AN ASSESSMENT OF THE IMPACT OF STRATEGIC PARTNERSHIPS AND INSTITUTIONAL COLLABORATIONS AMONG MIDDLE LEVEL COLLEGES IN KENYA

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A research Project submitted in partial fulfillment of the requirements for the degree of Masters in Business Administration, Department of Business Administration, School of Business, Kenyatta University.

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An assessment of the impact of strategic
DECLARATION

I hereby declare that this research project represents my original work and that it has not been submitted previously for admission to a degree, diploma or other qualification.

[Signature] ..........................  Date: 4/11/2010

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This research project has been submitted for examination with my approval as university supervisor.

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DEDICATION
This research project is dedicated to:

My wife Liz,
My son Johnie, and
My little daughter Abby.
ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

ABE..........................Association of Business Executive
ABMA..........................Association of Business Managers and Administrators
ACCA..........................Association of Chartered Certified Accountants
COL............................Common of Learning
DE..............................Distance Education
EADTU..........................European Association of Distance Teaching Universities
HRM.............................Human Resources Management
ICM...............................Institute of Commercial Management
ICT...............................Information and Communication Technology
ILEX.............................Institute of Legal Executives
IMIS.............................Institute for Management of Information Systems
IOTA.............................Institute of Technology Australia
KCA.............................Kenya College of Accountancy
LUCT............................Limkokwing University of Creative Technology
MOU.............................Memorandum of Understanding
NIBS............................Nairobi Institute of Business Studies
SA...............................South Africa
UIS.............................UNESCO Institute for Statistics
UK...............................United Kingdom
UNESCO........................United Nations Education, Scientific and Cultural Organization
USA.............................United States of America
ABSTRACT

The proposed research aims at assessing the impact of strategic partnership and institutional collaborations among middle level colleges in Kenya. It will consider the recommendations of stakeholders including students and college managers. Data will be collected from colleges known to have engaged in these collaborations either with local universities or with foreign examining bodies. These colleges will include; Nairobi Institute of Business Studies, Wisemen Trainers and Consultants and Compuera College, all headquartered in Nairobi but with campuses in other parts of the country.

A survey will be conducted involving a sample of 135 respondents from all the three colleges. Of these, there will be 40 students from each college, 3 managers, one accountant and a registrar from every college. This will provide a representative group of respondents that will give a true picture of the industry. The research will employ a descriptive survey. A stratified random sampling method will be used to select a representative group of respondents from among the students of the three institutions. For managers, accountants and registrars, a non-probability sampling method will be applied. The student respondents will be provided with questionnaires to fill during class time while the rest will fill theirs at their own convenience, however, they will be requested to do it within schedule. Questionnaires will provide the source of primary data. Secondary data will be sought from college manuals, magazines, registrars' handbooks and college websites. The research findings will benefit the college owners, managers, administrators and students in identifying the impact of collaborations and alliances. College managers will be able to plan for growth while students will have an insight of how they might gain from these alliances.
CHAPTER ONE

INTRODUCTION

1.1: Overview

This chapter consists of the background information of the study, background of the three middle level colleges in Kenya being studied, statement of the problem, research objectives and questions, significance of the study, its scope, study imitations and definition of operational terms.

1.2: Background of the Study

At independence in 1963, Kenya’s education policy emphasized the expansion of higher education with the objective of providing qualified human resources to take over from colonial government personnel. The first education commission that culminated in Ominde Report of 1963, perceived primary education as contributing to economic progress only by providing a reservoir of candidates for secondary and higher education. The report clearly emphasized training people beyond primary school (Kimuyu, 1999). In 1993 the Kenya Government promised free Primary Education to its people. This promise did not take effect until 2003. In 2007, the Government announced that secondary school education was also going to be free. Since free primary education was introduced, attendance has increased tremendously (Kenya Vision, 2030). To the extent of its success, this initiative will be expected to raise the demand for higher education and other post secondary school learning. An education system in any country is established as a result of determination of broader aims of education which are in line with the aspirations of the country (Okumbe, 1999).

Globally, as the drive towards universal primary education (UPE) continues, successful progress has resulted in greater pressure on secondary education systems. As such, the
need to better monitor exclusion from lower secondary education, or out-of-school adolescents, becomes increasingly important (Lewin, 2006).

At the same time, a fundamental shift is occurring in the world economy. We are rapidly moving away from a world in which national economies were relatively self-contained entities, isolated from each other by barriers to cross-border trade and investment; by distance, time zones and business systems. We are moving to a world in which barriers to cross-border trade and investment are tumbling, perceived distance is shrinking due to advancement in transport and telecommunications technology, material culture is starting to look similar the world over and national economies are merging into an interdependent global system (Hill, 2003).

With these realities, many educational institutions are finding it hard to remain in their own countries offering indigenous courses only. For many colleges and institutions, provision of a course that would be recognized all over the world is vital. International certification and global qualifications are increasingly becoming important particularly for organizations with business operations in several countries. In response, institutions have developed strategic collaborations with local universities and colleges as well as regional and global educational institutes. Such collaborations allow small and mid-size colleges to provide more courses to their students, thereby increasing their portfolio and customer loyalty (Hallack, 1998). The competitive attraction of institutional collaborations is in allowing colleges and universities to bundle competences and resources that are more valuable in a joint effort than when kept within a single institution. Given that most institutions in Kenya fall under these categories, the benefits of this research would be immense. Many small institutions will find an opportunity to grow through collaboration. Many local colleges are languishing in stagnation because
they can not raise the threshold level of resources, technology or competences to compete effectively with global colleges and universities. The findings of this study provide an escape route for the local institutions that are keen to avoid the imminent oblivion in this extremely turbulent and competitive environment.

1.3 Background of the Institutions

1.3.1: Nairobi Institute of Business Studies (NIBS)

Nairobi Institute of Business Studies is a tertiary learning institution located in the Nairobi Central Business District, Ronald Ngala Post Office, Second Floor. The institute is fully registered as a training institution by the Ministry of Education and Company's Act Cap. 486. NIBS is a privately run training institution, established to meet the country's emerging needs for qualified, technical manpower at the seniors, middle and supervisory levels. Since it opened its doors to students eleven years ago, the institute has established itself as a centre of training excellence and a leading institution of higher education for those who wish to develop skills, knowledge and attitudes of immediate relevance to the world of work. Since its inception in 1999, the college has grown to the current population of over 2500 students in full time, part time and distance learning programmes. This growth has seen the institution collaborating with many local and international examining bodies in a bid to provide courses that conform to the expectations of the job market, both in Kenya and abroad. As a result of these programmes, many students have been able to further their education abroad with ease. The institute collaborates with examining bodies such as Association of Business Executives (UK), Institute of Commercial Management (UK), Institute of Legal Executives (UK), City & Guilds (UK), The Institute for the Management of Information...
Systems (UK), Association of Business Managers and Administrators (UK) and Association of Chartered Certified Accountants (UK).

Locally, the institute has collaborated with the Kenya Accountants and Secretaries National Examining Body (KASNEB), for the Certified Public Accountants and Certified Public Secretaries Examinations. It also provides students keen to join the public sector with the Kenya National Examination Council (KNEC) programmes. For all these bodies the institute provides tuition and support, linking the students with these organizations while the examining bodies provide the examinations and certification. Currently, NIBS is in partnership with Jomo Kenyatta University of Agriculture and Technology, a university of international repute. The collaboration involves training, evaluation and certification in distinctive programmes including; Bachelor of Commerce, Bachelor of Science in Information Technology, Bridging courses in Information Technology, Diploma in Information Technology and Certificate in Information Technology.

To provide quality tuition to the students, the college has engaged qualified lecturers, as well as the necessary materials including a well equipped library and computer laboratories. The success of this institute through collaboration provides basis to understanding the importance of strategic collaboration in the training industry just as much as in other commercial related organizations

1.3.2: Wisemen Trainers & Consultants Ltd. (WTC)

Wisemen Trainers & Consultants Ltd (WTC) was founded in August 2002. It is situated at the City Centre, Union Towers building along Moi Avenue. The WTC offers courses in Business Administration and Management, Information Technology, Accounting and Secretarial. These courses are intended to develop and equip managers with relevant skills and knowledge to tackle the current issues and practices in the global business
arena. As a growth strategy, WTC has collaborated with several local and foreign examining bodies as well as universities. It provides tuition on behalf of these institutions while on their part; the institutions provide examinations and quality assurance services. The main foreign examining bodies include; Association of Business Executives (UK), Institute of Commercial Management (UK), City & Guilds (UK), The Institute for the Management of Information Systems (UK), and Association of Chartered Certified Accountants (UK). In addition, the college has collaborated with Jomo Kenyatta University locally and Limkokwing University from UK to offer both undergraduate and post graduate programmes.

Wisemen Trainers and Consultants Ltd has secured its competitive position as the preferred provider of outsourcing business training solutions in Kenya by adopting an approach that achieves the right blend of products and services that add value to its clients businesses and enables them to meet their short-term and long-term objectives. Wisemen Trainers and Consultants Ltd have established a collaborative agreement with JKUAT, to offer Masters, Bachelors and Diploma programmes in Business Management and Information Technology. It also has collaboration with Limkokwing University of Creative Technology [LUCT], a Private Accredited Malaysian University, to offer LUCT’s Bachelor of Business and Creative Multi Media Programmes in Kenya. Limkokwing’s goal is about empowering and producing people who are versatile, intellectually and technically skillful, industry-ready and highly motivated to take on the competition and thrive in this rapidly changing world.

With the aim of becoming a regional centre of excellence and joining a global consortium of tertiary institutions, WTC also established a collaborative effort with the Institute of
Technology Australia [IOTA], an Accredited Australian University, to offer IOTA’s MBA Programmes in Business Administration and International Business. The college has student population of over 1800 students.

1.3.3: Compuera College

Compuera College is a middle level tertiary institution situated in Nairobi Central Business District, Development House, and 1st floor. The college was registered in 1993 as a training institution by the Ministry of Education, Science and Technology. The institution has since then aimed to provide quality and focused training towards meeting the changing demands of modern business and technology. Specifically, the college provides tuition on business related courses, including Accounting, Supplies and purchasing, Secretarial, Information Technology, and Computer Engineering.

The mission of the college is to offer quality and affordable training and consultancy services in Business and Information Technology. The college is also registered with the Directorate of Industrial Training. Moreover, it has developed collaboration with the following examining bodies; Association of Business Executives-UK, Institute of Commercial Management-UK, City and Guilds-UK, Pitman-UK, Association of Chattered Certified Accountants-UK, Chartered institute of purchasing and supplies-UK, Kenya National Examination council-Kenya, and Computer society of Kenya. Compuera College also has a campus along Thika Road in Ruiru town, where it offers similar courses. In both campuses, the college has approximately one thousand students taking different modes of learning, ranging from full time, part time, weekend classes and distance learning.
1.4: Statement of the problem

Demand for college education in Kenya has been rising since the declaration of free primary education in 2003 and the subsequent announcement that secondary education was also going to be offered partly free by the government in 2006 (Kenya Vision, 2030). Globalization and liberalization of world markets including the labour market also increased the need for more courses aligned to the aspirations of the transformed society and which would be accepted in any world market. Technological changes have meant that most employees have to retrain if they are to remain relevant and be retained in their current job positions.

However, on the supply side, the local middle level colleges lack capacity in terms of expertise, materials, finances and legal backing to provide for this demand organically. They need to collaborate and partner with other institutions locally and internationally in order to boost their capacity. This research assessed the impact of strategic partnerships and collaborations among colleges in order to provide for the increasing demand for the increasing demand for middle level college education in Kenya, hence bridging the gap between this demand and supply.

1.5: General Objective:

To assess the impact of strategic partnerships and institutional collaborations among middle level colleges in Kenya

1.6: Specific Objectives

a) To assess the benefits of strategic partnerships and institutional collaborations to students in Kenya.

b) To identify the challenges faced by local colleges trying to grow organically in a liberalized global market place.
c) To examine the effectiveness of institutional collaborations as a growth strategy among colleges.

d) To assess the challenges faced by institutions in the process of collaborations.

1.7: Research questions

1) What are the benefits of strategic partnerships and institutional collaborations to students in Kenya?

2) What are the challenges faced by local colleges trying to grow organically in a liberalized global market place?

3) How effective are institutional collaborations as a growth strategy among middle level colleges?

4) What are the challenges faced by institutions in the process of collaborations?

1.8: Justification of the study

The proposed study was necessary especially at this time due to the following developments in the training industry in Kenya. Free primary and subsidized secondary education has increased enrollment and consequently more students proceeding to tertiary colleges. Liberalization of education in the global marketplace has also played a huge part. More and more foreign courses have been recognized locally and as a result, many college graduates are being accepted by employers both locally and internationally. Moreover, creation of constituent colleges as subsidiaries of local universities has meant that colleges have to be restructured to conform to the organization of the collaborating universities. This has necessitated streamlining of programmes in these institutions in line with the mother universities/colleges. The cost of local qualifications in some courses has been too high forcing many Kenyans to seek international qualifications that are perceived to be cheaper. Development of ICT and the World Wide Web has also enabled
many students to access foreign colleges and material as well as to register for foreign programmes. Finally, emergence of exchange programmes among students in colleges and universities have exposed students to foreign environments leading to special interest in courses.

1.9: Importance of the study

The researcher intended the study to be an eye opener to owners, administrators and managers of local institutions on which way to co-operate and achieve synergistic benefits and enable them to survive and compete favorably with larger and more established institutions. Synergy is usually the power behind institutional collaborations just as it is for business partnerships.

According (Wakeam J, 2006) a synergy is where different entities cooperate advantageously for a final outcome. If used in a business application it means that teamwork will produce an overall better result than if each person (firm) was working towards the same goal individually (Wikipedia). Smaller and medium sized institutions unable to create their own programmes due to various impediments such as lack of resources, legal factors; political factors, cultural factors etc would have an opportunity to expand their portfolio through integration.

Collaboration between institutions has to be a win-win situation. (Dess, 2005) observes that the guiding principle for successful collaboration should be "equal status for all". The partners must feel that their interests and purpose for entering the collaboration are well served and should be able to see actual returns – whether through increased enrollment or improved infrastructure and services – on their investment in partnership, (Prokesch, 1997).
According to (Lorange, P and Roos, J 1992), good collaborations must create value for each party. However, (Skyrme, 2000), cautions that it is necessary to create the so called Chinese Walls where knowledge from one part of the business is deliberately withheld from another part playing a different role. Success from institutional collaboration is two fold; to the customers or students who can access international certification and to the proprietors of the various institutions involved who are able to raise their proceeds.

International institutions and examination centers such as the Association of Business Executives (ABE), Institute of Commercial Management (ICM) etc are able to access students in other countries without the necessity of setting up subsidiaries or facilities in those countries. Successful collaborations are always the outcome of a successful negotiation process in which terms are set out clearly and agreed upon by all, even if the partners agree on pre-requisites for courses.

Experience and evidence has shown that the success of collaboration depends on the commitment, effort and conviction of the implementing partners. In a global education climate increasingly divided between the “haves” and the “have nots”, collaboration is needed to foster universally beneficial development e.g. A multinational having its corporate centre in Britain may insist that its staff must have a qualification from a UK based institution say ACCA or ABE. This would only be easier if the same institution has developed collaboration with local institutions to offer those programmes. As a stakeholder, the multinational would then not need to ‘import” human capital if it has operations in the country. The proposed study seeks to provide empirical information to the local institutions on why and how to embrace strategic collaboration in a bid to grow jointly as opposed to perishing separately.
1.10: Scope of the study

Middle level colleges are institutions that offer between two and three year courses offering certificate, Diploma and Higher National Diploma qualifications. These colleges offer technical hands-on skills in various fields such as Business, Engineering, Medical Sciences, Education and Computer Sciences. The research was carried out in Nairobi, Kenya. Due to time, information and cost constraints; it concentrated on three colleges, Nairobi Institute of business Studies (NIBS), Wise Men Trainers and Consultants Ltd and Compuera College, all headquartered in Nairobi City.

The study considered a total of one hundred and thirty five (135) respondents from all the three colleges, both students and college administrators. It engaged 120 students, 40 from each college, three managers, one accountant and one registrar from every college. Categories of students reflected those who attend full-time courses, part time/evening classes and those who undertake their studies through distance education (DE). This showed the percentage of students who are taking their first courses and therefore unemployed and those who are taking professional courses in order to further their careers or look for better paying jobs.

1.11: Limitations of the study

Time – A comprehensive research of this magnitude would require a considerable amount of time in order to seek sufficient information from all stakeholders; this was not be available especially for reaching out to stakeholders outside the country.

Resources – Research is an expensive venture especially one that involves the field of academia. Consequently, it was not be possible to raise sufficient resources for this research given its importance considering the expected beneficiaries.
Scope – This research only considered three middle level colleges as a representative of the others.

1.12: Definition of operational terms

The researcher used several terms which he considered technical for which he finds imperative to offer a working definition.

Chinese wall - or firewall is an information barrier implemented within a firm to separate and isolate persons who make investment decisions from persons who are privy to undisclosed material information which may influence those decisions. This is a way of avoiding conflict of interest problems.

Competitive advantage- what is achieved when a company gets an attractive number of customers who prefer its products or services over the offerings of competitors and when the basis of this preference is durable.

Experience curve – A curve that shows the relationship between costs and experience/accumulated output level over time.

Institutional collaboration - sharing resources of any type (financial, personnel, materials, intellectual etc.) with one or more partner institutions.

Red Oceans - are all the industries in existence today and are a known market space. In the red oceans, industry boundaries are defined and accepted, and the competitive rules of the game are known.

Strategic management- Consists of the analysis, decisions, and actions an organization undertakes in order to create and sustain competitive advantages.

Strategic partnership- is a formal alliance between two commercial enterprises, usually formalized by one or more business contracts.
Strategy- The competitive moves and business approaches that managers employ to attract and please customers, compete successfully, grow the business, conduct operations, and achieve targeted objectives.

Synergy- the result of combining resources to produce a better rate of return than would be achieved by the same resources used separately.
CHAPTER TWO
LITERATURE REVIEW

2.1: Overview

This chapter aims to review literature related to the objectives of the research proposed. It seeks to shed light on the research questions as well as the problem statement. It reviews the literature on the process of collaboration, benefits of institutional collaborations, how to form collaborations, streamlining course materials and procedure, conducting marketing strategies and the ICT supported collaborations. It also looks at the need of expanding the training sector according to the expectations of Kenya's development blueprint (Kenya Vision, 2030). The purpose of this literature review is to examine what other researchers have already written on this subject.

2.2: Empirical Literature

The 1948 UN Universal Declaration of Human Rights stated: “Everyone has a right to education. Education shall be free at least in the elementary and fundamental stages. Higher education shall be equally accessible to all on the basis of merit”. Education is both consumption and an investment in human capital by individuals and society. Educated people acquire knowledge, skills and attitudes which enable them to receive higher earnings and also to play an active role in societal development.

The indirect benefits also known as externalities or spillover benefits are usually difficult to measure in real terms and include reduction in crime, social cohesion, technological innovations and intergenerational benefits, (Okumbe, 1999). For most people who wish either to start a new career, advance in their current profession or change their careers, college education is a must. With the constantly changing global environment
spearheaded by sophisticated technology, many jobs have been declared redundant. Specialization is also proving inculpable since employers prefer staff that is not restricted by the skills they have acquired. They prefer a multi-skilled workforce. For instance, a manager who can type short letters on his/her own would be preferred to one who must require a secretary/typist for such work. A marketing executive who has accounting knowledge would be a favourite of most managers to minimize cost. This is the power behind multi-skilling.

The result of this is high demand for college and university education. The biggest predicament for most colleges in the competitive global economy is for growth and to maintain an elusive advantage in training (Alice Brown, 2008).

Knowledge and intellectual capital need constant updating and refreshing to maintain their value (Skyrme, 2000). Many Kenyan Colleges and Universities have been offering local certificates, diplomas and degrees for a long time. However, the changing environment characterized by new technologies, globalization of markets and production, liberalization of education and skills have put most of these institutions between a rock and a hard place. It is far fetching at this time and age for an institution to insist on offering its own local certificates without collaborating with other institutions either locally or globally. The point of inter-institutional collaboration is to give all stakeholders an opportunity to benefit from it, including the area of marketing and advertising of programmes and services.

The collaborations terms must specifically ensure this as in most cases not every partner institution has the revenue and resources set aside, or left over, to market its courses. Collaborating institutions lacking individual ability to market or advertise their
educational products must conduct joint marketing or advertising drives for programmes, services and courses offered from all institutions in the partnership.

The world is entering the knowledge society in which the basic economic resource is no longer capital, or natural resources, or labour, but is and will remain knowledge and where knowledge workers will play a central role (Drucker, 1993).

2.3: Impact of training in development

Training is the use of systematic and planned instruction activities to promote learning (Armstrong M, 2006). It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. For any kind of economic development to be realized, it is imperative for the country to train its citizens.

Training has a complementary role to play in accelerating learning according to (Reynolds, 2004). For training to be effective for the purpose of improving performance of employees (Armstrong, 2006) argues that the content should be related to the work contexts of the participants.

2.4: Institutional Collaborations

Institutional collaboration is sharing resources of any type with one or more partner institutions, (Wyllie, J 1998). It may be between institutions in the same neighborhood or state e.g. Nairobi Institute of Business Studies and Jomo Kenyatta University collaborating in several courses, or between institutions in different countries e.g. Compuera College in Kenya and Association of Business Executives (ABE) in UK.

According to (Williamson, 1979), organizations form alliances in order to minimize their costs and/or risks. Forming a strategic alliance represents an internalization process for a firm, thereby removing it from the price vagrancies of the market place, accompanying
negotiation, and risk. Thus, forming an alliance represents one way a firm adapts to an uncertain world. In collaborations, institutions share knowledge and expertise e.g. joint research projects, designing and delivery of curriculum and course materials, infrastructure e.g. Information and Communications technology (ICT) facilities such as video, audio conferencing equipment and computer rooms, human resources e.g. formal arrangements for external examinations or peer review, services e.g. Library, book store, student counseling, HIV/AIDS peer counseling etc, cost of starting or maintaining educational programmes, institutional culture and perspective e.g. through student and faculty exchange programmes, developing and administering examinations, teaching and preparing students for the examinations.

2.5: Organizing Collaborations

Selecting partners is much about culture and personality as about other attributes. Successful partners share mutual interests, offer complementary competencies and have compatible (though not necessarily identical) cultures (Skyrme D J, 2000). He provides the following model.

![Fig 1](image)

Strategic Fit

Organizational compatibility

Knowledge collaboration
Strategic Fit refers to how complementary the operational strategies of the two institutions are. A useful way of assessing strategic fit is by mapping the strategic dimensions of the industry and comparing the institutions own coverage and that of potential collaborators.

There are three critical competencies needed in alliance building and development; political- managing the enterprise’s different stakeholders, entrepreneurial- knowing how to enable people from different organizations to work together effectively and analytical - ability to carry out specific investigations (Lorange and Roos, 1992). Internal development may be time consuming; thus, firms may forfeit the benefits of speed that growth through strategic partnerships can provide (Gregory G. D, et al 2005).

2.6: Kenya Vision 2030

On 30th October 2006, H. E. President Mwai Kibaki launched the blueprint containing the country’s vision 2030 development process. Chief among the issues contained in the document is Education and Training. Under this subject, the document stipulates that Kenya will provide globally competitive quality education, training and research to her citizen for development and enhanced individual well-being (Kenya Vision, 2030). According to the country’s development agenda, the overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and integration of all especial needs education into learning and training institutions while achieving an 80% adult literacy rate, increasing the school enrollment rate to 95% and increasing the transition rates to technical institutions and universities from 3% to 8% by 2012. From this document, public and private colleges and universities will be encouraged to expand enrollment. In line with these aspirations of the vision, expansion of the training sector is a priority for
the country to develop. For entrepreneurs, it is an opportunity to invest. To the students, it is a chance to develop their careers.

2.7: Benefits of institutional collaboration

Collaboration is possible in almost any area in training including; admission, advertising, certification, curriculum design, curriculum developing, inducting choice of media i.e. Print, audio, video, internet, end term evaluation, library support, mid-term evaluation, network support, student admission and selection, and student support/academic counseling (UNESCO, 1992).

This provides a wide range of options for collaborations that would not only ensure colleges a competitive advantage in their area of training but also provide Kenyan citizens with a wide range of alternatives to choose from regarding their career growth. After a five-year study of 15 strategic alliances between major multinationals, (Gary et al, 2002) concluded that a major determinant of how much a company gains from an alliance is its ability to learn from its alliance partner. They observed thus;

“We accompanied a Japanese development engineer on a tour through a partner’s factory. This engineer dutifully took notes on the plant layout, number of production stages, rate at which the line was running and the fact that he had no manufacturing responsibility in his own company, and that the alliance did not encompass joint manufacturing. Such dedication greatly enhances learning”.

Only organizations that maximize how much they can learn from partner will gain full benefits of such alliances. Institutions that will benefit most from collaboration are those from small or developing nations that lack the individual expertise or funds to develop course materials, or to maintain a wide range of services (Moram L et al, 1993).
Despite the potential benefits, managers must be aware of the risks associated with such partnerships and how they can be minimized (Gregory G et al, 2005). They sight the first as the need to have a clearly defined strategy that is strongly supported by both organizations that are party to the partnership. There must also be a clear understanding of capabilities and resources that will be central to the partnership. Thirdly, trust is a vital element. Phasing in the relationship between alliance partners permits them to get to each other better and develop trust. Finally, there should be an exit strategy to caution firms from opportunists out to expropriate knowledge, skills, resources and capacity of others.

2.8: Resource sharing and flexibility

Institutions can develop and offer a wide range of quality human, academic or technological resources through collaboration for a relatively low cost e.g. many institutions cannot afford to offer a programme or course if its enrollment numbers are low. However, a low-enrollment programme may still be made available to students through an arrangement with other institutions at which the programme is in high demand (Daniel et al, 1986). Collaborations help institutions to implement new and often progressive ideas e.g. an institution wanting to update its curriculum to take advantage of ICT may only have in-house experience with print-based curriculum design. Instead of independently contracting on outside agency at a potentially high cost to develop the new curriculum, the institution could share developments costs through collaborating with other institutions facing a similar situation or with another institution that has expertise in developing multimedia educational applications (Daniel et al, 1986). Inter-institutional collaboration often means working with people that have a different culture, value system or religion. Institutions benefit intellectually from an infusion of
global culture, instead of relying solely on a campus-based culture where the ‘Local’ viewpoint predominates.

2.9: Raising Quality of Programmes

Institutions in a collaboration benefit from sharing quality – building processes and techniques such as administration, course design and learner support. UNESCO – initiated “World Declaration of Education for all International Conventions in Jomtein, Thailand in 1990 and in Dakar Senegal in 2000 are cases in point. Collaborations helped nations to share and develop tools for assessing their educational activities, with the goal of achieving a higher quality of education world wide (UNESCO 2000).

Collaborations in Kenya specify their missions as having a commitment to advancing education globally. Many institutions have focused on making a profit as sources of funding have dried up. Through collaboration quality expertise and resources can be developed or shared at relatively low cost and effort making it possible for financially disadvantaged institution to focus on providing quality services.

2.10: Managing institutional collaborations

Getting colleges to collaborate is a very difficult, much unappreciated endeavour. This is mainly because heads of individual institutions are independent. As the primary representative of the institutions, they have a strong need for autonomy and to claim distinctiveness for their institutions even when the institution is very similar to others within the same classification of higher education institutions. While they do not want to disagree with their peers in public and will often appear to be in agreement, promises made in public setting often do not get fulfilled in a private setting (Bill B, 2007).

For the collaboration to work, the following interventions are important.
First, have a specific mission before you meet to organize. Forming collaboration without knowing what you will collaborate to do is like having a meeting without an agenda. Not much is likely to be accomplished. Recognize that providing central services or getting cooperation across the campuses is worthy a goal as true collaboration. Second, hold the initial organizational meeting with those who will be beneficiaries to be sure they are receptive to the new opportunities provided e.g. Faculties from the colleges. The deans of faculty can meet prior to the collaboration to pave the way for the eventual alliance. Third, the member colleges or an outside foundation, examining bodies and the government should be consulted to support the first effort adequately. If the first venture fails, the consortium is likely to fail as well. Be sure that the project has appeal that will generate sufficient and sustained funding either from the members or from sponsors such as the government.

Fourth, find a strong leader – someone who is able to listen to the faculty and students or whoever the beneficiaries are and not to be intimidated by those serving on the board of the collaboration who may think they best know what the beneficiaries need. He/she must be a bold person able to solicit honest responses to ideas from the board members, but is flexible enough to shape the ideas of those board members into fundable projects that will serve the major constituencies as they want to be served. Fifth, develop an organizational voice that is independent of the member institutions and the beneficiaries. An advisory council should be established as part of the first strategic plan. Membership should be drawn from retired academicians, and other individuals in the higher education with special interest in the region colleges and institutions such as a council can help the collaboration director to consider what the colleges want to do in relation to broad views of higher education (Alice Brown, 2008).
2.11: Joint Marketing Strategies

Marketing is an important function of educational management which is concerned with ensuring that what is happening within the precincts of an educational organization is of great value to the society at large. The point of inter-institutional collaborations is to give all stakeholders an opportunity to benefit from it including the area of marketing and advertising of programmes and services. The collaborations terms must ensure this as in most cases not every partner institution has the revenue and resources set aside to market its services known to all. Collaborating institutions lacking individual ability to market or advertise their educational products could conduct joint marketing or advertising drives for courses that include programmes, services and course offerings from all institutions in the partnership (Okumbe, 1991).

2.12: Impact of E-Learning

E-learning is the delivery and administration of learning opportunities and support via computer, networked and web-based technology to help individual performance and development. E-learning enhances learning by extending and supplementing face to face learning rather that replacing it (Pollard et al, 2001).

Self-paced e-learning can be taken any time and is therefore a just-in-time approach. E-learning can be taken at any place – in the office, at home or other locations, which eliminates the travel needs and costs (Van Dam, 2004). Skills acquisition and knowledge development will take place at any pace and any path, as the learning experience is solely driven by the participant, and therefore very personalized. Anyone in the organization can engage in e-learning, participate and share experience and knowledge in e-learning collaboration sessions.
2.13: Process of collaboration

In the past, a hierarchal structure, with colleges holding the power and resources, was assumed to be one of the sources of friction in a collaborative and a cause of its eventual demise. Thus, current collaborations strive for collegiality and equality in relationships between public school and college participants, although the ideal is usually beyond reach. Top leadership in both institutions should be involved to give legitimacy to the collaborative and to ensure the availability of human and financial resources (Mocker et al, 1988).

Participants should include individuals (i.e., principals, deans, teachers, professors, counselors) who have the most to gain from collaboration, and who represent a broad range of departments from both sides. Representatives from the school side are likely to be more eager to participate, since the reward system for college faculty still stresses teaching and publishing, and working with collaboration can detract from those activities (Mocker et al, 1988). Still, benefits can accrue to college participants, and they should be clearly indicated at the outset (Gifford & Gabelko, 1987).

Broad-based and long-term funding is crucial to the stability of a collaborative, although it is difficult to secure. While foundations are currently supporting collaborations in the short-run, as a means of improving the general health of urban areas, funders may steer collaborations in a direction different from the one desired by their members. Further, the fact that colleges usually receive and administer the grants skews the power balance of the collaborative, despite efforts at equality. Collaborations move through various stages of development (Trubowitz, 1984). For example, replacing feelings of distrust--one of the
stages—with collegiality requires sharing experiences and roles. Other stages must be worked through similarly until mutuality and trust are achieved.

2.14: Experience Curve Theory

The experience curve theory refers to a phenomenon identified by the Boston Consulting Group (1984) that, when an organization's experience at producing and selling a product or service doubles, the cost of production falls by between 10-30% each time this event occurs. (Cole, 2005)

The relationship between costs and experience is called the experience curve.

No institution can afford to ignore the strategic and competitive benefits of collaborating with another company to strengthen its competitive position and open up avenues of new opportunity, (Thompson, et al, 2005). Through such alliances institutions can complement each other and hence grow faster and at a lower unit cost. This argument however would peg on the compatibility of the partnering institutions. The factors which contribute to the experience curve include: improved labour efficiency over time,
improved production methods in the light of experience, improved performance from existing equipment, improved supplier conditions and improved synergies from combination.

The attainment of lower costs enables a firm to consider the early option of price reductions on its products which in turn eventually lead to lower price overall (Henderson, 1984).
Successful institutional collaborations are dependent upon the compatibility of programmes among collaborating institutions, extensive negotiations between the colleges' administrations on the responsibilities and obligations of each as well as the management of the resulting institutions. The researcher will look at the processes of preparing such collaborations, factors that should be considered in these processes and the ways of managing successful collaborations. The Success of collaborations is also
subject to several intervening variables. The main ones include the different organizational structures and cultures which may not be compatible, organizational politics in which case some managers may feel threatened by developments in collaborations. There can also be conflicts among managers of the collaborating institutions leading to delays and disagreements. The established routines and paradigms which may need to change against the wish of the individuals concerned may also impend collaborations.

2.14 Summary of the Literature Review

The vision of any organization is to create a competitive advantage that can assure it a sustainable competitive advantage in the future. For the middle level colleges, this remains a mirage given the current situation. These firms are often overwhelmed by the fast growth of the industry. They have realized that they can not continue operating organically, offering local courses in a globalised environment.

The escape route is strategic alliance and collaborations. Organizations are expected to form cooperative agreements if they believe that these arrangements will better enable them to meet their strategic objectives with the focus being on maximizing profits Kogut, (1988). This might be the only way forward for these institutions if they are to be competitive enough and ready for the global challenges.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0: Overview of the Chapter

This chapter comprises of the research design, the population, sampling, data collection instruments and procedures, data analysis and presentation.

3.1: Research design

The study employed a descriptive statistical mode to analyze and present the data. Descriptive researches are those studies that are concerned with specific predictions, with narration of facts and characteristics concerning individuals, groups and situations (Kathori, 2005). This research is descriptive since it attempted to assess the impact of institutional collaborations in colleges and other learning institutions.

Descriptive research employs survey design. Survey design is a report of study, which requires the collection of quantifiable information from the sample. The survey research is descriptive because it obtains information about the existing phenomenon (Kathori, 2005).

The study involved a survey including of students and managers of Nairobi Institute of Business Studies, Wisemen Trainers and Consultants and Compuera College who are engaged in courses offered by institutions that have collaborated with these colleges.

A descriptive research answers questions concerning the current status of the subject under study. Survey design is conducted under natural settings of the respondents i.e. no control of the events. The secondary data was collected from the colleges' policies and statistics from the institutions' archives.
3.2: Study Population

The population of the study was the students (customers) of Nairobi Institute of Business Studies, Wise men Trainers and Consultants Ltd and Compuera College as well as the managers of these institutions. The students were selected using a stratified sampling method from the three colleges. The sample frame was therefore the lists of total number of students in the institutions. These are lists that showed all the students including the courses they do and the mode of learning. The sampling frame comprised those who attend fulltime classes, those who attend evening classes as well as those who take their studies through distance learning.

These respondents were further be sub-divided into the various programmes depending on the examining bodies for which they belong. A questionnaire was then administered to the selected students. A non-probability sampling method was applied in the case of administrators because of inadequate sampling frame. All the selected administrators were provided with a questionnaire to fill.

3.3: Sample and Sampling frame

The researcher conducted a survey and engaged a convenient sample of 135 respondents, from among the three colleges. Out of a sample frame of 5300 students, in the three colleges a random sample of 120 students was selected, 40 from each college. There were 3 managers, one accountant and a registrar. A stratified sampling relied on arranging the target population according to the courses they do and their mode of study. Every tenth student from every programme offered in the college as contained in the list obtained from the college registrar was provided with a questionnaire.

3.4: Data collection
Questionnaires were the primary tools of data collection. The questionnaire contained close ended questions which were easier to analyze. They were provided to the students during class time to ensure that they were available to respond. However the questionnaire for managers, accountants and registrars were provided to them in their respective offices by the researcher and were collected in a similar manner.

Before the final questionnaire was developed, a draft was pre-tested on a sample of 10 respondents in order to examine its effectiveness and detect any weaknesses that it may have had. Such shortcomings were corrected before the actual data collection. The study mainly used structured questions to collect data. Structured question required definite responses from the respondents and were easier to handle, simpler to answer, quickly to respond to and relatively inexpensive to analyze.

Unstructured questions provided the respondents with a general guide on the type of information to be obtained and allow them to reply in their own words. Unstructured questions were less time consuming in preparation and they allowed for free response and gave room for creativity and suggestions by the respondents. The responses provided qualitative data. However, these questions were relatively difficult to analyze.

Given that the respondents were all educated, the level of education was not a problem during the filling of questionnaires. The questionnaire was also be accompanied by a letter explaining the purpose of the research and assuring the respondents of confidentiality. It was expected that most respondents would respond to the questions presented to them. The questionnaires were distributed and collected by the researcher on working hours.
3.5: Data analysis

The questionnaires were collected, analyzed and the data processed using the responses received from the field. The resultant data was analyzed using descriptive statistics that included simple tallying procedures in form of percentages and bar graphs. The data was also be tabulated to enhance its analysis.

According to (Nachmias et al, 2004), descriptive statistics enable the researcher to summarize and organize data in an effective and meaningful way. They provide tools for describing collection of statistical observations, reducing information to an understandable form. The information was then presented in the form of charts, frequency and percentage tables.

In this study, the data gathered was then be integrated with available secondary data for the purpose of interpretation and search of broader meaning to the responses given as well as making inferences.
CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.0: Overview

In this chapter, the researcher analyzed the data collected from the field. The data collected through the questionnaires and interview schedules are tabulated in order to make them meaningful. This chapter extensively analyzes, interpret and present the data obtained from the questionnaires and interview schedules. The main objective of the study was to assess the impact of strategic partnerships and institutional collaborations among middle level colleges in Kenya. The study sought to assess the benefits of strategic partnerships and institutional collaborations to students in Kenya and to identify the challenges faced by local colleges trying to grow organically in a liberalized global market place. Further it was aimed at examining the effectiveness of institutional collaborations as a growth strategy among colleges as well as assessing the challenges faced by institutions in the process of collaboration.

4.1: BACKGROUND INFORMATION

Table 4.1: QUANTITATIVE ANALYSIS

<table>
<thead>
<tr>
<th>College respondents</th>
<th>No. of student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi Institute of Business Studies</td>
<td>37</td>
</tr>
<tr>
<td>Wisemen Trainers and Consultants Ltd</td>
<td>34</td>
</tr>
<tr>
<td>Compuera College</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
</tr>
</tbody>
</table>

A total of 106 (one hundred and six) students out of a possible 120 (one hundred and twenty) answered all the questions in the questionnaires. The questionnaires covered
A total of 106 (one hundred and six) students out of a possible 120 (one hundred and twenty) answered all the questions in the questionnaires. The questionnaires covered the three colleges which were represented in the survey. 37 students from Nairobi Institute of Business Studies, 34 from Wisemen Trainers and 35 from Compuera College responded making a total of 106. The 120 respondents were drawn from the population of 5300 students from the three colleges, 2500 from NIBS, 1800 from Wisemen Trainers and 1000 from Compuera. The data collected was presented in statistical tables for ease of reading and interpretation. The relationships between several variables are represented using percentages.

The gender of respondents varied from college to college. Out of the 37 students of NIBS, 23 were female and 14 were male. This represented 62.2% female and 37.8% male. In Wisemen Trainers, of the 34 respondents, 21 were female and 13 were male, representing 61.8% and 38.2% respectively. In Compuera College, respondents were 24 against 11 in favour of female students. This represented a 75.3% and 24.7% distribution respectively.

Table 4.2 below shows the gender distribution of the respondents.

<table>
<thead>
<tr>
<th>College</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi Institute of Business Studies</td>
<td>37.8%</td>
<td>62.2%</td>
<td>100%</td>
</tr>
<tr>
<td>Wisemen Trainers and Consultants Ltd</td>
<td>38.2%</td>
<td>61.8%</td>
<td>100%</td>
</tr>
<tr>
<td>Compuera College</td>
<td>31.4%</td>
<td>68.6%</td>
<td>100%</td>
</tr>
</tbody>
</table>
This indicates an interesting scenario where most of the people undertaking college are female.

Majority of students attending college are the youth who have just left high school and those who have had their first job and are looking for promotion and confirmation in appointment at their places of work. Consequently, most of them fall between the age of 18 and 30. There are those who have either lost their jobs through redundancies and are studying in order to look for other jobs. There is also a category of students working as supervisors or middle level managers having acquired their academic degree certificates and are now looking for professional qualifications in order to upgrade their curriculum vitae. These categories however represent the minority as most of them go for higher qualifications like masters degrees. The table below shows this distribution.

Table 4.3: AGE DISTRIBUTION

<table>
<thead>
<tr>
<th>College</th>
<th>18-20</th>
<th>21-30</th>
<th>31-40</th>
<th>Over 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIBS</td>
<td>27.4%</td>
<td>41.1%</td>
<td>20.5%</td>
<td>11%</td>
</tr>
<tr>
<td>Wisemen</td>
<td>23.9%</td>
<td>40%</td>
<td>14.3%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Compuera</td>
<td>25%</td>
<td>44.4%</td>
<td>25%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>

The table indicates that majority of students in all colleges are aged between 21 and 30 years old, this ranges from 40% to 44.4% in all colleges. Between 23.9% and 27.4% are aged from 18 to 20 years old. A paltry range of 5.6% to 12.9% is aged over 41 years.
Table 4.4: EMPLOYMENT DETAILS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Employed</th>
<th>Self-employed</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIBS</td>
<td>34.3%</td>
<td>16%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Wisemen</td>
<td>41.5%</td>
<td>10.2%</td>
<td>48.3%</td>
</tr>
<tr>
<td>Compuera</td>
<td>39.1%</td>
<td>9.9%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Details in the table indicate that a majority of the students attending college are unemployed and were probably doing the courses in a bid to seek qualifications for employment. This represents between 48.3% and 50% in the three colleges. Those employed were between 34.3% and 41.5%, Wisemen Trainers taking the lead. NIBS had the largest percentage of students who confessed to be self-employed with 16%, while Wisemen and Compuera had 10.2% and 9.9% respectively. This implies those who seek managerial skills to enable them manage their own businesses.

Of those who are employed at NIBS 2.6% work in the public service, a huge chunk of 70.3% work in the private sector while the rest are in non-governmental and other organizations. At Compeura College however, 24% are public servants, 56.8% work in the private sector while the rest are in NGOs and other organizations. Those working in the public service at Wisemen represent 40%, 21.7% work with NGOs and 38.3% work in the private sector. Table 4.5 shows this distribution.
Table 4.5: WORK PLACES

<table>
<thead>
<tr>
<th></th>
<th>Public Service</th>
<th>Private Sector</th>
<th>NGOs and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIBS</td>
<td>2.6%</td>
<td>70.3%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Wisemen</td>
<td>40%</td>
<td>38.3%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Compuera</td>
<td>24%</td>
<td>56.8%</td>
<td>19.2%</td>
</tr>
</tbody>
</table>

These results indicate that most people who undertake the courses offered through collaborations in these colleges are working in the private sector. Perhaps those working in the public sector still prefer local courses mainly provided by the more conservative Kenya National Examination Council. However, at Compuera college a majority of those working students are in the public service, probably indication the college has cut a niche in that market.
From the data collected, it was apparent that most of the students prefer both full time and part-time classes with a few taking distance learning in which they are provided with materials, they read on their own and sit for the same examinations with their counterparts at the end of the semester. The distribution and proportions are shown in the table below.

<table>
<thead>
<tr>
<th>Mode of Study</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIBS</td>
<td>45.6%</td>
<td>41.4%</td>
<td>13%</td>
</tr>
<tr>
<td>Wisemen</td>
<td>35.1%</td>
<td>60%</td>
<td>4.9%</td>
</tr>
<tr>
<td>Compuera</td>
<td>46.4%</td>
<td>40.5%</td>
<td>13.1%</td>
</tr>
</tbody>
</table>
The table shows that in Nairobi Institute of Business Studies, majority of students, 45.6% study during the day, 41.4% take part-time classes while only 13% attend distance learning. At wisemen, 60% attend evening classes, meaning that they are a working lot, 35.1% study day time, while only 4.9% attend distance learning. Compuera holds 46.4% attending full classes, 40.5% go to evening classes while 13.1% attend distance learning. The figures show that there is a growing passion for part-time classes as working people seek to improve their qualification to open up paths for promotion and better paying jobs.

4.7: EXTENT TO WHICH COURSES MEET TRAINING NEEDS

Measured on student’s perceived satisfaction depending on the extent to which they either agreed or disagreed with the various parameters used. The parameters that were used to measure satisfaction were the students gauged the usefulness of the courses they undertake in terms of adequately meeting their training needs. The other parameter sought to determine whether the courses offered through collaboration reduced the need for students to seek for courses abroad. Finally, the third parameter measured the extent to which students believed that by undertaking courses in collaboration with foreign colleges or universities, it offered them with a competitive advantage in the job market.
### Table 4.7.1: NIBS RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents agree that.....</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses adequately meet your training needs</td>
<td>34%</td>
<td>42%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Collaborations offer opportunity for foreign courses locally</td>
<td>54%</td>
<td>40%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Courses offer a competitive advantage over students trained locally</td>
<td>46%</td>
<td>37%</td>
<td>12%</td>
<td>5%</td>
</tr>
</tbody>
</table>

At NIBS, 76% of the students answered to the affirmative a question whether the courses offered by the collaborating institute adequately met their training needs; however, a sizeable proportion of 24% either disagreed or remained neutral. This could be the group that takes local courses, mainly from Kenya National Examination Council. Another 94% agreed that collaborations offered them with opportunity for foreign courses locally. Only 6% remained neutral. Of the NIBS students who responded to the questionnaires, 83% agreed that the courses offered by the college gave them a competitive edge over other students, mainly in terms of job opportunities and promotions. This represented a strong support to the collaborations by students of Nairobi Institute of Business studies.
Table 4.7.2: WISEMEN TRAINERS RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents agree that.....</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses adequately meet your training needs</td>
<td>36%</td>
<td>44%</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Collaborations offer opportunity for foreign courses locally</td>
<td>43%</td>
<td>51%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Courses offer a competitive advantage over students trained locally</td>
<td>49%</td>
<td>34%</td>
<td>10%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Scenario in Wisemen trainers was, rather similar, with 80% of the respondents agreeing that the courses offered by the college fulfilled their training needs expectations and only 20% either disagreed or remained neutral. On whether the college offered opportunity for foreign courses locally, 94% responded to the affirmative while only 6% either negated or choose to remain neutral. 83% agreed that the courses offered provided them with a competitive advantage over other students trained locally.
### 4.7.3: COMPUERA COLLEGE RESPONDENTS

<table>
<thead>
<tr>
<th>Respondents agree that…..</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses adequately meet your training needs</td>
<td>48%</td>
<td>36%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Collaborations offer opportunity for foreign courses locally</td>
<td>45%</td>
<td>46%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Courses offer a competitive advantage over students trained locally</td>
<td>40%</td>
<td>39%</td>
<td>15%</td>
<td>6%</td>
</tr>
</tbody>
</table>

At Compuera College, 84% agreed that the courses adequately met their training needs, with only 16% either disagreeing or remaining neutral. 91% agreed that collaborations provided them with an opportunity for foreign courses locally; only 9% disagreed or remained neutral. On whether the courses offered them with a competitive advantage over those taking local courses, 79% agreed, and a sizeable proportion, 21% disagreed or remained neutral.

### 4.8: EFFECTIVENESS OF COURSES TO THE JOB PERFORMANCE

On whether the courses taken by the proportion of those who confessed to be employed considered that the skills gained were effective to their job performance, the following results were discovered from the questionnaires.
At NIBS, only 8% thought that the courses they were taking were ineffective to their job performance. At Wisemen, no respondent thought that the skills were ineffective while at Compuera College, only 2% believed that the courses they were doing are ineffective to their job performance. This percentages indicated that majority of the respondents considered the courses as useful to their job performance. The small proportion of those
who answered otherwise could be those who are doing courses other than those related to their jobs, mainly with an aim of changing their careers.

4.9 COST COMPARISON

Responding to a question whether foreign courses are relatively cheaper than local qualifications, the responses were summarized as follows in the table below.

Table 4.9 cost comparison

<table>
<thead>
<tr>
<th>College</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIBS</td>
<td>35%</td>
<td>33%</td>
<td>12%</td>
<td>20%</td>
</tr>
<tr>
<td>WISEMEN</td>
<td>32%</td>
<td>31%</td>
<td>12%</td>
<td>25%</td>
</tr>
<tr>
<td>COMPUERA</td>
<td>39%</td>
<td>20%</td>
<td>14%</td>
<td>27%</td>
</tr>
</tbody>
</table>

![Graph showing cost comparison]
At NIBS, 68% agreed that foreign courses are less costly than local while 32% either disagreed with this position or chose to remain neutral. The respondents at Wisemen had 63% on the affirmative while 37% either disagreed or remained neutral. Compuera College had the largest percentage of those who believed that foreign courses were not necessarily cheaper, with 41% taking this position while only 59% responded to the affirmative.

4.10: RESPONSES OF MANAGERS, ACCOUNTANTS AND REGISTRARS

4.10.1: Background information

The research targeted at total of nine managers, three in each college, three accountants, one from each college and three registrars, one from each college. The entire targeted sample responded to the questions posed to them in the questionnaire. However, it was observed as expected that the responses were skewed towards their varied professions.

4.10.1: EXAMINING BODIES COLLABORATING WITH THE COLLEGES

<table>
<thead>
<tr>
<th>EXAM BODY</th>
<th>NIBS</th>
<th>WISEMEN</th>
<th>COMPUERA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>ICM</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>ABMA</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>KNEC</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>ACCA</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>KASNEB</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>JKUAT</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>LIMKOKWIN</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>IOTA</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
</tbody>
</table>
According to the above results, NIBS collaborates with the highest number of institutions with 7 out of the 9 that were sampled. Wisemen Trainers appears to be more focused, collaborating with 5 out of the 9 that were sampled. Compuera College cuts a niche only four out the 9 examining bodies. Wisemen Trainers has mainly concentrated on university collaborations, having collaborated with Limkokwin, JKUAT and IOTA, all offering degree courses.

4.10.2: GROWTH AFTER COLLABORATION

All administrators indicated that their businesses grew faster with collaboration than separately, both in terms of number of students and the turnover. The following table shows the distribution of the responses.

4.10.2: GROWTH OF NUMBERS AND MARGINS

<table>
<thead>
<tr>
<th>Business grew less organically than jointly......</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIBS</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>WISEMEN</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>COMPUERA</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The responses above indicated that for all the three represented institutions, collaborations and alliances meant more business and more profit margins. The results also showed a similar trend in terms of the student numbers with all administrators confirming that they had an increase in student population following the collaborations. This trend continued as the colleges collaborated with more institutions and universities both locally and globally. All the colleges also confirmed that they did not have their own programmes and wholly relied on other institutions that have the legal mandate to
examine students with acceptable qualifications. However, all the managers showed a
great inclination towards wanting to be upgraded to fully fledged universities and they
had approached the Commission of Higher Education (CHE) hoping to be inspected and
considered for such upgrading.

4.11 EFFECTIVENESS OF COLLABORATIONS

On whether the strategic collaboration and partnerships have been effective to the market
stakeholders, mainly college owners and the students, the following outcomes were for
discovered, based on the questions and were posed and the various institutions sampled.
<table>
<thead>
<tr>
<th>Administrators agree that.....</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborations have benefit colleges</td>
<td>37%</td>
<td>45%</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>They provide students with variety</td>
<td>28%</td>
<td>59%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Productivity and profitability has increased</td>
<td>19%</td>
<td>65%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Provided resources that the college lacks</td>
<td>9%</td>
<td>34%</td>
<td>47%</td>
<td>0%</td>
</tr>
<tr>
<td>College lacks legal capacity to offer its own programmes</td>
<td>31%</td>
<td>45%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>College would engage in more collaborations in future</td>
<td>25%</td>
<td>52%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>Its not appropriate to revert to organic growth</td>
<td>47%</td>
<td>36%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>Negative effects of strategic collaborations-NIBS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators agree that.....</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly agree                  agree            Neither agree nor disagree disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process of collaboration is long and tedious</td>
<td>12%</td>
<td>68%</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Some institutions might breach trust and spirit of the contract</td>
<td>31%</td>
<td>59%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Failure of exit strategy threatens relationship</td>
<td>24%</td>
<td>31%</td>
<td>29%</td>
<td>16%</td>
</tr>
</tbody>
</table>

49
Positive effects of strategic collaborations – Wisemen

<table>
<thead>
<tr>
<th>Administrators agree that...</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborations have benefit colleges</td>
<td>40%</td>
<td>41%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>They provide students with variety</td>
<td>32%</td>
<td>53%</td>
<td>15%</td>
<td>0%</td>
</tr>
<tr>
<td>Productivity and profitability has increased</td>
<td>25%</td>
<td>55%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Provided resources that the college lacks</td>
<td>21%</td>
<td>56%</td>
<td>16%</td>
<td>7%</td>
</tr>
<tr>
<td>College lacks legal capacity to offer its own programmes</td>
<td>29%</td>
<td>47%</td>
<td>13%</td>
<td>11%</td>
</tr>
<tr>
<td>College would engage in more collaborations in future</td>
<td>36%</td>
<td>42%</td>
<td>22%</td>
<td>0%</td>
</tr>
<tr>
<td>Its not appropriate to revert to organic growth</td>
<td>35%</td>
<td>48%</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Negative effects of strategic collaborations—Wisemen

<table>
<thead>
<tr>
<th>Administrators agree that.....</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process of collaboration is long and tedious</td>
<td>18%</td>
<td>62%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Some institutions might breach trust and spirit of the contract</td>
<td>34%</td>
<td>50%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Failure of exit strategy threatens relationship</td>
<td>35%</td>
<td>46%</td>
<td>19%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Positive effects of strategic collaborations – Compuera

<table>
<thead>
<tr>
<th>Administrators agree that.....</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Neither agree nor disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborations have benefit colleges</td>
<td>36%</td>
<td>43%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>They provide students with variety</td>
<td>25%</td>
<td>56%</td>
<td>19%</td>
<td>0%</td>
</tr>
<tr>
<td>Productivity and profitability has increased</td>
<td>34%</td>
<td>55%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Provided resources that the college lacks</td>
<td>13%</td>
<td>46%</td>
<td>34%</td>
<td>7%</td>
</tr>
<tr>
<td>College lacks legal capacity to offer its own programmes</td>
<td>24%</td>
<td>45%</td>
<td>31%</td>
<td>0%</td>
</tr>
<tr>
<td>College would engage in more collaborations in future</td>
<td>19%</td>
<td>60%</td>
<td>21%</td>
<td>0%</td>
</tr>
<tr>
<td>Its not appropriate to revert to organic growth</td>
<td>30%</td>
<td>41%</td>
<td>23%</td>
<td>6%</td>
</tr>
</tbody>
</table>
From the above tables, it is apparent that college managers concur that their institutions have benefited immensely by the collaborations through increased productivity, profitability, and ability to use resources that they lack. They also agreed that they are not in a position to offer their own courses for both capacity and legal reasons. College managers confirmed that they would gladly engage in more collaboration in the future as long as they prove to be compatible with the courses they are offering. They all ruled out the possibility of reverting back to organic growth in the future.

4.12 ADVANTAGES AND DISADVANTAGES OF COLLABORATIONS

The following advantages were identified by respondents from the questionnaires of administrators;

Collaborations result in synergies of combinations where colleges gain in terms of cost reduction and pooling of resources. The experience curve effects show that as colleges
get involved in more collaboration, they increase their student population hence accumulating the output and reducing cost.

Institutional collaborations also ensure that students get courses that they would otherwise have to travel abroad to acquire. This has reduced cost while at the same time ensuring that students get international qualifications. Connected to that, colleges are able to provide programmes to which owing to their legal capacity, they would otherwise not be in a position to offer with certification by the Commission of Higher Education.

Combinations of this nature ensure also mean that to pay back periods for colleges that get engaged are shorter. This is mainly because colleges as commercial ventures are able to increase revenues and reduce cost.

Colleges have in line with the country’s development blueprint, Vision 2030, been able to create jobs for graduates. By expanding through collaborations, colleges are in a position to increase the number of employees.

On the other hand, the following disadvantages were identified;

Depending on the effort put in the negotiation and the commitment on both institutions, there could be conflicts and disagreements that can lead to disintegration of the partnership.

Courses and programmes may also be incompatible leaning to loss of synergies. Cultures and paradigms of both institutions may not be the same and assimilating one to another may prove difficult. For this reason, a clear exit strategy must be put in place to avoid a situation where institutions engage each other in court tussles.

Expropriation of each others knowledge, skills, competences and resources is a common phenomenon in all strategic alliances of this nature. Chinese wall needs to be put in place to wall off partners from gaining beyond the spirit of the agreement. The objectives of
both institutions for the purpose of the partnership should be aligned to avoid such any inconveniences.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0: Overview

This chapter contains the summary, conclusions and recommendations of the study results as well as suggestions for further research.

5.1: SUMMARY

The training industry has in the recent past been extremely competitive. This has not been helped by the fact that most middle level colleges are offering the same courses and programmes. It has therefore become incumbent upon individual colleges to develop appropriate strategies that will give them a competitive advantage over rivals. One of the strategies adopted by colleges is to use collaborations and partnerships to pull together resources and knowledge. The strategy is used by colleges to gain synergies and to provide them with legal capacity. It also provides them with ability to compete globally, given that most of the examining bodies are foreign (70%).

The purpose of this study was to assess impact of strategic partnerships and institutional collaborations among middle level colleges in Kenya. The main objectives were to assess the benefits of strategic partnerships and institutional collaborations and to identify the challenges faces by local colleges trying to grow organically in a liberalized global market place. The study employed descriptive statistical method. The target population was students, managers and administrator of the three representative colleges namely; Nairobi Institute of Business Studies, Wisemen Trainers and Consultants Ltd and Compuera College, all headquartered in Nairobi city.

Forty students were selected through a stratified random sampling method, in order to ensure that the students represented all the courses and the various modes of study.
Every tenth student from the registrars black book was picked for every courses offered in each institution.

The primary data collection instrument used was the questionnaire. Interviews were also conducted to give more credibility and clarification to the answers received. Results of the questionnaires were then subjected to quantitative analysis. Secondary data was sought from the college records and used for qualitative analysis.

Raw data was converted into percentages and then tabulated in statistical tables. Appropriate figures that allowed for qualitative and quantitative analytical methods were used. The literature review covered the strategic partnerships, their benefits and processes of forming them. The results of the study reveal that institutional collaboration and partnerships has impacted positively on the productivity of middle level colleges in Kenya, both in terms of growth, market share and profitability. It was also revealed that for institutions that have not been given a charter by the Commission of Higher Education (CHE) to operate individually, this collaboration is the only viable means of growth. Colleges are not allowed to offer their own course unless they are properly vetted by the commission.

The study also revealed that students preferred foreign courses because in line with globalization, they are likely to be accepted in jobs offered by multinational firms as well as non-governmental organizations. It was also discovered from the study that most respondents contended that among the collaborating institutions, the foreign examining bodies offer relatively cheaper programmes than the local ones. For the students therefore, these courses give them an upper hand in terms of getting jobs in organizations.

The study shows a sharp increase in students population between 2000 and 2010, an indication that the institutions benefited immensely from these alliances. Given that
college managers answered to affirmative the question whether they would engage in other collaborations in the future, the study established that collaborations have a future.

5.2 CONCLUSION

In conclusion, the study confirmed that majority of students and college managers are happy with the results of institutional collaborations. This is a pointer that with proper management, these collaborations can be useful for organizations seeking joint growth where organic growth seems difficult like in the dynamic training industry. However, despite this seemingly concurred position, it is worth noting that the ultimate goal for any college is to eventually tailor its own programmes and offer its own certificates, diplomas and degree certificates. Colleges should therefore strive to improve their research facilities and knowledge creation with an objective of eventually standing alone. This is a tall order for them because they would have to undergo very rigorous screening and scrutiny by CHE, in terms of capacity and levels of technology and research facilities as well as the teaching personnel. A major concern that was raised and that most managers felt that it needed to be seriously addressed is the process of collaboration, selecting partners and ensuring that there is trust and commitment from both parties. An exit strategy was also found necessary especially where it was believed that on one the parties was unfairly expropriating the others knowledge and resources without and equivalent reverse.

5.3: RECOMMENDATIONS TO THE INDUSTRY

From the foregoing discussions and conclusions, it is evident that institutional collaborations and partnerships have a great positive impact on the growth of middle level colleges in Kenya, and play a pivotal role in their existence and development as indicated in the responses of both students and administrators.
One major recommendation put forward by students was that the colleges should seek their own charters to offer their own courses. This was on the premise that by so doing, institutions will be in a position to tailor their own programmes which suit the local market better. Some respondents felt that foreign courses are tailored for other countries and may not serve the country well.

Another recommendation that was put forward was for the local colleges to come up with exchange programmes that would see students from various countries doing the same courses exchange ideas and knowledge. Such an intervention would ensure that the students become more enlightened and have a wider view of the courses they are doing.

Finally, it is necessary for all the stakeholders including employers, government and students to be involved when the middle level colleges are preparing programmes. This will ensure that the courses offered are acceptable across the board and can assure students a job when they are through with the courses they are doing. There was also an inclination towards requiring colleges to seek those universities that emphasize courses that would help graduates to create employment instead of depending on their certificates to seek employment.

5.4: SUGGESTIONS FOR FURTHER RESEARCH

There is need for a study to be conducted to establish:

The effectiveness of organizations with their own letters of interim registration and those that have already acquired their charters to enable them operate and have their own programmes, as compared to colleges offering courses belonging to other institutions. Such a study would clear the skepticism of those college managers who are
torn between going it alone or remaining under the shadow of other local and foreign institutions.

Another useful study would be to establish the effects of converting middle level colleges into universities or pronouncing them as constituent colleges of established universities. This study would unearth the impact of such an action to the labour market and the employability of the resulting college graduates.
REFERENCES


Websites

American Distance Education Consortium (ADEC)
www.adec.edu

Asian Association of Open Universities
www.ouhk.edu.hk/~AAOUNet

The Commonwealth of Learning
www.col.org

Nairobi Institute of Business Studies
www.nibs.ac.ke

Wisemen Trainers and consultants Ltd
www.wisementrainers.co.ke
www.wikipedia.com
Appendix i

Paul G. Kariuki
C/o Kenyatta University

RE: RESEARCH ON THE IMPACT OF STRATEGIC PARTNERSHIPS AND INSTITUTIONAL COLLABORATIONS AMONG MIDDLE LEVEL COLLEGES IN KENYA

Dear Respondent,

I am a Master of Business Administration final year student at Kenyatta University, undertaking a research project on the above mention title.

This research is purely for academic purposes and shall not in any way affect your personal relationship with the institution being studied.

Your kind support and cooperation is essential to find plausible and convincing answers to the research questions as a solution to the problem statement. I request you to kindly take a few minutes to answer questions in this questionnaire. The information given will be treated with utmost confidentiality.

Your kind participation is deeply appreciated.

Yours Sincerely,

Paul G. Kariuki.

MBA STUDENT, KENYATTA UNIVERSITY

Appendix ii
QUESTIONNAIRE (STUDENTS)

(Please tick where appropriate)

SECTION ONE

1. General information.

   a) Please indicate your gender.

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b) Please indicate to which age bracket you fall

<table>
<thead>
<tr>
<th>18-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   c. Kindly indicate whether you are employed.

<table>
<thead>
<tr>
<th>Employed</th>
<th>Not employed</th>
<th>Self-employed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. If your answer in 3 above is 'employed', indicate the sector in which you work.

<table>
<thead>
<tr>
<th>Public sector</th>
<th>Private sector</th>
<th>NGO &amp; others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. If your answer in 4 above is ‘self-employed’ please specify the type of business you are engaged in.

<table>
<thead>
<tr>
<th>Sole proprietorship</th>
<th>Partnership</th>
<th>Private Limited Company</th>
<th>Public Limited Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Please indicate what mode of study you undertake.

<table>
<thead>
<tr>
<th>Full-time (day classes)</th>
<th>Part-time (Evening)</th>
<th>Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Why did you choose to join college at NIBS?

a) To get promoted
b) To secure a job
c) To gain skills to grow my business
d) To enable me further my studies
e) Any other reason (specify)

8. Kindly indicate the examiner for your course.

<table>
<thead>
<tr>
<th>ABE</th>
<th>ICM</th>
<th>ABMA</th>
<th>KNEC</th>
<th>ACCA</th>
<th>JKUAT</th>
<th>KASNEB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. What is the duration of your course?

<table>
<thead>
<tr>
<th>3 months</th>
<th>6 months</th>
<th>one year</th>
<th>over a year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION TWO

Kindly respond where appropriate.

10. Courses offered in this institution adequately meet my training needs.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

11. Institutional collaborations offer opportunities for students to undertake foreign courses locally as well as university affiliations.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

12. Ability to get a foreign qualification locally has given me a competitive edge as compared to other job seekers.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

13. How would you rate the effectiveness of the skills you have gained from the course you are doing towards your job performance.

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Somewhat effective</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

68
14. Foreign qualifications are relatively less costly than local qualifications.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

THANK YOU FOR YOUR TIME AND COOPERATION
Appendix iii

QUESTIONNAIRE FOR (ADMINISTRATORS, ACCOUNTANTS & REGISTRERS)

SECTION ONE

1. Background information.
   a) Kindly indicate the institution that you work for.

<table>
<thead>
<tr>
<th>WTC</th>
<th>NIBS</th>
<th>Compuera College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   b) Please indicate your title in your organization

<table>
<thead>
<tr>
<th>Manager</th>
<th>Registrar</th>
<th>Accountant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Which examination bodies/universities are you affiliated to, both locally and internationally.

<table>
<thead>
<tr>
<th>ABE</th>
<th>ICM</th>
<th>ABMA</th>
<th>KNEC</th>
<th>ACCA</th>
<th>JCUAT</th>
<th>KASNEB</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Kindly indicate the total population of your college before and after collaboration in the following times.

<table>
<thead>
<tr>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>200</th>
<th>200</th>
<th>200</th>
<th>200</th>
<th>200</th>
<th>201</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Were you able to grow your business organically without cooperating with other local and foreign institutions?

Yes
No

5. Have you tried to offer your own tailor made programmes or courses?

Yes
No

6. If yes in 5 above, how would you rate the results?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Neither good nor poor</th>
<th>Poor</th>
</tr>
</thead>
</table>

SECTION TWO

Kindly respond where appropriate.

How far do you agree with the following statements as regards the effectiveness of collaborations?

7. This institution has greatly benefited from affiliations and collaboration with other institutions locally and abroad.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

71
8. Advice to our students on career development enables students to have a wide range of local and foreign courses to choose from.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Our productivity and profitability has increased due to collaboration with other institutions.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Institutional collaborations have enabled us to use resources and competences that we lack.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Some foreign institutions provide programmes and courses that we can not offer for legal and capacity reasons.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. How would you rate the effectiveness of strategic collaborations in the training industry?

<table>
<thead>
<tr>
<th>Very effective</th>
<th>Effective</th>
<th>Somewhat effective</th>
<th>Ineffective</th>
</tr>
</thead>
</table>

13. We would consider engaging in more collaboration in future....

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

14. How would you rate the financial implication of engaging in institutional strategic collaborations?

<table>
<thead>
<tr>
<th>Very good</th>
<th>Good</th>
<th>Neither good nor poor</th>
<th>Poor</th>
</tr>
</thead>
</table>

15. It is not appropriate to revert to organic grow in the current environment in the training industry.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>
16. The process of collaborating with other institutions is long and tedious with many legal procedures.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. There is danger that some institutions might breach trust and spirit of the contract.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Failure to formulate an exit strategy threatens a firm's relationship and expected benefits from institutional collaborations.

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

19. What would you consider to be the advantages of institutional collaborations in the training industry?

a) ........................................................................................................
   ........................................................................................................

b) ........................................................................................................
   ........................................................................................................
20. What do you consider to be the major disadvantages of institutional collaborations in the training industry?

a) ........................................................................................................................................
........................................................................................................................................

b) ........................................................................................................................................
........................................................................................................................................

c) ........................................................................................................................................
........................................................................................................................................

d) ........................................................................................................................................
........................................................................................................................................

THANK YOU FOR YOUR TIME AND COOPERATION
# PROPOSED BUDGET

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>KSH</th>
</tr>
</thead>
<tbody>
<tr>
<td>One interviewer at 1000/= per day for 4 working days</td>
<td>4,000</td>
</tr>
<tr>
<td>Recruitment, training, field work supervision and administrative duties</td>
<td>15,000</td>
</tr>
<tr>
<td>Travel/fuel costs for research assistance per month</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Data Entry</strong></td>
<td></td>
</tr>
<tr>
<td>One data clerk for 10 days at Kshs 400</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td></td>
</tr>
<tr>
<td>To be done using SPSS soft ware</td>
<td>13,000</td>
</tr>
<tr>
<td><strong>Report writing, binding and producing required number of copies</strong></td>
<td></td>
</tr>
<tr>
<td>Approximately 100 pages x 20/= per page x 8copies</td>
<td>16,000</td>
</tr>
<tr>
<td>Add sorting, binding and other related cost = 2,000/=</td>
<td>2,000</td>
</tr>
<tr>
<td>Report writing</td>
<td>3,000</td>
</tr>
<tr>
<td>Miscellaneous e.g. training and recruitment costs</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>TOTAL ESTIMATED COST</strong></td>
<td>65,000</td>
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</tbody>
</table>
### TIME SCHEDULE

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; April-20&lt;sup&gt;th&lt;/sup&gt; April 2010</td>
</tr>
<tr>
<td>2</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; April-30&lt;sup&gt;th&lt;/sup&gt; April 2010</td>
</tr>
<tr>
<td>3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; May-15&lt;sup&gt;th&lt;/sup&gt; June 2010</td>
</tr>
<tr>
<td>4</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; June-31&lt;sup&gt;st&lt;/sup&gt; July 2010</td>
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<tr>
<td>5</td>
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<td>6</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; September-22&lt;sup&gt;nd&lt;/sup&gt; September 2010</td>
</tr>
<tr>
<td>7</td>
<td>30&lt;sup&gt;th&lt;/sup&gt; September-15&lt;sup&gt;th&lt;/sup&gt; October 2010</td>
</tr>
<tr>
<td>8</td>
<td>16&lt;sup&gt;th&lt;/sup&gt; October – 30&lt;sup&gt;th&lt;/sup&gt; October 2010</td>
</tr>
<tr>
<td>8</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; November – 5&lt;sup&gt;th&lt;/sup&gt; November 2010</td>
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