLING: Appropriate staff are recruited and those who meet the minimum qualifications are selected to take up various working responsibilities.
DIRECTING: The expected levels of performance are communicated to the staff. Rules and regulations as well as procedures to be followed are made clear at this point.

CONTROLLING: Evaluation of activities by the staff is carried out to establish whether the expected standards have been met. Performance appraisal helps to point out at deviations from set objectives, hence corrective measures.

MOTIVATING: Provision of incentives can help to enhance staff performance. This can be done by offering promotions, pay-rise, or added responsibility.

A representation of the above functions of management is shown in the formula below:

\[ MP = MF(p, o, d, s, m, c) \]

Where:

- **MP** = Management Performance
- **MF** = Management Functions
- **P** = Planning
- **O** = Organizing
- **D** = Directing
- **S** = Staffing
- **M** = Motivating
- **C** = Controlling

Management Performance is a product of management functions which include planning, organizing, staffing, directing, motivating and controlling.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 INTRODUCTION
This chapter describes the target population, sampling frame, data collection procedures, and data analysis procedures.

3.2 TARGET POPULATION
This study was aimed at surveying all Private Middle Level Colleges in Kenya. However, a case study of Thika town was done. There is a total of 27 PMLCs in Thika Town, all of which were approached for this study. Out of these, 25 colleges responded positively by providing the researcher with the information required for this study and filling in relevant information into the questionnaire.

3.3 SAMPLING FRAME
The researcher approached managers, principals or deputy principals of PMLCs for answers in this study. These respondents were approached because these are the people who handle issues concerning the general management of such colleges. The drop and pick procedure was used in obtaining the necessary data. One questionnaire was handed directly to each respondent by the researcher with the help of a research assistant when necessary. These were collected a week later or at an agreed time after having been completed.
3.4 DATA COLLECTION PROCEDURE

The data was collected from primary sources using a questionnaire that was divided into two parts comprising of both structured and unstructured questions. The structured questions provided closed-ended answers while the unstructured questions were used to obtain open-ended answers. The first part sought to gather general information about the respondent and the college as a whole. The second part addressed the key objectives of the study in terms of utilization of various management functions.

3.5 DATA ANALYSIS

Data obtained from the respondents was edited and coded for analysis. Use of frequency tables, bar graphs and pie charts was used in analyzing the data. A descriptive analysis of the findings was also used in the final discussions, summaries and conclusions.
CHAPTER FOUR

4.0 RESULTS

4.1 Introduction

This chapter presents the results of the research findings. It provides an analysis of the data collected in the form of frequency tables, percentages and general descriptions of the findings. It will include the sample characteristics, courses offered, use of meetings in the planning function, work organization, staffing polices, use of communication, staff appraisal, staff motivation, assessment of the institution and the challenges faced in running these colleges.

4.2 Sample characteristics

The table below provides a summary of the general characteristic of PMLCs in Thika Town, the student’s enrolment, the respondent’s years of experience, and the gender of the respondent. The table shows that 8% of the colleges were established in the 1980’s, 32% were established in the 1990’s, and 60% in the 2000’s. This is in line with the findings of Karmoklias, (2000) that most PMLCs in Kenya have been started in the past two decades. It also proves that this sector is growing rapidly as more and more entrepreneurs venture into it.

The number of students enrolled for courses in the PMLCs indicates the high demand for market oriented course for post secondary student who were not able to obtain university qualifications. As seen from Table 1 below, 40% of these colleges have up to a hundred students, while 44% have up to two hundred students. Of the remaining, 8% have between 200-300 students and a further 8% have a student’s population of above 300. This points out that many students who fail to secure places in either public or private universities are increasingly viewing the PMLCs as a platform to further their education in areas that they are interested in.

(See Table 1 below)
Table 1  General characteristics of PMLCs studied

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<tr>
<td>Up to 1989</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>1990 to 1999</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>2000 to 2004</td>
<td>15</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Student Enrolment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 100</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>101 – 200</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>201 – 300</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>301 and above</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Respondent's experience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>21</td>
<td>84</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The principals working in most PMLCs in Thika Town do not have much administrative experience in their current positions as shown in Table 1 above. This is evident from the fact that 84% of those approached in this research have only held their position for between 1-5 years. This may be explain by the fact that people who recently graduated from various universities and colleges continue to seek jobs in such colleges. Another factor may be because most PMLCs are relatively recent establishments as seen in Table 1 above. Only 4% of the principals have above six years of experience while a further 12% has between 11-15 years of experience.

A fair representation of both genders is evident in the management of PMLCs in Thika Town. The research found out that 52% of the managers are male while 48% are female.

### 4.3 Courses offered

The research established that a wide variety of courses are being offered to students in PMLCs in Thika Town. The most popular ones include Business Administration (16.4%), Hairdressing and Beauty therapy (14.8%), Computer courses (14.8%) and Accounting courses (14.8%). This is because these courses are market driven hence the student might have greater chances of acquiring jobs after graduation. The least popular courses include counseling, tourism, mass communication and paramedical courses.
The explanation to this may be due to the fact that there are more advanced colleges like the universities and Kenya Utalii College that offer similar courses especially in Nairobi. It is also possible that these courses require high qualifications, making the targeted clientele unable to qualify for them.

**Table 2. Courses offered**

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer courses</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Business administration</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Secretarial courses</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Sales &amp; marketing</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Accounting</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Technical courses</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Hospitality courses</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Management courses</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Hairdressing &amp; beauty</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Fashion design</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Counseling</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Supplies management</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>Paramedical courses</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Tourism</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Mass communication</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
4.4 The planning function

The study found out that planning is utilized for various purposes in the running of PMLCs. Meetings are held at the beginning of every month to discuss academic progress (55.8%), finances (16.3%), and projects (18.6%). Such projects include the introduction of new courses, recruitment of new staff members or placement of students for attachment. A need may occasionally arise (9.3%) to discuss indiscipline cases by a student or staff member. This is shown in Table 3 and also in chart 1 below:

Table 3  Use of meetings in the planning function

<table>
<thead>
<tr>
<th>Issues discussed</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic progress</td>
<td>24</td>
<td>55.8</td>
</tr>
<tr>
<td>Financial issues</td>
<td>7</td>
<td>16.3</td>
</tr>
<tr>
<td>Projects</td>
<td>8</td>
<td>18.6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>9.3</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100</td>
</tr>
</tbody>
</table>

Chart 1
4.5 Formulation of work structures

The research observed that most of the work within PMLCs in Thika Town are organized by the directors/managers (96.2%) as indicated in Table 4 below. This can be explained by the fact that they are the owners of the business and therefore have an upper hand on matters relating to work progress within the institutions. The remaining portion (3.8%) is done by the Ministry of Education in the form of syllabuses provided by the K.I.E. as well as examination schedules from KNEC or KASNEB.

Table 4 Organization of work within PMLCs

<table>
<thead>
<tr>
<th>Work structure formulation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Director/Manager</td>
<td>25</td>
<td>96.2</td>
</tr>
<tr>
<td>PTA</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ministry</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6 Selection and recruitment of staff

It was established through this research that the most popular way through which members of public are attracted to take up positions within PMLCs is by advertising in the local newspapers. As shown in Table 5 and graph 1 below, this amounts to 66.7% of the total. Its great popularity is derived from the fact that many people look out for job vacancies in the local daily newspapers. Poaching accounts for 26.7% of the staff employed. This is a case whereby a competent lecturer
is approached to take up a specified position by being offered a higher salary than in their current place of work. Only a small group of former student are recruited as staff members (3.3%). This is especially true in areas such as hairdressing and fashion design where certain students may display great talent in the subject area. The remaining 3.3% is taken up by walk-in job seekers and stored database. This is shown in Table 5 and also in Graph 1 below:

**Table 5  Staffing policies applied**

<table>
<thead>
<tr>
<th>Recruitment Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisements</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Poaching</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Former students</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Graph 1**

![Graph showing recruitment methods with bar heights indicating frequency and percentage]
4.7 The Communication process in PMLCs

The process of communication is important because it is used to convey messages, rules/regulations, and to set work standards. Those who run the PMLC mainly utilize internal memos (40.5%) and staff meetings (40.5%) to communicate with the institution's community. Heads of department are sometimes used to pass messages to students and staff at the departmental level, accounting for 19% as seen in Table 6 and also Graph 2 below:

### Table 6 Use of communication as a function of management

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal memos</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>Staff meetings</td>
<td>15</td>
<td>40.5</td>
</tr>
<tr>
<td>Heads of Departments</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### Graph 2

![Graph showing frequency and percentage of internal memos and Heads of Department (HODS)]
4.8 Evaluation of staff performance

In order to maintain high standards in the teaching process, frequent assessment of staff performance is required. The study was able to identify that the majority of PMLCs in Thika Town carry out this process on a monthly basis (60.7%). A further 25% perform the process on a termly basis while the remaining 14.3% do so weekly. This is shown in Table 7 below:

Table 7 Frequency of staff evaluation/appraisal

<table>
<thead>
<tr>
<th>How often assessed</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Monthly</td>
<td>17</td>
<td>60.7%</td>
</tr>
<tr>
<td>Termly</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

4.9 Use of staff motivation

It was revealed through this study that the management uses various incentives to enhance the performance of staff within the PMLCs. As indicated in Table 8 below, pay rise contributes to the largest percentage (70%), while promotions provide for 27.6%. This is because most people appreciate a better pay as well as increased responsibility at their work place. A small percentage (3.4%) use other methods such as provision of bonuses and soft loans to staff members who perform their duties well.
Table 8  Incentives for staff

<table>
<thead>
<tr>
<th>Form of incentives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay rise</td>
<td>20</td>
<td>70</td>
</tr>
<tr>
<td>Promotions</td>
<td>8</td>
<td>26.6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3.4</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

4.10 Assessment of the PMLCs by officials from the Ministry of Education

Inspectors from the Ministry of Education often pay visits to these institutions to assess their physical facilities as well as their day to day activities. Such inspectors also ensure that the colleges comply to the guidelines set by the relevant Ministry in terms of following the official syllabuses and provision of teaching materials. Certain courses are however based on syllabuses that are made within the institutions especially where short courses such as computer packages are being offered. Table 9 and Chart 2 below show how often inspection visits by officials from the Ministry of Education are made.
Table 9  Inspection visits from the Ministry

<table>
<thead>
<tr>
<th>Inspectors' visits</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly</td>
<td>2</td>
<td>8.3</td>
</tr>
<tr>
<td>Termly</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Twice a year</td>
<td>3</td>
<td>12.5</td>
</tr>
<tr>
<td>Annually</td>
<td>16</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Chart 2

4.11 Problems experienced in the running of PMLCs

The running of all PMLCs approached for this study is dotted by various short coming such as financial constraints(31%), competition(15.3%), and high cost of rent(22.7%). There are other problems that make up the remaining percentage(31%) this include, high marketing expenses, difficulty in placing students on appropriate industrial attachment as well as indiscipline problems from a few students.
Another problem cited by managers in most colleges was the difficulty and high expenses involved in hiring and maintaining qualified personnel. Most colleges have had to contend with a high staff turnover or to engage the services of less qualified individuals due to this problem. It makes up part of the 31% referred to as 'other' as shown in Table 10 and Chart 3 below:

Table 10 Problems in running of PMLCs

<table>
<thead>
<tr>
<th>Problems</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition</td>
<td>11</td>
<td>15.3</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>High rent</td>
<td>20</td>
<td>22.7</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Chart 3
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 SUMMARY

5.1 Introduction

This chapter looks at the characteristics of PMLCS, the issues of management in these colleges, and courses that they offer, as well as conclusions and recommendations deduced from the study.

5.2 General characteristics of PMLCs

PMLCs in Thika Town are a relatively young enterprise because they have been established in the past two decades. This may be explained by the fact that private colleges are a fairly new sector within the Ministry of Education as a whole. It is however a sector that is growing and expanding very fast across the country and in Thika Town as well. Such colleges are less rigid than public colleges when it comes to starting new courses in order to accommodate the needs of school leavers. The number of student’s enrolment has been increasing each year, with most colleges catering for between 120-150 students currently.

PMLCs in Thika Town obtain their students from their neighborhood mainly from Kandara, Gatundu, Makongeni estate, Ruiru, and Mangu areas. These are students who have completed form four and are seeking market-oriented courses that can enable them to attain jobs both in the private and public sectors.

The PMLCs attract their staff mainly through advertisements. A few staff members are poached from other colleges while best performing student are engaged to teach after they have...
completed their studies. Some colleges engage the services of part-time lecturers mainly within science-oriented courses like medical laboratory and pharmacy. The non-teaching staff is mainly employed on permanent basis to offer such services as cleaning, secretarial and security.

PMLCs in Thika are owned by individuals who also double up as the directors/manager of the institution. A principal is usually hired to handle the day-to-day activities and to offer direct supervision to the workers whenever necessary. Such principals also teach a number of classes as part of their work. They report problems and progress of the various departments directly to the director.

5.3 Management Issues in PMLCs

Managers in the PMLCs in Thika Town find all management functions important in the running of their college and therefore utilize them. About three quarters of them feel that planning, organizing, communicating, and staffing are very important functions in the running of these colleges.

Less emphasis is laid on motivation and performance appraisal which most managers have rated as only important. It is therefore evident that management issues that relate to improving staff performance are often overlooked in favour of all the other functions by the managers. This should not be the case because staff performance enable PMLCs to achieve their set objectives and provide well trained personnel to assist in nation building.

There are several setbacks that have been sited commonly by the managers in the running of PMLCs. These include high rent, lack of boarding facilities, financial constraints and high competition. No specific solutions have been given to solve these problems so far.
5.5 Courses offered by PMLCs

Most PMLCs in Thika Town offer computer courses, business administration, sales and marketing, management courses, catering, and secretarial. The most recent and highly popular courses include beauty and hairdressing, as well as fashion and design. High demand for certain courses has forced many PMLCs to close down less popular departments and to replace them with the more popular ones.

The main target group are form four leavers who are attracted to apply for courses through advertisements on radio and newspapers. The management ensures adequate teaching materials and physical facilities are available for the smooth running of the institutions.

The PMLCs in Thika Town offer external examinations from KASNEB, City and Guilds, Pitmans and KNEC. This ensures that high quality teaching takes place in such colleges. Only a few courses have a provision for internal certification especially where the Ministry of Education has not provided an official syllabus through KIE.

5.6 Recommendations

1. The research established that most students are drawn from around Thika town. The PMLCs should establish ways of attracting students from as far as Nairobi and other provinces through rigorous advertising techniques. Being day colleges, any student who needs boarding facilities requires to make private arrangement. This may not auger well with many parents who rather have their children in boarding institutions where they would be safe. The PMLCs should therefore establish ways through which they can obtain more space to put up boarding facilities for the students. They can also personalize designated private hostels for their students who come from far and cannot commute from their homes.
2. As deduced by the research, many managers of the PMLCs in Thika Town do not emphasise the function of staff appraisal and motivation. Hiring and firing of staff solely depends on the proprietor, a practice that may create fear and insecurity among staff members. The need for a well established employment policy for the staff should be put in place through the Ministry of Education. This may reduce the high turn over of teachers from these institutions.

3. None of the PMLCs had a board of governors (BOG) in place to run the institutions. This is as opposed to public institutions where the government appoints a management board. The BOG is usually constituted from individuals with desirable leadership qualities and experience. PMLCs can also appoint such a BOG to help in the professional running and monitoring of the institution affairs.

4. As seen from the study, the functions of planning, organizing, staffing, communicating and controlling have been given utmost importance by managers of PMLCs. Many of them have indicated that they receive only a few inspection visits from officials from the Ministry of Education. Such visit should be made more regularly to ensure that the management functions are in practical use within the PMLCs.
5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

This research evaluated management performance by looking at the various functions of management utilized by PMLCs within Thika town. Another research can be carried to analyze management performance by using teachers, subordinate staff and students. Research can also be carried out to compare management performance within public colleges with that of the PMLCs in Thika town.

There is a general feeling however that colleges that are managed by female managers tend to perform better than those run by their male counterparts. This is an assumption that should be investigated through a research project to ascertain whether there is any truth in it.

5.8 LIMITATIONS OF THE STUDY

The main drawback encountered by the researcher when carrying out the study was having the data filled on time by the respondents. This caused a delay in collecting the relevant information from the field. Inadequate finances was another problem due to unforeseen expenses especially when analyzing and presenting the findings.
BIBLIOGRAPHY


WWW.Business Management.co.ke

WWW.Education management.com
APPENDIX 1

KENYATTA UNIVERSITY
SCHOOL OF BUSINESS
OFFICE OF THE MBA CO-ORDINATOR

KENYATTA UNIVERSITY
P. O. BOX 43844
NAIROBI

TO WHOM IT MAY CONCERN

RESEARCH PROJECT BY D53/7643/02 – NJOROGE CATHERINE W.
The above named person is a second year MBA student at Kenyatta University.

She is carrying out a research project on the management functions in Private Middle
Level Colleges in Thika Town.

The information obtained in this project will be use for academic purposes only and will be

treated with utmost confidentiality.

Please provide her with the necessary assistance.

Thank you.

Yours faithfully

MBA CO-ORDINATOR
APPENDIX 11

WORK PLAN

BUDGET

COST OF THE PROPOSAL

Printing the work @Ksh 30/= per page
= Ksh 3500/=  
Binding 4 copies @ Ksh 50/=per copy
= Ksh 200/=  
Travelling Expenses
= Ksh 2500/=  

TOTAL = Ksh 6200/=  

PROJECTED COST OF PROJECT

Travelling Expenses
= Ksh 2000/=  
Project Assistant
= Ksh 3000/=  
Cost of Data Processing
= Ksh 3000/=  
Processing the final document
  Printing @30/= per page
= Ksh 2500/=  
  Binding @ 500/=per copy
= Ksh 3000/=  
Unforeseen costs
= Ksh 1500/=  

TOTAL COST = Ksh 21,200/=
# APPENDIX III
## WORK PLAN

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>4 WEEKS</th>
<th>4 WEEKS</th>
<th>4 WEEKS</th>
<th>4 WEEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot study and questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews &amp; collection of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>questionnaires from respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCHEDULES OF ACTIVITIES**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot study and questionnaire distribution</td>
<td>4 Weeks</td>
<td>July 1st-July 31st</td>
</tr>
<tr>
<td>Interviews and collection of questionnaires</td>
<td>4 Weeks</td>
<td>August 1st-August 31st</td>
</tr>
<tr>
<td>Data analysis</td>
<td>4 Weeks</td>
<td>September 1st-September 30th</td>
</tr>
<tr>
<td>Compilation of data &amp; submission of report</td>
<td>4 Weeks</td>
<td>October 1st-October 31st</td>
</tr>
</tbody>
</table>
APPENDIX IV
QUESTIONNAIRE

PART 1
NAME OF THE COLLEGE: .................................................................
YEAR OF ESTABLISHMENT: ...........................................................
NUMBER OF CURRENT STUDENT ENROLMENT: ..............................
WHERE DO THE STUDENTS MAINLY COME FROM? ...........................
POSITION OF THE RESPONDANT WITHIN THE INSTITUTION: ...............
HOW LONG HAVE YOU BEEN IN THIS POSITION? ..............................
WHAT IS THE GENDER OF THE COLLEGE MANAGER? (MALE/FEMALE)
WHAT COURSES ARE OFFERED IN THE INSTITUTION: ........................

PART 2
1) How often are meetings held to discuss activities within the college?
   ☐ Yearly
   ☐ Termly,
   ☐ Monthly

2) Who attends these meetings?
   ☐ BOG
   ☐ Teaching staff,
   ☐ Other: Specify...........................................................................

3) What basic issues are discussed in these meetings?
   ☐ Academic
   ☐ Financial
   ☐ Project
   Other: Specify)...........................................................................
4) Who formulates the work structure within the institution?

☐ BOG,

☐ Director,

☐ PTA,

☐ Ministry

5) Who makes the time-table and how often?

☐ HOD,

☐ T/T master

6) Is there a system put in place to ensure that the T/Table works efficiently?

☐ Masters on duty,

☐ HOD,

☐ D/principal,

☐ Principal)

7) How are staff members attracted to take up positions in the institution?

☐ Adverts,

☐ Poaching,

☐ Former students,

☐ Other: Specify)

8) Who supervises work among non-teaching staff?

☐ Manager,

☐ Foreman,

☐ Other: Specify)
9) What kind of incentives are provided to motivate the staff?
- Promotions,
- Pay-rise

10) How does the Director/Principal communicate information to members of staff?
- Internal memos,
- Staff meetings,
- Through HODs

11) Is there a channel through which ideas/problems from teachers can reach his office directly?
- Staff-meetings,
- HODs,
- Individually)

12) How often is the performance of the staff assessed?
- Weekly,
- Monthly,
- Termly

13) Through which means is the performance of staff evaluated?
- Student's results,
- Course demand,
- Other: Specify

14) Are the students ever involved in staff evaluation?
- Yes,
- No
15) Are the students results analysed by the staff after they are released?

☐ Yes,

☐ No

16) How are disciplinary matters among students handled?

☐ Punishment,

☐ Suspension,

☐ Expulsion

☐ Other: Specify.................................................................................................................................

17) How are disciplinary problems among the staff handled?

☐ Suspension,

☐ Dismissal,

☐ Other: Specify.................................................................................................................................

18) How can the students performance be rated over the past five years?

☐ Excellent,

☐ Good,

☐ Fair,

☐ Poor

19) How often does the ministry of education send inspectors to this institution?

☐ Monthly,

☐ Termly,

☐ Twice a year,

☐ Annualy
20) What do they inspect when they come?

- Teaching facilities,
- Physical facilities,
- Boarding, facilities,
- All of the above

21) List down the problems that you encounter when running the institution.

(i) 
(ii) 
(iii) 
(iv) 
(v) 

In the table below, indicate your opinion about the various functions of management by ticking in the appropriate box;

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<th>Very Important</th>
<th>Important</th>
<th>Fairly important</th>
<th>Not necessary</th>
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Thank you for your cooperation