

**RESTRUCTURING STRATEGIES AND PERFORMANCE OF SELECTED  
PUBLIC UNIVERSITIES IN KENYA**

**BY**

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UNIVERSITY**

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## DECLARATION

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## **DEDICATION**

This thesis is dedicated to my husband Samuel Kivindo Saani, children Blessing Mutinda and Jiwel Saani; parents Daniel Kamuna Muia and Stellan Daniel; and my siblings, for the encouragement and support they accorded me during the study.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AAI</b>	Africa Adaptation Initiative
<b>ANOVA</b>	Analysis of Variance
<b>BSC</b>	Balanced Score-Card
<b>CEO</b>	Chief Executive Officer
<b>CFA</b>	Confirmatory Factor Analysis
<b>CSE</b>	Core Self-Evaluation
<b>CUE</b>	Commission for University Education
<b>GDP</b>	Gross Domestic Product
<b>GLS</b>	Generalized Least Squares
<b>HR</b>	Human Resource
<b>IMF</b>	International Monetary Fund
<b>KPIs</b>	Key Performance Indicators
<b>NACOSTI</b>	National Commission for Science and Technology
<b>OLS</b>	Ordinary Least Squares
<b>RBV</b>	Resource Based View
<b>ROA</b>	Return on Asset
<b>ROE</b>	Return on Equity
<b>SAHRC</b>	South African Human Rights Commission

<b>TMT</b>	Top Management Team
<b>UNDP</b>	United Nations Development Programme
<b>USAID</b>	United States Agency for International Development
<b>USSR</b>	Union of Soviet Socialist Republics
<b>VIF</b>	Variance Inflation Factor

## OPERATIONAL DEFINITION OF TERMS

**Down Sizing Restructuring:** This is a strategy that is aimed at cutting down on cost in the university and it involves reducing the size of the university's workforce, reducing the departments, merging roles and eliminating unproductive functions.

**Governance Reform Restructuring:** This is a strategy undertaken by the top management that involves reorganizing, changing and improving top management team composition, appointment criteria, remuneration reviews and centralizing decision-making processes in order to enhance efficiency.

**Operations Redesign Restructuring:** This is a strategy deployed by the university to ensure improved performance through streamlining routine processes, embracing automation technology, eliminating redundant procedures, job restructuring and decentralizing functions.

**Organizational Agility:** This is the university's ability to renew itself, rapidly adapt to and respond to external and internal changes in the environment and it includes sensing agility, decision-making agility and acting agility.

**Performance of Public Universities** This refer to the degree to which a university can measure its outcome in terms of the number of

student enrollment; number of new academic programs; academic audits in terms of missing marks, completion rates and quality of education; academic performance of the university; and financial viability.

**Public University**

This is a public institution owned by the government that provide higher education and research under the directions outlined by the government and receives significant funding from the government.

**Regulatory Framework**

These are guidelines put in place by the government to regulate the operations of the universities so as to ensure quality education, quality assurance and quality of learning facilities.

**Restructuring Strategy**

This a strategy which a university employs, after the existing strategies decline in their effectiveness, which are aimed at improving performance and they include operation redesign, downsizing and governance reform strategy.

## ABSTRACT

Public universities are critical to the economic growth of Kenya, contributing significantly by supplying the skilled workforce necessary to achieve the goals outlined in Vision 2030. These institutions play a vital role in supporting the achievement of Sustainable Development Goals by facilitating knowledge creation and spearheading research that lead to new discoveries. Despite their critical importance, public universities in Kenya face several performance challenges, including declining student enrollment, delayed completion rates, missing marks, financial difficulties, lack of new program development, subpar academic performance, and a general decline in the quality of education. In response to these challenges, public universities have adopted restructuring strategies aimed at enhancing their performance. Therefore, this research sought to find out the effect of restructuring strategies on the performance of selected public universities in Kenya. Specifically, the study focused on establishing the effect of operations redesign restructuring, downsizing restructuring and governance reform restructuring on performance of selected public universities in Kenya. Additionally, the research explored the mediating role of organizational agility and the moderating role of the regulatory framework in the relationship between restructuring strategies and performance of selected public universities. The study was underpinned by several theoretical frameworks, including the Balanced Score-card Model, Dynamic Capabilities Theory, Institutional Theory, and Contingency Theory. A positivist research philosophy and explanatory research design was adopted. The study targeted a population of 998 management personnel across selected from 22 public universities in Kenya, with unit of observation as Vice-Chancellors, Deputy Vice-Chancellors, Registrars, Chief Finance Officers; and Deans, Directors and Department Chairs. Data was gathered using a semi-structured questionnaire to a sample of 392 participants, selected through multi-stage sampling technique. A pilot study was undertaken that assisted in testing validity and reliability of the study instrument. Content, construct and face validity was ensured while reliability was tested using Cronbach alpha with a cutoff point of 0.7 was considered. Multiple linear regression model was used to test the study hypotheses where 95% level of significance was applied in testing the Hypotheses. Descriptive and inferential statistics analyzed quantitative data while content analysis analyzed qualitative data by utilizing shared themes being reported in form of narrative. Diagnostics tests such as normality, linearity, multicollinearity and homoskedasticity were carried out which are essential in validating the assumptions of the regression model. The analysis revealed that restructuring strategies; operations redesign and downsizing significantly enhanced performance in the selected public universities. Conversely, governance reform negatively impacted performance in the selected public universities. The study further identified organizational agility as a partial mediator in the relationship between restructuring strategies and performance of selected public universities, as the regulatory framework played a significant moderating role. Based on these findings, the study recommends that university management should focus on strengthening operations redesign and downsizing strategies to boost performance in the selected public universities, while carefully reconsidering the approach to governance reform restructuring to mitigate its adverse effects.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

Increased global competition, technological advancement coupled with economic crisis has led to declined performance around the world (King, 2022). It is due to these environmental factors that organizations both in the government and non-government sectors are uncertain about the future of their organizations and this is certainly true of Kenya's public universities (Agili, Onditi & Monari 2020). According to González-Pernía, Guerrero, Jung, and Pena-Legazkue (2018), these challenges have forced some organizations to alter their way of operations by restructuring the existing strategies in the organization so as to survive in the dynamic operating environment while others have been adversely affected and are unable to survive.

A number of performance challenges have faced European universities during the last two decades, including inadequate funding, high competition from foreign and private universities, not having a favorable regulatory framework in place, and a decline in academic quality (Crowley-Vigneau, Baykov & Kalyuzhnova, 2022). In Russia, since the disintegration of USSR (Union of Soviet Socialist Republics), their university education has been faced with lack of an efficient state regulatory framework to streamline the higher education services so as to position it in the global markets (Dorenko & Morozova, 2023).

The Russian higher education has developed their universities and introduced Satellite Universities and this expansion has led Russia face performance challenges in maintaining quality education (Kuzminov & Yudkevich, 2022). In Africa, public universities have been facing performance challenges. For example, in the South African public universities,

student enrollment has declined and they have also experienced employee turnover, due to outdated strategies, economic crises and weak leadership (Olsson, 2023).

A report published by the South African Human Rights Commission whose theme was transformation of higher education system indicated that, during the last two decades, no significant transformation on public universities had been noted hence there was gender, race, disability and socio-economic class reports of discrimination (Mlachila & Moeletsi 2019). Amakoh, (2022) noted that in most of the African countries, there was inadequate government funding to support university education. According to Mbithi, Mbau, Muthama, Inyega and Kalai (2021), many African countries have constrained resources and competing government functions for financial resources making it hard for the government to sufficiently support university education.

Wangari, Wasike and Mungai (2023) denoted that in Kenya, public universities needed support if quality education was to be realized and sustained. The lecture halls are highly populated, leading to many students rarely gaining the essential skills required in the current job market. According to Shauri, Mwakumanya and Lusweti (2024), there has been mismatch of skills in the job market with knowledge gained at the University. In addition, universities have been facing emerging challenges affecting the affordability and fiscal sustainability of their wage bill (CUE Report of 2018). This state of affairs has led to public universities implementing restructuring strategies to enhance their sustainability.

Petrus (2019) noted that, whenever organization perform below its expectations, then it's necessary to review their existing strategies and restructure them in order to align them with the environment. According to Umar (2023), performance can be improved by

restructuring the organizational structure, the top management team composition, and the business model employed.

Ndege and Ogollah (2020) noted that whenever a troubled organization restructures its strategies correctly it increases its efficiency hence performance. Girod and Whittington (2017) noted that, organizations that wish to survive in turbulent environments are usually concerned with repositioning their business by restructuring their strategies in such a way that reduces costs and increases efficiency in achieving their immediate goals. A competitive environment requires an organization to restructure if it wants to thrive. Organizations that adopt organization restructuring strategies correctly are bound to improve their performance in the turbulent business environment (Kinyua & Kihara, 2021).

Organizations that ought to remain in operation must be agile and resilience in order to excel in turbulent environments (Shajrawi & Aburub, 2022). Re-designing the organization operations, downsizing and relooking into the governance in the organization can make organizations become more agile (Ongwae & Moronge, 2016). Further, as organizations implement restructuring strategies, they must take cognizance of the legal and regulatory framework that governs their operations. Public Universities operations are governed by a number of guidelines such as the Commission of University Education (CUE) regulations, Universities Act, 2012 amongst others which influence their operations.

### **1.1.1 Organization Performance**

Organization performance has been defined differently by different scholars based on the context of the study (Anghel & Almasan 2022). AlMujaini, Hilmi, Abudaqa and AlZahmi (2021) observe that the measures of performance must be associated with the organization's framework, strategies and immediate goals. According to Ouma, Muchemi

and Kinyua (2022), performance is defined as the way in which organizations make use of resources at their disposal for breaking even or making a profit over time. Ndungu (2017), define performance as a way in which organizations utilizes its assets with a view of creating value for its organization.

According to Murage (2022), performance is an organization's measure of its output as compared to its input with an aim of achieving its immediate goals. Further, Gaiti and Kiiru (2021) define performance as the results realized from previous organizational decisions and actions, current strategic actions and the intentional future organization target. Performance is measured differently by different scholars. According to Siepel and Dejardin (2020), performance is measured using financial measures return on equity, profit margin and firm asset.

Bianchi and Caperchione (2022) measured performance using sales return, market share and return on investment. The return on equity and return on assets are metrics that Muthinja and Chipeta (2018) used to measure performance and were financial in nature. While, Tudose, Rusu, and Avasilcai (2022) employed return on equity, profit margins and firm asset to measure performance. Choiriyah, Fatimah, Agustina and Ulfa, (2020) measured financial performance using; Interest Income, Return on Assets as well as Return on Equity. Other scholars, in particular, Mothibi (2015) preferred to measure performance using non-financial aspects like shareholding and shareholder returns.

Similarly, Kinyua, Muathe and Kilika, (2015) used product and process improvement, production of new products, responsiveness to market crises, and retention of customers. Further, Kiiru, (2015) used efficiency, effectiveness, customer satisfaction and financial viability in performance measurement. Overtime the application of either financial or non-

financial indicators became ineffective since they were not applicable to all organizations across the board. Priem, Wenzel and Koch (2018) business environment significantly changed therefore organizations have to blend both financial and non-financial aspects so as to realize an improvement in their performance.

Kaplan and Norton (2008) denote, in order to overcome the difficulties of measuring performance a more efficient model should be considered that considers both financial and nonfinancial measurements which resulted in the Balance Scorecard model. Stakeholders are identified and performance measures are applied according to each of them. The balanced scorecard evaluates organization performance across four perspectives: learning and growth, financial, internal business processes and customers (Ahmed, Ahmed, Nawaz, Dost, & Khan, 2011).

Different indicators for measuring performance have been used by researchers, for instance, Singla and Chammanam (2023) measured performance in terms of perceived customer satisfaction, and employee fulfilment. Mutahi and Busienei (2015) argue that performance in public universities is best measured by comparing their research outputs, web ranking, student completion rates, enrolments or number of graduates. According to Kilika, K'Obonyo, Ogutu and Munyoki, (2016), performance is recommended to be considered on basis such as public university academic goals. The measurement of performance in universities is conceptualized in terms of internal processes, state of the art education and consumer services (Mbithi, K'Obonyo & Munyoki 2016).

Muraguri, Kimencu and Thuo (2016) used levels in student enrolment, academic programmes introduced in the university and the available teaching resources to measure performance. Muthimi, Kilika and Kinyua (2021) operationalized university performance

using corporate social responsibility, content relevance in the program being taught, and academic audits. Performance in the current study was measured using number of student enrolment; academic performance; number of new academic programs; academic audits including number of complains on missing marks, program completion rate and the education quality; and financial viability borrowed from what extant researchers used and since they are the most appropriate in this study.

### **1.1.2 Restructuring Strategies**

Different scholars have defined restructuring strategies differently. According to Maroro, Kamau, and Koima, (2018), restructuring strategies refer to specific strategies that organizations adopt after realizing their current strategies have declined in efficiency and the organization is underperforming. Duong, Phan, Hoang and Vo (2020) argued that, restructuring strategies refer to organization strategies that re-energizes performance. In addition, according to Mintzberg (2008) restructuring strategies are simply long-term decisions that aim at reversing perceived crises that may push an organization out of business. Further according to Qiu, Jie, Wang and Zhao, (2020), restructuring strategies are changes made to the current employed strategies, with an aim of improving the performance over time.

Similarly, Mangaraj (2016) views restructuring strategies as a construct that includes merger and acquisition, growth, survival and turnaround strategies. Shurie, Kilika and Muchemi (2022) operationalized restructuring strategies as operation re-design, altering business portfolio and cost structure restructuring. Kihara and Kinyua (2021) operationalized restructuring strategies as cost restructuring, downsizing, governance reformation and centralized processes. Waweru (2019) viewed restructuring strategies in

terms of altering the business portfolio, changing financial structure and restructuring the organization structure. In this study, restructuring strategies were operationalized as operations redesign restructuring, downsizing restructuring and governance reform restructuring since they were found to be the most applicable in the study.

Operations redesign restructuring is a strategy employed by the organization to reconfigure its operations with an aim to advance its performance (Cascio, Chatrath, & Christie-David, 2021). King, Bauer and Schriber (2018) defined operation redesign restructuring as the act of reorganizing an organization's operations, strategic focus and structures with an aim of improving performance in the organization. Davidson (2011) operationalized operation redesign restructuring as streamlining routine processes, embracing automation technology and eliminating redundancy.

Nweze, Ejim, Onah and Ajagu (2022) operationalized operations re-design restructuring as reviewing organization vision, review of human resource strategies, and decentralized functions. Shurie, Kilika and Muchemi (2022) operationalized operations re-design strategy as structural change, functional analysis, job restructuring and operation review. In the current study, operations redesign restructuring strategies was operationalized as embracing automation, streamlining processes, eliminating redundancy, job restructuring and decentralizing functions.

Emmanuel, Ayuba and Tanimu (2018), defined downsizing restructuring as a process of reducing an organization's unproductive departments or employees. Kauppila and Tempelaar (2016) defined downsizing restructuring as a strategy in which organizations deem to operate on a trimmed stern budget where expenses are trimmed to acceptable minimum. Wibowo, Ekananda, and Putri (2020) operationalized downsizing restructuring

as closing down on departments, merging of roles and responsibilities, minimizing employee benefits and job sharing.

Kihara and Kinyua (2021) operationalized downsizing restructuring as reducing number of departments, merging departments and workforce reduction. Mishra and Mishra, (1994) operationalized downsizing restructuring as reducing departments, eliminating functions, eliminating departments and centralized decision making. This study operationalized downsizing restructuring as workforce reduction, merging of roles, reducing number of departments, minimizing employee benefits and eliminating programs.

Waema and Mbithi (2016) defined governance reform restructuring as a strategy in which top management team make decisions on the management of the organization with a view of enhancing its efficiency. Cahyana, Tanjung and Syahwani (2023) defined governance reform restructuring as the act of reforming the top management team of an organization since they are the decision makers in the organization. Similarly, Airo (2019) defined governance reform restructuring as actions taken to ensure the organization has revamped top management team. Kihara and Kinyua (2021), operationalized governance reform restructuring as changing composition of top management, changing tenure of the top management and reviewing of top management remuneration.

Christensen (2011) operationalized governance reform restructuring as reviewing management decision making process, effective allocation of resources by management, reviewing control systems and financial incentive systems. Further, Sifuna (1998) operationalized governance reform restructuring as changing the top management team appointment criteria, changing composition of top management team and changing decision making process. This study operationalized governance reform restructuring as

changing the top management team composition, reviewing the top management team remuneration, effective resource allocation by management, changing top management team appointment criteria and centralized decision making.

### **1.1.3 Organizational Agility**

Organizational agility has been proven to be a mediator on the relations (Alagele et al. 2025; Nguyen et al. 2024). It is possible for a company to increase its performance in a volatile market when it is able to quickly spot and seize opportunities (Lee, Lee, Kim, & Lee, 2017). When business environment changes rapidly, an organization needs to be agile to respond quickly. Agile organizations are considered as those capable of anticipating probable changes and recognize shift in the market environment and structure strategies accordingly to improve performance (Schirmacher, & Schoop, 2018). An agile organization restructures its strategies to be flexible so that they easily adapt to the prevailing deviations in the market environment within such specified time while taking cognizant of the regulatory framework in that operating environment (Žitkienė, & Deksnys, 2018).

Different researchers have defined organizational agility differently. For-instance Shami and Nastiezaie (2019) defined organizational agility as the skill of an institution to successfully adjust to and promptly retort to the prevailing market environment. Further, an organization's agility normally reflects the way an organization configure and utilize the resources of the organization in such a manner to effectively adhere to the environment in which it operates (Clauss, Kraus, Kallinger, Bican, Brem, & Kailer, 2021).

Organizational flexibility can be described as the manner in which an organization can continuously adapt in the market environment where changes are turbulent (Del Giudice,

Scuotto, Papa, Tarba, Bresciani, & Warkentin, 2021). In addition to changes in the environment, an organization's adaptability can help to counter the decline in quality and lead to future preparedness (Sharma, Gautam, & Chaudhary, 2020). Adaptability and responsiveness to changing environments are key aspects of organizational agility (Gligor, Gligor, Holcomb & Bozkurt, 2019). There is need for organizations to be in a position to swiftly react to these changes and remain agile in an ever-changing environment (Darvishmotevali & Tajeddini, 2019).

Market environment of today is characterized by technological progress and stiff competition therefore organizations must align themselves with the prevailing conditions if they are to survive and thrive but these uncertainties need to be addressed so as to ensure that organizations survive (Williams & Olajide, 2020). Kale, Aknar and Baar (2019) offered compelling evidence for the mediating role of organizational agility in the relationship between restructuring strategies and performance, highlighting organizational agility as a crucial link between dynamic capabilities and organizational performance. Fosso-Wamba, Akter and Guthrie (2020) stressed the importance of organizational agility in competitive environment where organizations take advantage in the prevailing conditions faster and more effectively than their competitors.

Public organizations are increasingly pushed to improve their agility and efficiency in a dynamic environment (Ghanizadeh & Yazdi, 2022). Farzaneh, Ghasemzadeh, Nazari and Mehralian (2020) have drawn practitioners' attention to organizational agility, which assist organizations in taking advantage of opportunities as they arise. Similarly, organizational agility requires organization's restructured strategies to show fast adaptation in a volatile market environment in such a way to effectively and efficiently respond to market demands

and expectations (Puriwat, & Hoonsopon, 2021). An agile organization has the flexibility and haste to restructuring their strategies in-order to align them to the prevailing environment for improved performance (Darvishmotevali, Altinay, & Köseoglu, 2020). The way an organization restructures its strategies in-order to align itself to the environment matters.

Studies by Nafei, (2016) and Al-Azzam, Khaddam and Irtaimah (2017), used organizational agility as a mediating variable and operationalized it as decision making agility, sensing agility, strategic sensitivity, unity in leadership and resource availability. Kinyua, Kiiru and Muchemi (2022) used organizational agility as a mediating variable and measured it in terms of resource fluidity, decision making agility and sensing agility. Ghanizadeh, (2022) used organizational agility as a mediating variable and measured it using flexibility, adaptability and efficiency. Further, Gyemang and Emeagwali (2020) operationalized organizational agility as efficiency, competency, and flexibility. Menon and Suresh (2021) conceptualized mediating variable, organizational agility, as sensing agility and acting agility. In the current study, organizational agility was considered as the mediating variable and was operationalized as decision making agility, sensing agility and acting agility.

#### **1.1.4 Regulatory Framework**

A regulatory framework, defined as the set of formal rules, policies, and oversight mechanisms governing organizational behavior, has increasingly been recognized as a contextual moderator that can either constrain or enable performance-enhancing strategies (Clune & Zehnder, 2021; Rubera 2022; Oluoch, K'Aol & Kosha 2021; Bamgbade et al. 2021; Crack, 2021; Clune & Zehnder, 2021). Regulatory frame work is the legal

mechanism put in place to regulate the operations in the business environment and ensure compliance both on national and international level (Feng, 2017). According to Austin and Jones (2020), regulatory framework is a model which organizations embark on and practice so as to ensure they enact regulations effectively and logically. Heiss and Kelley (2017) denote, regulatory framework are policies that government and industry regulator put in place to regulate operations of players within a certain sector. According to Baxt (2018) operation of the organization is usually affected by the external environment which is part of the regulatory framework.

The 2016 University Act, give guidelines to the university activities in Kenya, which lay down guidelines on how to provide university education. Further, in 2012, parliament set up Universities Act No 42 with the view of regulating functions in public universities and protecting the university education's quality in ensuring that necessary standards are set and the necessary measures are put in place to monitor compliance. Furthermore, CUE's directives emphasize the importance of regulating educational programs, among other things, so as to promote public university goals (CUE, 2018). The Council for CUE (Commission for University Education) in Kenya is internationally recognized as an agency that regulates and assures its university's quality education (CUE, 2012).

Universities are governed by regulatory framework which offer them the appropriate flexibility required to rapidly respond to the changes confronting them in the market environment while ensuring quality education and academic standards are upheld (Austin & Jones, 2020). As part of its academic standards framework, CUE has implemented measures to ensure universities maintain and improve the required minimum standards at all times (CUE, 2018). Key indicators include internal quality assurance

mechanisms, adequacy and functionality of learning facilities, and adherence to quality education benchmarks (CUE, 2022). Regulatory framework has a significant role in business performance since government regulations determine the extent to which organizations are burdened by the prevailing legislation, regulations, as well as other government regulatory guidelines (Oluoch, 2021).

Casper (2019) argue that organizations need to observe the laid down regulations at all times in order for them to be able to pursue their mission. According to Ezzat, and Aboushady (2018), regulations present the framework to be followed by the universities as it stipulate guidelines on how higher education institutions conduct operations in the university. According to Kaplin and Lee (2018) the regulatory framework is designed to give guidelines to outline institutional capabilities to enable the institution to adjust to, respond to and remain flexible in the turbulent environment. Segismundo (2017) denoted that supportive framework in public universities guarantee quality education in that university.

Public universities as they endeavor to improve performance so as to achieve the expectations of the public, are faced by multiple conditions which may enhance or diminish the universities' capabilities to respond flexibly in unstable environment. Beiner, Drobetz and Zimmermann (2019) denoted, regulatory framework reviews the universities' history in order for one to understand the university's main purpose and its policy development. Established guidelines and policies are founded on certain statutory documents which were established during independence and which are recognized to establish the country's education system's legal framework (Republic of Kenya, 1964).

CUE emphasizes institutional self-assessment, regular audits, and compliance with standards governing academic programs, infrastructure, and governance (CUE, 2023). Quality education is gauged through curriculum relevance, faculty qualifications, and student support services, while quality assurance is operationalized via peer reviews, monitoring of internal systems, and stakeholder engagement (CUE, 2025; Gichohi, 2023). The quality of learning facilities such as ICT infrastructure, lecture halls, and libraries is evaluated against minimum standards to ensure conducive learning environments (Kuria, 2023).

Pedo, Kabare and Makori (2018) used government regulations as the indicator for the moderating variable, regulatory framework. Rubera (2022) used quality of education being provided, assurance of quality, environment for learning and quality of learning materials as the indicators for the moderating variable, regulatory framework. Ouma, Muchemi and Kinyua (2022) used guiding principle on; investment appropriateness, asset superiority and professional bodies guidelines as indicators of regulatory framework. Chokaa (2023) conceptualized moderation variable, regulatory framework, as government policies, and accredited regulatory body's regulations. This study used CUE quality standards on; quality education, quality assurance and Quality of Learning facilities as the indicators of the moderating variable, regulatory framework.

### **1.1.5 Kenya's Public Universities**

Education sector in Kenya play a major role in aligning itself with Kenya constitution 2010 so as to achieve vision 2030. Higher education is denoted as a key pillar in providing the market with all round human capital essential to boost the economy of a country (Giteru & Bula, 2023). Kenya education sector contributes immensely to the economy of the country

though it is yet to realize superior performance in the global arena due to global competition (Rubera, 2022). In Kenya, the Sector strive to improve relevance and quality in training, education and research as it seeks to provide relevant human capital for the pre-existing labor market (Ahmed & Ahmed, 2023).

In order to strengthen the performance of the education sector in Kenya, there is need for the government to transform the operations in to the university education system (Priyadarshini, 2021). According to Mbirithi (2013), university education has become a crucial sector in the 21<sup>st</sup> century and this has led to swift expansion in the university education and thus leading to performance queries pertaining sustainability in the expansion. In Kenya, 74 universities were listed in 2017, 31 state universities, 14 institutions with letters of interim authority, 6 constituent colleges, 5 publicly and privately chartered universities as well as 18 charter universities CUE (2017).

The growth of the higher education sector in Kenya has been characterized by the issuance of charters to 22 universities in 2013, as part of efforts to decentralize access and promote institutional autonomy, (CUE, 2025). Such a homogeneous restructuring in all these universities is empirically contestable as the restructuring approach among chartered universities differs greatly with some universities engaging in reformed practices following performance autopsies and others following the same old practices with insignificant changes. Additionally, the Kenya Universities and Colleges Central Placement Service (KUCCPS) clearly reflect a continued growth in the number of Kenya Certificate of Secondary Education (KCSE) examinable candidates obtaining the minimum university entry grades. In 2024, alone more than 173,000 students qualified for universities with more than 85% of them releasing their aptitude for public universities. This increase has

resulted in a total national enrolment of over 606,000 students, an increase of 152 per cent over the past decade (CUE, 2025; KUCCPS, 2025).

However, despite such expansion, public universities remain encumbered by systemic problems that deserve scholarly inquiry like the increase in missing marks, a decrease in job completions, and unequal staffing ratios. A report by CUE (2025) indicates that in some institutions the student-faculty ratio exceeds 1:30, higher than the recommended ideal ratio of between 1:18 and 1:10, with implications for instructional quality. Furthermore performance audit reports have raised questions about the ratio of non-academic to academic staff, with institutions such as the University of Nairobi and Kenyatta University collectively employing over 7,000 non-academic staff (Auditor-General, 2024). These indicators underscore the need for data-driven analysis of institutional performance and governance.

According to Sila, Kerogo and Njagi (2024), the university education system provides a platform for introducing new technologies and developing human capital which is essential in terms of economic development. Therefore, university education is a great pillar for technological advancement and empowerment in the country. It has been considered extremely crucial to reform public universities in the face of numerous challenges. CUE (2022) denote that public universities are confronted with several challenges such as; public university decline on the number of student registration and competition from such other universities, for example there was a decline in the enrollment of students into public universities in the year 2021/2022 from 452,089 to 448,482 as the enrollment for TVET increased from 217,440 to 265,095. Other challenges include high costs of maintaining and

upgrading resources, low internet access, inadequate funding, inadequate staffing and lack of access to contemporary study materials.

Aondo (2020) argues that there is uncertainty regarding the commitment of public universities to quality university education, consequently affecting the quality of university education. A report by salaries and remuneration commission (SRC) denoted that public universities are being faced with numerous challenges including; affordability and fiscal sustainability of the wage bill of public universities, transparency, equity and fairness, and accountability, inadequate government funding where government targeted to fund 80 per cent of the students but was unable and due to capitation it covers approximately 57 per cent of students, capital expenditure where insufficient amount is left to advance the quality standards of the university, leading to high turnover and dreary physical resources and infrastructure (Salaries & Remuneration Commission 2023).

So as to meet the government's goal of achieving reasonable proportion of enrollment of students in TVET, Kenyan government funding is shifting gradually to these institutions. There has been an increase in student enrollment in TVET where between 2013 to 2022, the number rose from 89,000 to 408,000 (SRC 2023). In Kenya, University education has undergone major reforms in the last decade which has led to major challenge to university management on the most appropriate strategies to pursue so as to cope with the turbulent environment (Murage, 2022).

According to Githui and Nafula (2023), this uncertainty has led to the management to rethink of the action to take to improve its efficiency and performance so as to survive in the turbulent environment. The Kenya medium-term plan 2017-2021, denoted university education help in transforming Kenya's economy by their contribution in technology

breakthrough and innovation and also providing human capital among others (Musyoka & Kegoro, (2023). Rapid expansion, increased demand for higher education and competitive pressures in the industry, has affected university performance (Muthimi, 2022).

Murumba, Kwanya and Maina (2020) noted a trend where Kenyan universities were rapidly expanding in the recent past leading to increased competition for students yearning for education. During the expansion of university education, Mbithi, K'Obonyo, and Awino (2016) argue that learning and teaching lost their value as well as poor performance at public universities due to outdated strategies used by them. University Standards and Guidelines regulation of the Commission for University Education (CUE) calls for a ratio of 1:10 full-time teaching staff to full-time students, as opposed to the current 1:30 (CUE 2022).

In order to have lecturers who are qualified to promote quality education in the universities, CUE require all lecturers to hold PhD degrees and in addition to publish a specific number of publications (CUE 2018). In order to ensure that the university is financially viable, CUE requires universities to put in place a financial policy and procedures which are consistent with their mission, vision and strategy objectives; this will establish a framework for how it manages its resources (CUE, 2018).

Kenya public universities are undergoing restructuring processes which include abolishing redundant offices, introducing new functional positions which are categorically aligned to the university's core mandate, consolidating university functions, integrating non-viable satellite institutions, scraping unappealing courses, reshuffling top-level managers, and closing of identified satellite institutions so as to cut down on cost and to prevent

duplication (CUE 2022). In this view, there was a great need to relook into the universities' existing strategies and restructure them accordingly in order to enhance its performance.

## **1.2 Statement of the Problem**

According to Kenya's Vision 2030, higher education is a vital component of the country's development, accounting for around 5.0% of GDP and playing a significant role in the creation of human capital (KNBS, 2022). Public universities in Kenya continue to face numerous and ongoing issues that compromise their effectiveness and strategic significance, even though they are governed and organized by the Commission for University Education (CUE). These include the rise in missing marks, delayed student completion rates, deteriorating educational quality, and the expansion of academic programs with dubious market alignment (CUE, 2025; Gichohi, 2023). For example, some institutions have a student-to-faculty ratio of over 1:30, which is significantly higher than the suggested standard of 1:18. Additionally, the ratio of academic to non-academic staff is still disproportionately high, placing a strain on institutional resources and the quality of instruction (CUE, 2025).

Due to the Privately Sponsored Students Programme (PSSP) and expanded access policies, university enrollment surpassed 606,000 students in 2024; however, this growth has not resulted in better financial sustainability or performance outcomes. According to a recent audit, 21 public universities are running with negative working capital totaling KSh42.5 billion. Kenyatta University and the University of Nairobi, for example, have deficits of KSh10.9 billion and KSh8.0 billion, respectively, endangering service delivery and operational continuity (Auditor-General, 2025).

Despite these urgent issues, there is still a dearth of empirical research on restructuring tactics in public universities, most of which extrapolates from banking or corporate settings (Shurie, Muchemi & Kilika, 2022; Umar, 2023). The way that organizational agility, regulatory frameworks, and restructuring interact to affect institutional performance has not been sufficiently covered in studies. Furthermore, statistical techniques like Kinyua and Kihara's (2021) use of Pearson correlation lack the robustness needed to separate the comparative effects of restructuring dimensions.

Therefore, by examining the impact of restructuring strategies on the performance of a few public universities in Kenya, this study aims to close these conceptual and empirical gaps. Within a framework that takes organizational agility and regulatory compliance into consideration, it incorporates validated performance indicators, including student enrollment, academic audits, education quality, financial viability, and program relevance. This strategy is in line with CUE's 2024–2028 Strategic Plan, which prioritizes institutional innovation, data-driven quality assurance, and strategic transformation in the higher education sector (CUE, 2025).

Kenyan public universities have been facing systemic issues that have a direct impact on institutional performance and student well-being, according to the Commission for University Education (CUE, 2022). TVET enrollment increased from 217,440 to 265,095 during the 2021–2022 academic year, while student enrollment decreased from 452,089 to 448,482. The quality of learning environments and student support systems is compromised by these changes, which also coincided with delays in program completion, an increase in missing mark cases, crowded classrooms, and an unbalanced number of non-academic staff members. According to more recent data, increased government

sponsorship and institutional capacity are responsible for the university enrollment rebound, which reached 563,000 in 2022/2023 and 638,479 in 2024/2025 (Statista, 2023; The National Treasury, 2023).

While public TVET trainees under the Ministry of Education increased from 250,733 to 345,387 during the same period, TVET enrollment also increased dramatically, with gross numbers rising from 451,205 to 562,499 (The National Treasury, 2023). Nevertheless, qualitative change has not kept pace with this quantitative expansion. The Kenya Institute for Public Policy Research and Analysis (KIPPRA, 2022) reported that there are Ksh 62 billion in outstanding bills, which continue to limit universities' capacity to fund innovative curricula, student-centered pedagogies, and holistic wellbeing programs. These institutions run the risk of maintaining disparities and compromising their ability to promote inclusive, transformative education if they don't implement strategic changes in governance, staffing, and funding.

Some public universities are contemplating closing down satellite campuses while some courses are being scrapped due to financial constraints (Kilonzo, Onkware, Oloo & Omare 2021). Public universities overall expenditure has increased yet government capitation and student enrollment have gone down (Chirwa, Masaiti, Mwale, Mkandawire, Mulenga, & Sichula, 2022). There is reported mismatch between job market competencies and university competencies on the State of Education in Africa (Aljohani, Aslam, Khadidos & Hassan, 2022). Kenya has come from one public higher education center in 1970 to 31 accredited universities in 2017 (CUE, 2017; Aondo, Ngui & Okeyo, 2020).

In the wake of university expansion, many challenges have emerged, including deteriorating quality in university education, decreasing relevance of some of the programs

offered, and inadequate government support (Nwikpo & Ojukwu, 2022). Other challenges included programs being duplicated in the university and lack of a standardized way of delivering the university programs among other things (Ayiro, Muriithi & Munyao, 2023). These higher education institutions, as they embarked on the expansion, they missed the vision on the importance of transforming the higher education institutions (Otiende, Omolo, Thuo & Wagude 2024).

Empirical literature review on several studies on restructuring of strategies, have revealed several research gaps. For instance, Shurie, Muchemi and Kilika (2022) looked into restructuring strategies on commercial banks whose findings cannot be generalized in public universities. A similar study by Umar (2023) studied restructuring as a strategy to improve performance in a corporate organization whose findings cannot be exclusively applied in public universities. Another study by McLachlan (2022) studied on restructuring strategies and used empirical literature to draw inferences findings cannot be construed to be the reflection if primary data is utilized. Further, a study by Kinyua and Kihara (2021) used Pearson correlation method to analyze data, which has deficiencies on statistical rigor to determine the effect and comparative contribution of the restructuring strategies on performance. Based on the gaps identified, the current study, focused on restructuring strategies and their effect on performance of selected public universities in Kenya.

### **1.3 Study Objectives**

The study was guided by one general objective and five specific objectives.

#### **1.3.1 General Objective of the Study**

The study aimed at establishing the effect of restructuring strategies on performance of selected public universities in Kenya.

### **1.3.2 Specific Objectives**

This study followed the following objectives:

- i. To establish the effect of operations redesign restructuring on the performance of selected public universities in Kenya.
- ii. To determine the effect of downsizing restructuring on the performance of selected public universities in Kenya.
- iii. To establish the effect of governance reform restructuring on the performance of selected public universities in Kenya.
- iv. To investigate the mediating effect of organizational agility on the relationship between restructuring strategies and performance of selected public universities in Kenya.
- v. To determine the moderating effect of regulatory framework on the relationship between restructuring strategies and performance of selected public universities in Kenya.

### **1.4 Research Hypotheses**

**H<sub>01</sub>:** Operations redesign restructuring has no significant effect on performance of selected public universities in Kenya.

**H<sub>02</sub>:** Downsizing restructuring has no significant effect on performance of selected public universities in Kenya.

**H<sub>03</sub>:** Governance reform restructuring has no significant effect on performance of selected public universities in Kenya.

**H04:** Organizational agility has no mediating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya.

**H05:** Regulatory framework has no moderating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya.

### **1.5 Significance of the Study**

University education has undergone major reforms in the last decade in this country which has led to major challenge to university management on the most appropriate strategies to pursue in a turbulent environment. As a foundation for Kenya's development, higher education is highlighted in Vision 2030. KNBS (Kenya National Bureau of Statistics) denoted, higher education contributes 5.0% to Kenya's gross domestic product (GDP). Several challenges face the university institutions, which include the quality of education being provided coupled with the relevance of some degrees offered.

Not only do the findings of this study impact public universities, but also top management team members in different industries who make decisions in organizations as they will have a clear understanding of the effect restructuring strategies have on organization's success. Further, the study will enable a comprehensive understanding to Ministry of Education and Commission for University Education on how the set down regulations affect decisions in the university, regarding the operations of public universities, since they both play key roles in regulating higher education in Kenya.

The study emphasize on the role organizational agility offers practical guidance for building resilience and adaptability within universities. Administrators are encouraged to develop capabilities that enable quick response to changes and challenges, ensuring that restructuring efforts translate into sustainable performance improvements. Finally, the

study underscores the importance of regulatory frameworks in moderating the effectiveness of restructuring strategies. Policymakers and regulatory bodies can use these insights to design supportive policies and guidelines that facilitate successful restructuring in public universities, ensuring that these institutions remain competitive and capable of fulfilling their educational mandates

Future researchers have insight into restructuring strategies and performance of public universities in Kenya by referring to empirical evidence from the study. Moreover, this study validated the theories used for the variables examined, which contributed to the body of academic knowledge.

### **1.6 Scope of the Study**

The study majored on 22 selected public universities in Kenya. This choice was informed by the examination of relevant literature that revealed the existence of public university performance problem and the fact that the 22 selected universities were accredited the same year, 2013, and have been operating under same regulations and guidelines for exactly same period. Restructuring strategies was construed as the independent variable, university performance as the dependent variable, organizational agility as the mediating variable and the regulatory framework as the moderating variable. The thesis was anchored on the balance scorecard, dynamic capability theory, institutional theory and contingency theory. A positivist research philosophy and explanatory research design were adopted. Unit of analysis was public universities in Kenya while the unit of observation was the top, middle and lower-level management. Data was collected using a semi-structured questionnaire and analyzed through descriptive and inferential statistics. The research focused on cross-sectional data collected from May 2024 and wrapped in August 2024.

### **1.7 Limitations of the Study**

The researcher faced certain difficulties such as accessing the selected participants because of the university laid down procedures and their limited interaction time due to their busy schedule but this was moderated by seeking research authority from National Commission for Science, Technology and Innovation (NACOSTI), acquiring data collection authority from each targeted university and obtaining interaction permission from the participants. Another challenge emanated from not being permitted to access the top most employees of the university due to strict work schedule, which was countered by preparing and sending a google form for them to respond at their comfort and convenience. Some participants were uncomfortable diverging information on the operations of the university. This was mitigated by reassuring them of data handling confidentiality.

### **1.8 Organization of the Study**

Current study was organized into five distinct chapters: Chapter one composed of pertinent conceptual and contextual literature, study problem statement, objectives, research hypotheses, study significance, scope and study limitations. Chapter two focused on review of relevant theories and empirical literature so as to underpin the study variables, identified research gaps and presentation of the conceptual framework. In the third chapter, the focus is on the research methodology, including the philosophy of the research, research design, empirical model, population, and sampling, research tools, data collection procedures, data analysis and presentation, diagnostic tests, and ethical considerations in research. The fourth chapter delves into providing a thorough overview and analysis of the research results. The fifth chapter provides a summary of findings, the conclusion, the thesis's

contribution to the current knowledge base, and suggestions concerning the significant discoveries of this research and recommendations of future areas of research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter present the theoretical and empirical reviews associated with the study. Relevant theories are established that underpin the variables studied in the current study. The relevant literature is reviewed to identify the research gaps which justify the need for the current research.

### **2.2 Theoretical Literature Review**

The relevant theoretical literature was critically reviewed to provide the theories underpinning the study. Specifically, dynamic capability theory, institutional theory, contingency theory and the balanced scorecard model, and were reviewed.

#### **2.2.1 Dynamic Capabilities Theory**

Dynamic capabilities Theory was developed by Teece, Pisano and Shuen (1997). It refers to the capability of an organization to navigate through turbulent market environment by purposely creating, modifying and competently using its internal and external resources (Teece, Pisano & Shuen, 1997). According to them, dynamic capabilities were viewed as a way of improving the resource-based view. To counter the constantly shifting market environment, Galvin, Rice and Liao (2014) proposed a theory that address the shortcomings of RBV theory in describing organizational resources and capabilities. Dynamic capability may be influenced by integration of assets, processes within the organization, and pathways (Teece & Pisano (1994); Teece, Pisano & Shuen 1997). Assets such as technical skills and organizational competence, if they are inimitable, they position the organization for future sustainability (Pisano, 2017).

Adner and Helfat, (2003) advanced dynamic capabilities theory and dynamic managerial decision-making impact on performance. Ambrosini and Bowman, (2009) denote, flexibility and adaptation are as a result of managerial decision making which is considered as drivers and inhibitors of dynamic capabilities. The skill employed to enable quick adjustments to deviations in the environment and adapting to new strategies, enhances efficiency (Nabil & Gizawi, 2014). The ever-changing business environment makes it difficult for organizations to maintain competitive advantage (Tondolo & Bitencourt's, 2014).

Helfat & Winter, (2011) denoted that, organizational capabilities are entrenched on shared actions assumed in the organization which helps adaptation in the value addition on the turbulent business environment. Likewise, Teece *et al.*, 2007; Winter (2003) denoted, dynamic capabilities help in amending prevailing organizational capabilities and resources and progress into innovative capabilities. Dynamic capability is considered as an immutable quality which is very essential in fostering the agility necessary to address ever changing business environment (Teece, Peteraf & Leih 2016).

Harvey, Skelcher, Spencer, Jas and Walshe (2010) argued, organizations are constantly changing their business environment, so they should be able to obtain and adapt to new knowledge that can be incorporated into their knowledge base and applied to their actions so as to navigate through the turbulent environment. So, the knowledge as to which strategy to restructure and when to restructure is a primary dynamic capability which propels the organization in achieving and sustaining competitive advantage and consequently enhancing organizational performance. Maphalla (2020) depicted that restructuring

strategies is the dimensions of an organization to appropriately bundle resources in a unique way so as to realize performance.

Al Dhaheri, Ahmad, Abu Bakar and Papastathopoulos (2023) argued, dynamic capabilities inform organizational dimensions to purposely reconfigure their structures in the idea of strategy restructuring, shape and integrate its internal and similarly its external resources to hastily and efficiently respond to fluctuations in the business environment. Similarly, Haarhaus and Liening (2020) denoted, restructuring strategies help the organization to be able to recognize, integrate and utilize new knowledge which effectively as well as efficiently shape the organization in the changing business environment. The theory lacks operational legitimacy due to its abstract nature and demonstrate difficulty in empirical measures, owing to the underlying operational processes (Bleady, Ali, & Ibrahim, 2018).

Dynamic capabilities theory in the study, stood as the basis to provide the theoretical concepts of restructuring strategy as an independent variable covering operation redesign strategy, downsizing strategy and governance reform and repeatedly configure resources to readjust itself to the prevailing environment so as to improve performance. The views of Dias, Santos and Pereira (2020) is that organizations operating in an ever-changing environment need to have strategies that are adaptive to the turbulent environment.

### **2.2.2 Institutional Theory**

Powell and DiMaggio (1983) developed the Institutional theory. The theory stipulates that organizations are correlated not only with their internal participants but also with those outside their organization such as customers, participants, regulators, trade union, government, and professional organizations are all components of the business environment (DiMaggio & Powell 1983). Mbindyo, Kioko, Siyoi, Cheruiyot, Wangai,

Onsongo, and Miriti (2020) argued, institutional environment is best described by standards and ethics from stakeholders who are investors, customers, cooperating organizations and government. In institution field, organization strategies may thrive or diminish depending on the impact of the regulations put in place (Pallotti & Lomi 2011).

The institutional framework denoted that, organization strategies need to be aligned with the legal environment which has a set of norms, values and principles to inform its legitimacy to its stakeholders (Porter, 1980). As such, organizations should invest in enhancing their perceived legitimacy as well as their actual legitimacy in certain environments, both internally and externally. It is through the congruence between an organization and its context that organizations endure and thrive (Daft, 2014). A critical aspect of organization performance lies in the link between organizational strategies and the institutional field (Husted & Allen, 2006).

Craig and Von Peter (2014) explained institutional view as organizations trying to satisfy external environments with structures and processes, leading them to dominate the market. It is evident that Dick and Lehnert (2010) believed that the institutional context mirrors the external environment's view of what constitutes desired behavior. Strategies put in place in the organization must be in tandem with the existing rules and regulations stipulated by the institution (Husted & Allen, 2006). Organizational reforms such as governance reform, operation redesign and downsizing influences managements' decision on specific strategies which improves the performance of the organization (Jamali, 2010).

Public universities are regulated by the government through CUE who stipulate how those institutions should operate and be governed. In Commission of University Education, you will find information about university regulations as well as university standards and

guidelines. Regulations contains guidelines which are directives outlining how the universities will conduct its business (Madanji, 2014). In this view, institutional theory was used to ground moderating variable in this study which was regulatory framework.

### **2.2.3 Contingency Theory**

Fiedler and Chemers (1964) where the proponents of the theory. They denoted, the prevailing structures in the organization is reliant on the micro and macro environment where by an organization is seen as a rational organization with the capability of bringing about transformational changes within itself in order to respond to the prevailing environment. The theory postulate that there is no standard and appropriate approach for all kinds of organizations to make choices on the strategies to restructure instead they should study the prevailing conditions in the environment so as to restructure strategies which will propel the organization to realize satisfactory success (Donaldson & Dunfee, 1999).

The contingency perspective emphasized agile organizations posing superior probability of responding to external demands from the environment in a flexible and efficient manner for this determine the future of the organization. Organizational agility is required in turbulent business environment to enable the organization achieve flexibility and efficiency in the organization (Wang, Lin & Chu, 2011). Helfat and Winter (2011) postulate organizational agility require keeping open options in the organization through-out, embracing redundancy every time in the organization and maintaining stable state which is favorable for radical transformation in the organization.

According to Bastian and Andreas (2012), contingency theory gives the researcher the lens to study the existing strategies, scan the environment then restructure so as to flexibly

respond to the prevailing environment. The view of Zelt, Recker, Schmiedel and vom-Brocke (1999) is that, generally, success of an organization depends on it fitting into the environment. Abba, Yahaya and Suleiman (2018) argued that the optimal strategy for restructuring strategy depends on both the micro and macro circumstances of the organization.

The theory of contingency advocated continuous environment scanning by organizations (Chandler, 1962). According to Donaldson and Lipsey (2006), contingency theory propose that, generally organizations align their structures, internal processes and strategies, with the prevailing external environment in order to attain strategic fit which enhance performance. An organization that adjusts to its environment will be more successful than the one that do not (Donaldson, 1996) but the theory fail to outline clearly how to present a perfect relationship that match the strategies in the organization and the prevailing situation which will allow compatibility of environment and an organization that present an improved outcome (Mitzberg, 2008).

The theory was appropriate to this study since it helped demonstrate how organizations flexibly restructure strategies such as operation redesign, downsizing and governance reform based on their ability to sense, make decisions and act in relation to the prevailing business environment so as to advance performance.

#### **2.2.4 Balance Scorecard Model**

Kaplan and Norton (1992) developed the balanced scorecard model which shows an organization's financial and non-financial dimensions of performance. This model was destined to address several weaknesses noted in the use of only financial measures to measure organizational performance (Kaplan & Norton, 2008; Niven, 2002). Financial

measures single handedly was incapable of offering incentives to organization's success because of their laser like focus on ancient facts that lack the current picture on the present and future operating conditions of the organization in the prevailing business environment (Kaplan & Norton, 2007).

Overtime financial measures alone became obsolete and thus combination of both financial and nonfinancial measures was considered necessary for the sustenance and excellence of an organization and for this case, the balanced scorecard was established. Margarita (2008), viewed that, balance scorecard model would provide both internal and external feedback which help the organization to improve its performance. Kaplan and Norton (2004); Rahayu, Yudi, Rahayu and Luthfi (2023); Kotane and Kuzmina-Merlino (2015) and Lueg and Vu (2015) conclude that organizations that use only financial metrics to evaluate their performance do not evaluate the organization's performance in the fullest sense, unlike organizations that use both monetary and non-monetary metrics to appraise performance now and in the future.

Financial indicators were ideally suited to measuring performance in the industrial era, and could not be used to measure value creation apparatuses in modern business organizations (Neely & Kennerley 2002; Gica & Moisescu 2007). According to Wiersma (2008), financial indicators cannot account for management actions in the organization yet in today's modern business, the action of the management as part of intangible resources, account to performance. A balanced scorecard model is recognized widely as being a powerful way of linking organizational goals to performance measures (Banker, Chang & Pizzini, 2004). Organizational performance was assessed using a balanced scorecard, which incorporates financial and non-financial measures.

An organization's performance, as measured by its customer and financial metrics, its internal metrics, and its learning metrics is evaluated using a balanced scorecard (Kaplan & Norton, 1996a). Balanced scorecard model has its limitation such as, it focuses more on the internal factors and less on the external environment. In the current study, balanced scorecard model was used to anchor performance on both financial and non-financial indicators. Non-financial aspects included; student enrolment, academic performance of universities, academic audits (missing marks, completion rate, and education quality) and number of new academic programs; and financial aspects included; universities' financial viability.

## **2.3 Empirical Literature Review**

Previously conducted studies, reviews and analysis on variables of the current study were presented in this section.

### **2.3.1 Operations Redesign Restructuring and Performance**

Chege, Gachuru and Njau (2022) studied effect of operation redesign restructuring on performance of state department for trade and enterprise development in Kenya. Data was collected by administering semi-structured questionnaire from 146 employees in the study area. Explanatory and descriptive research designs were employed in the study. According to the results, the operation redesign restructuring did have a substantial and positive link with performance. The study used a trade department and the findings may not be used to represent the education sector whose environment is distinct.

A study by Duong and Nguyen (2021), used information from the audited financial statements of 30 Vietnamese commercial banks from 2007 to 2019, to investigate the effect of operations redesign restructuring on the financial performance of commercial banks

trading on HOSE and HNX in Vietnam. The estimated techniques utilized to improve the study's regression coefficient's accuracy included pooled least squares, fixed effects model, random effects model, and system generalized moment regression model. The study's findings indicate that operations redesign restructuring impacted financial performance positively. The study used secondary data derived from 2007 – 2019 whose findings may not relate to the current trend in the education sector while the current study used primary data.

Vásquez and Naranjo-Gil (2020) carried out a study to determine how redesigning operations in the organization's accounting systems would affect performance of the organization. The study collected information from the selected management teams of selected fifty businesses in the Republic of Ecuador's industrial sector. The partial least squares method of data analysis revealed that organizational performance is positively impacted by operations redesign restructuring. Aside from the inherent contextual gap, the researcher neglected to verify important hypotheses of the empirical model that was applied to the statistical analysis in this investigation.

Akumu (2018) study looked in to operation redesign as a restructuring strategy on the performance of Kenya National Audit Office. RBV, diffusion of innovation, dynamic capability, and expectation theories served as the study's pillars. The study resulted to descriptive research design. A stratified random sample of 157 employees at the headquarters, structured questionnaires were used to collect data. Process redesign restructuring strategies and performance were significantly correlated, according to the study findings. The study focused on a single restructuring strategy but this study focused on a number of restructuring strategies, including redesigning operations, downsizing, and

governance reform making it difficult to generalize the finds with the university performance.

Emmanuel, Ayuba and Tanimu (2018) carried out a study on operation redesign restructuring on the performances of 24 Nigerian consolidated deposit money banks between 2005 and 2017. The aim of the study was to evaluate the potential impact of merger and acquisition strategies on the corporate survival of banks and investigate the potential for profit enhancement. Data was gathered from the bank's published financial statements, between 2005 and 2017. Secondary data was analyzed using the ordinary least squares approach, and the results revealed, there was a statistically significant association between merger and acquisition and the performance of the chosen variables. The study used ordinary least squares where outliers and significant observations might become skewed and thus loss of accuracy in its estimations. The current study used descriptive and inferential statistics.

Lyerly (2017) study on redesigning operations in consolidating two selected Colombian Institutions of higher learning. It was a case study on two consolidated public institutions and data was collected in the two selected public institutions covering a duration of five years. Qualitative research design was employed. Primary data was mainly from interviews, field notes, and document analysis. Results from the analyzed data revealed, operations redesign in consolidating the two selected public institutions was very necessary if greater efficiency was to be realized in services provision in the institution. Study was limited by its design since it is only exploratory whereby it used content analysis only and using the data to make inferences on causal effects of restructuring strategies on

performance may be difficult but the current study used descriptive and explanatory research design to fill in that gap.

### **2.3.2 Downsizing Restructuring and Performance**

McLachlan, (2022) carried out a study on the effect of downsizing strategy in an organization. The study reviewed 44 empirical articles and employed thematic analysis with an aim of finding out how organizations can implement the downsizing restructuring strategy while applying the best fit practice. The study concluded, restructuring techniques that involve downsizing had an impact on the performance of the organizations. The study used empirical literature whereby it used conclusions from other researchers to draw inferences but current study utilized primary data.

Kihara and Kinyua (2021) examined downsizing strategies in Kenya media industry performance. A total of 131 managers from Royal Media Services, Nation Media Group and Standard Group Limited were randomly selected to complete a questionnaire for data collection. The study used Pearson's correlation analysis to analyze data. The outcome indicated, that process centralization, cost restructuring, downsizing and governance reformation had significant effect on the performances of media firms. Researchers used Pearson correlation, a method lacking statistical rigor, to assess restructuring strategies' effects on performance lacking the adequacy to explain the effect of restructuring strategies assumed in the study. The current study used descriptive and inferential statistics to analyze data so as to adequately explain the effect of downsizing restructuring strategy on performance

A study by Saisi and Kariuki (2020) focused on downsizing restructuring effect on performance of medical research centers in Kenya. Descriptive research design was

espoused. During the study, 272 staff members of the centers participated. Observable logical survey was conducted when collecting the study data. Observations as well as assumptions gathered from the research of earlier researchers were used when gathering information on the organization's performance. Study findings showed that downsizing strategy improves performance of the medical research centers in the long run. Data collected through observable survey methods may be biased because it's subjective and the findings may not be used to draw inferences in studies on performance of public universities. Current study used semi-structured questionnaire to collect data and analyzed the data to get objective results.

Ingow and Opuodho (2019) carried out a study aimed at establishing the effect of downsizing strategies on selected Kenyan cooperative societies. The study espoused on descriptive research design. Questionnaire which was structured was run on 35 manager employees who were randomly selected to be the respondents. Using the financial statements of the cooperative saving and credit society, secondary data was collected. The data was analyzed by descriptive statistics and correlations. A positive effect was found on performance from applying downsizing strategies. The study did not incorporate merging of roles and eliminating programs in the downsizing restructuring which the current study sought to address.

### **2.3.3 Governance Reform Restructuring and Performance**

Schulmann, Bruen, Parker, Siersbaek, Conghail, and Burke (2024) investigated on the effect governance restructuring has on reforms in the health system in Ireland. The case study was on all the five new health regions, in Ireland, in the period 2018–2023. Qualitative data was utilized in the study. Thematic analysis methodology was employed

to analyze the interviews. The findings reported CEO duality and board independence were found not to favour firms' performance however, size of the board favored performance in the organization. The study resulted into qualitative data which has the tendency of being biased and subjective but the current study resulted into quantitative data so as to provide objective results.

Sarpong, Gyimah, Afriyie and Asiamah (2018) investigated on how governance reform strategy affect performance of listed manufacturing organizations based in Ghana during the period 2009-2013. The study used panel data analysis and the findings revealed both board independence and gender diversity negatively influenced the returns of the firm's assets as well as return on equity, whereas the size of the board had no significant impact on the organization. The study portrays contextual gap in that, current study looked into Kenya's higher education sector as opposed to Ghana manufacturing sector.

Fauver, Hung, Li and Taboada (2017) intended to find out governance reform strategy effect on value of organizations in 41 selected countries. Resulted to difference-in-differences research design so as to compare outcomes overtime. Firm value is increased by governance reforms, according to the findings. Valuation increases are driven by reforms involving the independence of board of directors of an organization as well as the audit committee, but not by reforms that separate the officer positions of chairman and chief executive officer. The study used difference-in-differences research design while current study applied quantitative research design.

Udeh, Abiahu, and Tambou (2017) study on how selected Nigerian banks' performance was impacted by governance reforms between 2003 and 2014. A total of 7 banks were selected for the study using judgmental sampling technique. The study used secondary

data. Data was analyzed using ordinary least squares regression analysis. By measuring return on capital employed by banks, the findings found that board composition did not influence their financial performance. Researcher focused on a single governance reform aspect of restructuring strategies and in addition the study focused entirely on financial performance without incorporating nonfinancial aspects but the current study incorporated several aspects of governance reform restructuring such as reviewing compensation and effective resource allocation.

### **2.3.4 Restructuring Strategies, Organizational Agility and Performance**

Usman (2023) study looked into the connection between SMEs' performance and organizational agility in Nigeria's Bauchi state. While organizational agility was viewed as the independent variable, resource fluidity, leadership, and information technology adoption were its dimensions. The study adopted the cross-sectional survey. 159 respondents were drawn from all the 364 SMEDAN registered SMEs, who participated in the study. The findings reported organizational agility positively impacted performance of the SMEDAN registered SMEs. In the study organizational agility was conceptualized as the independent variable while the current study conceptualized it as a mediating variable.

An empirical study was carried out by Gyemang and Emeagwali (2020) to investigate the impact of dynamic capabilities, innovation, knowledge management, and organizational agility on competitive performance in the telecommunications industry in Nigeria. Data was gathered from 341 management personnel working at 70 telecommunications companies, who agreed to take part in the research, using semi structured questionnaire. Partial Least Square approach of Structural Equation Model was used to test hypotheses. From the primary data collected and analyzed, organizational agility was found to partially

mediate the link between competitive strategies and performance. The study revealed contextual gap since unit of analysis in the study was the Nigerian telecommunications industry; and for this study, the unit of analysis was, selected public universities in Kenya.

A study by Elgamal (2018) investigated how empowerment, resilience, and organizational agility all affect the health of selected Kuwait organizations. Data was collected in Kuwait on 177 professionals and human resources staff who were selected purposively from 19 financial organizations, administered with semi-structured questionnaires. Multiple regression analysis revealed that flexibility, agility, and enablement all have a joint effect on organization performance. It revealed that, organizations embracing organizational agility can reenergize themselves, adapt quickly to changing environments, and thrive in a turbulent and rapidly changing environment. The study used purposive sampling unlike the current study which used multi-stage random sampling technique.

Lee, Lee, Kim and Lee (2017), examined the part that agility plays in the connection between organizational performance and the application of management control systems. The partial least square method was used to analyze the survey data that was gathered, using a structured questionnaire, from senior managers in 185 sizable Korean and Japanese manufacturing companies. The results denoted that, compared to Japanese companies, Korean companies' organizational performance was more positively impacted by agility for Korean manufacturing companies that prioritized speed and adaptability over Japanese firms when handling the complexity and dynamism of the environment. The study used partial least square method to predict outcome. This technique reduces the variables to a smaller set of uncorrelated components instead of using the original data and this may

jeopardize the findings but current study used multiple regression since it used several explanatory variables.

Nafei (2016) investigated the effects of organizational flexibility on performance of the pharmaceutical industry in Egypt. Structured questionnaire was used to collect data from 310 employees who were randomly selected. A 5-point Likert scale was found suitable to rank data. Quantitative research design was utilized. The outcome pointed to organizational agility significantly impacting organizational performance. The study conceptualized organizational agility as independent variable but the current study conceptualized organizational agility as a mediating variable.

Hussain, Al-Saffar, and Al-Khafaji (2025) examined how organizational agility mediates the relationship between authentic leadership and organizational citizenship behavior in Iraqi universities. Based on a survey of 210 academic staff, the study found that agility significantly enhanced the translation of leadership traits into proactive employee behavior and institutional responsiveness. By fostering a flexible and innovative culture, universities managed resource constraints and shifting stakeholder demands more effectively. The authors concluded that agility is a strategic capability that strengthens leadership impact, not merely a reactive tool. However, the study is contextually limited to Iraqi institutions, which differ from Kenyan public universities in regulatory and funding structures. Moreover, it focuses on behavioral outcomes rather than examining how agility mediates restructuring strategies such as academic program rationalization or administrative decentralization and their influence on institutional performance. This highlights a gap in understanding agility's mediating role in strategic transformation within Kenyan higher education.

Yao, Li, and Zhang (2025) examined how organizational agility mediates the relationship between psychological capital and work performance among Chinese healthcare workers. Using structural equation modeling, they found agility to be a stronger mediator than behavioral or emotional factors, especially under pressure from resource shortages and regulatory audits. Agility enhanced performance by enabling rapid decision-making, cross-functional collaboration, and flexible service delivery, thereby strengthening institutional resilience. While the study offers valuable insights into agility's mediating role, its focus on healthcare limits applicability to higher education. Performance metrics like patient throughput differ from those in universities, where academic quality, stakeholder satisfaction, and financial sustainability are key. Moreover, the study overlooks strategic restructuring processes such as academic program rationalization and governance reforms. This reveals a gap in empirical literature on how agility mediates restructuring strategies in Kenyan public universities, particularly within the context of academic governance and regulatory compliance.

### **2.3.5 Restructuring Strategies, Regulatory Framework and Performance**

A study by Owenga, Mutinda and Mapelu (2024) to determine how government policies and regulations moderate the link between organization strategies and performance. Primary data was gathered from 419 managers from 36 selected star rated hotels in the Kenyan coast. A descriptive cross-sectional survey design was used in the investigation. Purposive sampling was employed to choose the managers, while stratified sampling was utilized to choose the hotels. Data collection tools included interview schedules and questionnaires. Descriptive and inferential analysis were both used to analyze the data. The study revealed that, there existed an association between related diversification tactics and

the performance of star-rated hotels signifying they were improved by government rules and regulations. There was a contextual gap in that the study was conducted on hotel industry but the current study was on education sector.

A study by Ullah, Zubir and Ariff (2024) sought to find out how regulatory quality interlinks with and financial development with economic growth as well as volatility in both developing and developed economies. The study used secondary data and resulted into the Generalized approach of Moments to verify the robustness of the Panel Corrected Standard Error estimate approach. The study revealed that regulatory quality does not moderate the relationship between financial development and economic volatility in developing nations while it moderates in developed ones. The research concentrated on simply examining existing data without incorporating any empirical data while the current study utilized primary data.

Mutangili, Awuor and Cheluget (2020) study investigated on the legislative framework's moderating effect on the efficiency of Kenya's energy development agencies' global supplier chains and procurement procedures. The top and middle level managers from 6 agencies of Kenya energy development were purposely sampled. A cross-sectional survey research design was used in the study. There was significant moderating effect between the government regulations and performance. There existed contextual gap where the study was on energy sector but the current study focused on higher education sector.

In Pedo, Kabare and Makori, (2018), both experimental and descriptive methods were used to assess how Kenya's legislative framework affects public-private partnerships on roads. There were 111 road-related institutions included in the investigation, and the entire population was subjected to a survey. Performance of an organization was found to be

significantly influenced by its supervisory structure. Similarly, a significant influence on the variable relationship was noted to be government policy which was a moderating factor between oversight frameworks and performance. The study focused on road projects, but current study examined the education sector to evaluate effect of regulatory framework.

Karungani and Ochiri (2017), carried out a case study by conducting an analysis to find out how procurement processes are linked to policies which served as the regulatory framework in Nairobi city council. A structured questionnaire was administered on 87 procurement workers who were randomly chosen to participate in the study. Use of descriptive statistics was desirable in the data analysis. The study denoted, there was a moderating effect of the regulatory framework in which organizational performance was observed to be significantly affected by procurement processes. A case study was carried out and failed to have inferential statistics in the study. For the purpose of comparing the experiment variables and making generalizations about the entire population, inferential statistics was used in the current study.

Mogaka, Kinyua, and Kimencu (2025) examined how regulatory frameworks moderate the relationship between inter-firm strategic networks and performance among pharmaceutical firms in Nairobi. Using hierarchical regression analysis, they found that regulatory compliance significantly strengthened the positive impact of strategic partnerships by enhancing stakeholder trust, reducing operational risks, and promoting strategic coherence. The study concluded that regulatory frameworks, when aligned with organizational goals, can act as strategic enablers rather than constraints. However, its focus on pharmaceutical firms and inter-firm dynamics limits applicability to higher education. Regulatory variables such as licensing and product standards do not capture the complexity of university

regulation, which involves accreditation, academic audits, and funding policies. Consequently, there is limited empirical understanding of how education-specific regulatory frameworks particularly those enforced by the Commission for University Education (CUE) moderate the relationship between restructuring strategies and institutional performance in Kenyan public universities. This presents a critical gap in sector-specific regulatory research.

Mugilwa, Otieno, and Wanjala (2024) examined how funding arrangements and regulatory frameworks moderate the relationship between corporate governance and financial performance in Kenyan SACCOs. Using panel data from 163 SACCOs, the study found that regulatory oversight positively influenced governance effectiveness and financial outcomes by enhancing accountability, transparency, and strategic alignment. The authors emphasized the importance of regulatory flexibility in fostering sustainability and innovation. However, the study's focus on SACCOs limits its relevance to the higher education sector, where governance structures and performance indicators differ significantly. Metrics such as member dividends and loan recovery rates do not reflect the multidimensional nature of university performance, which includes academic quality, stakeholder satisfaction, and financial viability. Additionally, the study overlooks education-specific regulatory instruments like faculty qualifications, curriculum standards, and institutional audits. This reveals a gap in empirical literature on how regulatory frameworks unique to higher education moderate restructuring strategies in Kenyan public universities.

## **2.4 Summary of the Literature Review and Research Gaps**

Table 2.1 shows a summary of reviewed empirical literature, knowledge gaps and current study focus.

**Table 2.1 Summary of Previous Studies and Knowledge Gaps**

<b>Researcher (s) &amp; year</b>	<b>Essential Elements of the Research</b>	<b>Research Findings</b>	<b>Research Gaps</b>	<b>Focus of current study</b>
Hussain, Al-Saffar & Al-Khafaji (2025)	Examined how organizational agility mediates the link between authentic leadership and citizenship behavior in Iraqi universities.	Agility enhanced leadership effectiveness by fostering proactive staff behavior and institutional responsiveness.	Focused on behavioral outcomes and leadership, not restructuring strategies or performance in Kenyan universities.	Investigates how agility mediates restructuring strategies (e.g., decentralization) and impacts university performance.
Yao, Li & Zhang (2025)	Studied agility as a mediator between psychological capital and job performance in Chinese healthcare settings.	Agility was a stronger mediator than emotional factors, improving resilience and performance under pressure.	Sector-specific to healthcare; lacks relevance to academic restructuring and multidimensional university performance.	Explores agility's mediating role in strategic transformation within Kenyan public universities.
Mogaka, Kinyua & Kimencu (2025)	Assessed regulatory frameworks as moderators between strategic networks and performance in Nairobi pharmaceutical firms.	Regulatory compliance strengthened strategic partnerships and improved performance through risk reduction.	Focused on inter-firm dynamics; regulatory variables do not reflect higher education complexity (e.g., accreditation).	Examines how CUE's regulatory frameworks moderate restructuring strategies and influence university performance.
Mugilwa, Otieno & Wanjala (2024)	Investigated how funding and regulation moderate governance–performance link in Kenyan SACCOs.	Regulatory oversight improved governance effectiveness and financial outcomes via transparency and alignment.	SACCO governance metrics not applicable to universities; lacks academic-specific regulatory instruments.	Evaluates education-specific regulatory moderation in restructuring efforts

				within Kenyan public universities.
Owenga, Mutinda & Mapelu (2024)	Studied the effect of government policies and regulations on performance of star rated hotels in Kenya 419 managers were purposively selected from 36, stratified sampled, star rated hotels in the Kenyan coast -data collected using interview schedules and questionnaires	There existed an association between related diversification tactics, government rules and regulations and the performance of star-rated hotels	The research was on hospitality sector	The research was on education sector
Ullah, Zubir & Ariff, (2024)	-regulatory quality linking with financial development on economic growth as well as volatility in both developing and developed economies -secondary data was used and resulted into the Generalized approach of Moments to verify the robustness of the Panel Corrected Standard Error estimate	Regulatory quality does not moderate the relationship between financial development and economic volatility in developing nations while it moderates in developed nations	Research concentrated on simply examining existing data without incorporating any empirical data	The research used primary data
Schulmann, <i>et al.</i> (2024)	-effect governance restructuring has on reforms in the health system of the five new health regions, in Ireland, in the period between 2018 and 2023. -Thematic analysis methodology was employed to analyze the interviews	Governance reform strategies had significant effect on health system reforms	The study resulted into qualitative data which has the tendency of being biased and subjective	Study resulted into quantitative data so as to provide objective results
Usman (2023)	-The connection between SMEs' performance and organizational agility in Nigeria's Bauchi state	Organizational agility positively impacted performance of the	Organizational agility was conceptualized as the independent variable	Organizational agility was conceptualized as the mediating variable

	<ul style="list-style-type: none"> <li>-organizational agility was viewed as the independent variable</li> <li>-cross-sectional survey carried out on 159 respondents drawn from all the 364 SMEDAN registered SMEs</li> </ul>	SMEDAN registered SMEs		
Chege, Gachuru & Njau (2022)	<ul style="list-style-type: none"> <li>-demerger strategy as an operation redesign restructuring on performance of state department for trade and enterprise development in Kenya</li> <li>-semi-structured questionnaire was administered on 146 employees</li> <li>-explanatory and descriptive research designs were employed</li> </ul>	The operation redesign restructuring did have a substantial and positive link with performance	The study was on a trade department	The study was on higher education sector
McLachlan, (2022)	<ul style="list-style-type: none"> <li>-implement the downsizing restructuring strategy while applying the best fit practice</li> <li>- thematic analysis on 44 reviewed empirical articles was employed</li> </ul>	Restructuring techniques that involve downsizing had a positive impact on the performance of the organizations under study in the chosen context	The study used empirical literature whereby it used conclusions from other researchers to draw inferences	The study utilized primary data
Duong & Nguyen (2021)	<ul style="list-style-type: none"> <li>-investigate the effect of operations redesign restructuring on the financial performance of commercial banks trading on HOSE and HNX in Vietnam</li> <li>-used information from the audited financial statements of 30 Vietnamese commercial banks from 2007 to 2019</li> </ul>	Operations redesign restructuring impacted financial performance positively	The study used secondary data recorded from 2007 – 2019 whose findings may not relate to the current trend	The study used primary data which reflect the current trend in the universities

	-estimated techniques utilized pooled least squares, fixed effects model, random effects model, and system generalized moment regression model.			
Kinyua & Kihara (2021)	-the effect of Downsizing strategy and performance of media firms in Kenya -descriptive research design was used -questionnaires were administered to 131 managers from Royal Media Services, Nation Media Group and Standard Group Limited who were randomly selected -Pearson's correlation analysis was used to analyze data	Process centralization, cost restructuring, downsizing and governance reformation had significant effect on the performances of selected media firms in Kenya	To analyze data, the study used Pearson correlation method which has deficiencies on statistical rigor to determine the effect and comparative contribution of the restructuring strategy on performance	The current study used descriptive and inferential statistics to analyze data so as to adequately explain the effect of downsizing restructuring strategy on performance
Gyemang & Emeagwali (2020)	-investigate the impact of dynamic capabilities, innovation, knowledge management, and organizational agility on competitive performance in the telecommunications industry in Nigeria -data was gathered from randomly selected 341 management personnel working at selected 70 telecommunications companies -Partial Least Square approach of Structural Equation Model was used to test hypotheses.	Organizational agility was found to partially mediate the link between competitive strategies and performance	The study revealed contextual gap since unit of analysis in the study was the Nigerian telecommunications industry	Study investigated on selected public universities in Kenya

<p>Mutangili, Awuor &amp; Cheluget (2020)</p>	<p>-Investigating the effect of regulatory framework on the performance of international procurement practices and supply chain          -cross-sectional survey research design was used in the study          -purposive sampling was adopted and top and middle level managers from the 6 registered energy sectors were administered with questionnaires</p>	<p>Significant moderating effect between the government regulations and performance of the 6 registered agencies of energy development</p>	<p>There existed contextual gap where the study was on energy sector</p>	<p>The study used was on higher education sector</p>
<p>Saisi &amp; Kariuki (2020)</p>	<p>-examine the influence of downsizing on performance of medical research centers          -descriptive research design was adopted          -observable logical survey on 272 staff from medical research center when collecting data was adopted</p>	<p>Downsizing strategy improves performance of the medical research centers in the long run</p>	<p>Observable survey was employed when gathering data. This method may be biased because its subjective and the findings may not be used to draw inferences in performance of public universities</p>	<p>semi-structured questionnaire was utilized and analyzed so as to provide objective results</p>
<p>Vásquez &amp; Naranjo-Gil (2020)</p>	<p>-determine how redesigning operations in the organization's accounting systems would affect performance of the organization          - data was collected from the selected management teams of selected fifty businesses in the Republic of Ecuador's industrial sector</p>	<p>Organizational performance is positively impacted by operations redesign restructuring</p>	<p>Aside from the inherent contextual gap, the researcher neglected to verify important hypotheses of the empirical model that was applied to the statistical analysis in this investigation</p>	<p>Hypotheses of the empirical model was tested</p>

	-partial least squares method of data analysis was resulted to			
Ingow & Opuodho (2019)	-effect of downsizing strategy on selected Kenyan cooperative societies -35 manager employees were randomly selected as the respondents -data was analyzed by descriptive statistics and correlations	A positive effect was found on performance from applying downsizing strategies	The study did not incorporate merging of roles and eliminating redundant programs	The current study sought to incorporate merging of roles and eliminating redundant programs in the downsizing restructuring strategy
Akumu (2018)	-investigated restructuring strategies on the performance of Kenya National Audit Office -stratified random sample of 157 employees at the headquarters, were served with structured questionnaires to collect data -descriptive research design was used	Process redesign restructuring strategies and performance were significantly correlated	The study focused on a single restructuring strategy	Current study focused on several restructuring strategies such as operations redesign, downsizing and governance reform restructuring
Elgamal (2018)	-investigated on how empowerment, resilience, and organizational agility all affect the health of selected Kuwait organizations -data was collected on 177 professionals and human resources staff who were purposively selected -Multiple regression analysis was employed	Flexibility, agility, and enablement all have a joint effect on organization performance	The study used only purposive sampling technique	Current study embarked on multi stage sampling technique
Emmanuel, Ayuba	-to evaluate the potential impact of merger and acquisition strategies on the corporate survival of banks and	There was a statistically significant association between merger,	Study used ordinary least squares where outliers and significant	Current study used descriptive and

<p>&amp;Tanimu (2018)</p>	<p>investigate the potential for profit enhancement on 24 selected Nigerian consolidated deposit money banks between 2005 and 2017 -secondary data was gathered from the bank's published financial statements, between 2005 and 2017 -data was analyzed using the ordinary least squares approach</p>	<p>acquisition and performance</p>	<p>observations might become skewed and thus loss of accuracy in its estimations</p>	<p>inferential statistics to analyze data</p>
<p>Pedo, Kabare &amp; Makori (2018)</p>	<p>-to assess how Kenya's legislative framework affects public-private partnerships on roads -selected 111 road-related institutions were included in the investigation -a survey was carried out</p>	<p>Government policy was found to be a moderating factor between oversight frameworks and performance</p>	<p>The context of the study was road sector</p>	<p>Current study focused on higher education sector</p>
<p>Sarpong, Gyimah, Afriyie &amp; Asiamah (2018)</p>	<p>-effect of governance reform strategies on performance of listed manufacturing organizations in Ghana -data was collected between 2009 and 2013 -used generalized least squares (GLS) panel regression model to analyze data</p>	<p>The findings revealed that, governance reform positively impacted firms' return on asset</p>	<p>The study context was manufacturing sector in Ghana</p>	<p>The current study was on education sector</p>
<p>Fauver, Hung, Li &amp; Taboada (2017)</p>	<p>-to find out governance reform strategy effect on value of organizations in 41 selected countries</p>	<p>Valuation increases are driven by reforms involving the independence of board of</p>	<p>The study employed difference-in-differences research design</p>	<p>The current study employed quantitative research design</p>

	-difference-in-differences research design was resulted to	directors of an organization as well as the audit committee, but not by reforms that separate the officer positions of chairman and chief executive officer		
Lee, Lee, Kim & Lee (2017)	-examined the part that agility plays in the connection between organizational performance and the application of management control systems -structured questionnaire was administered to senior managers selected from 185 sizable Korean and Japanese manufacturing companies -partial least square method was used to analyze the survey data	Results denoted that, compared to Japanese companies, Korean companies' organizational performance was more positively impacted by agility for Korean manufacturing companies that prioritized speed and adaptability over Japanese firms	The study used partial least square method to predict outcome. This technique reduces the variables to a smaller set of uncorrelated components instead of using the original data	Current study used Multiple linear regression
Karungani & Ochiri (2017)	-a case study was carried out by conducting an analysis to find out how procurement processes are linked to policies which served as the regulatory framework in Nairobi city council -structured questionnaire was administered on 87 procurement workers who were randomly chosen to participate in the study -descriptive statistics was used to analyze data	The study denoted, there was a moderating effect of the regulatory framework in which organizational performance was observed to be significantly affected by procurement processes	A case study was carried out which failed to have inferential statistics in the study	For the purpose of comparing the experiment variables and making generalizations about the entire population, inferential statistics was used in the current study

Lyerly (2017)	<p>-a case study on redesigning operations in consolidating two selected Colombian Institutions of higher learning for a duration of five years</p> <p>-qualitative research design was employed</p> <p>-Primary data was mainly from interviews, field notes, and document analysis</p>	Results from the analyzed data revealed, operations redesign in consolidating the two selected public institutions was very necessary if greater efficiency was to be realized in services provision in the institution	Study was limited by its design since it is only exploratory whose analysis may be biased	Current study used descriptive and explanatory research design
Udeh, Abiahu & Tambou (2017)	<p>-the effect of governance reform on performance of seven selected Nigerian banks, between 2003 and 2014</p> <p>-7 banks were selected for the study using judgmental sampling technique</p> <p>-the study used secondary data</p> <p>-data was analyzed using ordinary least squares regression analysis</p>	By measuring return on capital employed by banks, the findings found that board composition did not influence their financial performance	Researcher focused on a single governance reform aspect of restructuring strategy, board composition	Current study focused on a more diverse governance reform strategies such as effective resource allocation, TMT appointment criteria, centralized decision making
Nafei (2016)	<p>-investigated the effects of organizational flexibility on performance of the pharmaceutical industry in Egypt</p> <p>- structured questionnaire was used to collect data from 310 employees who were randomly selected</p> <p>-quantitative research design was utilized</p>	Organizational agility significantly impacted organizational performance	The study conceptualized organizational agility as independent variable	Current study conceptualized organizational agility as a mediating variable

Source: Author (2024)

## 2.5 Conceptual Framework

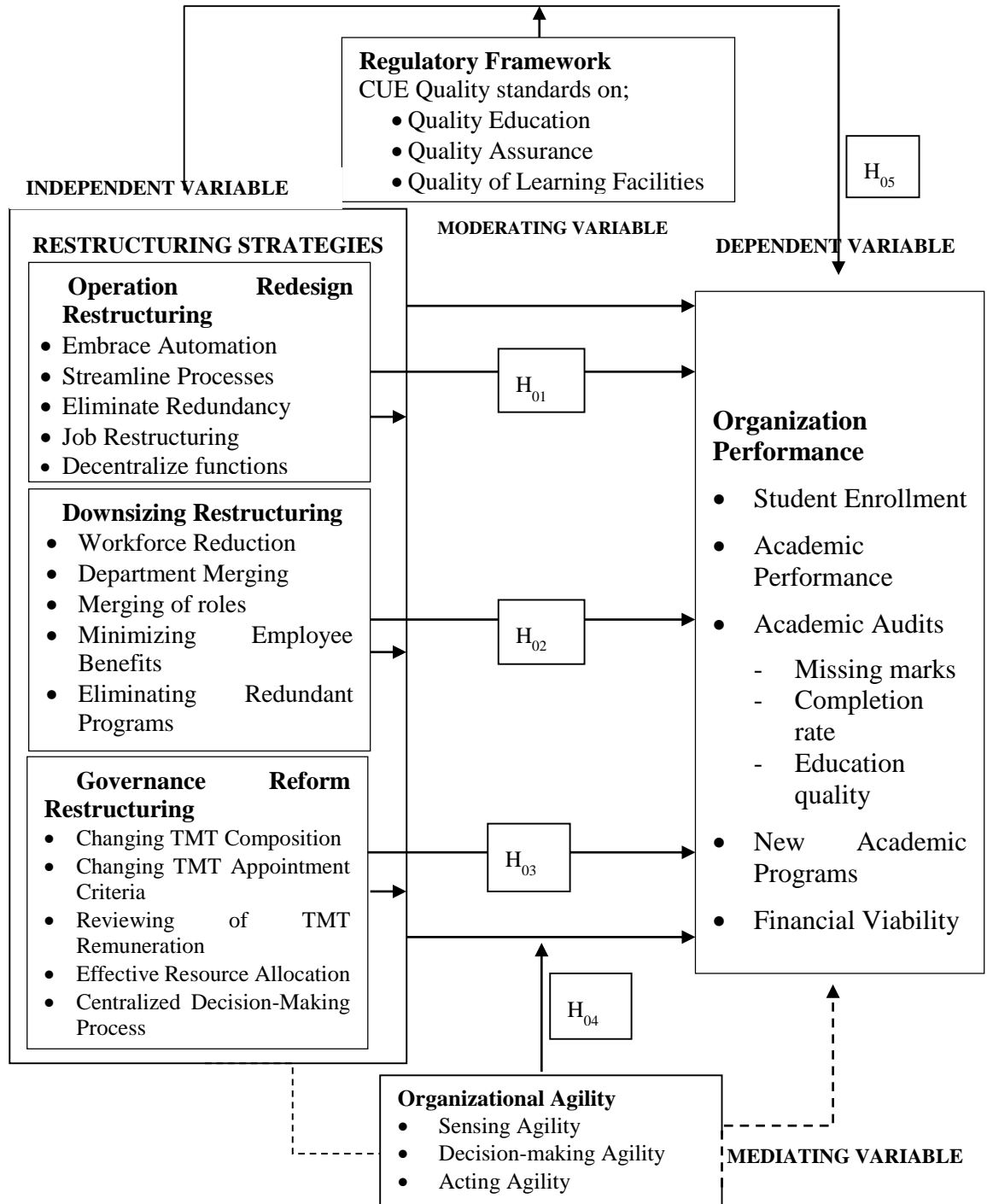


Figure 2.1 Conceptual Framework

Source: Author (2023)

The conceptual framework depicted variable relationships. Restructuring strategies were denoted by Operation redesign restructuring whose indicators were; embrace automation, streamline processes, eliminate redundancy, job restructuring and decentralizing functions: downsizing restructuring whose indicators were; workforce reduction, department merging, merging of roles, minimizing employee benefits and eliminating programs: and governance reform restructuring whose indicators were; changing top management team composition, changing top management team appointment criteria, reviewing of top management team remuneration, effective resource allocation and centralized decision making will be the independent variable. Moderating variable was Regulatory Framework whose indicators were; CUE quality standards on; quality education, quality assurance and quality of learning facilities. Mediating variable was organizational agility whose indicators were; sensing agility, decision making agility and acting agility. Dependent variable was performance of public universities whose indicators were; student enrollment, academic performance, academic audits (missing marks, completion rate and education quality), new academic programs and financial viability.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Research philosophy, research design, empirical models, population estimation, sampling methods, proposed research instrument, data collection method, data analysis, and presentation methods are discussed in this chapter.

### **3.2 Research Philosophy**

This study was guided by a positivist research philosophy, which asserts that valid knowledge is derived from observable, objective facts, free from subjective interpretation or manipulation to fit predetermined narratives (Cooper & Schindler, 2013). Positivism supports the empirical testing of hypotheses through structured methodologies, emphasizing neutrality and replicability. As Saunders, Lewis, and Thornhill (2007) argue, knowledge is meaningful only when grounded in direct observation and systematically tested. In line with this paradigm, the current study employed quantitative methods to formulate and evaluate hypotheses based on socially constructed assumptions (Crowther & Lancaster, 2008). Positivism was applied throughout the research process, beginning with the development of testable propositions and followed by deductive reasoning to determine their validity. The study aimed to objectively assess the relationships between selected variables, thereby contributing evidence-based insights into the dynamics of restructuring strategies and institutional performance in Kenyan public universities.

### **3.3 Research Design**

A research design as construed to be guided by the idea of fitness for purpose, is a plan, strategy, and framework for directing the statistical inquiry with an objective of addressing research questions (Cohen, Manion & Marison, 2011). In order to make

sure that the empirical data gathered during the research process adequately addressed the research problem by testing the proposed relationships, this study used an explanatory research design. According to Snyder (2019), the 'why' and 'how' questions can be effectively addressed with the help of explanatory research design, as it accounts for descriptive data about social phenomena and offers corresponding explanations. In addition, to find out the relationship between variables, an explanatory research design is recommended (Saunders, 2007). Since the researcher aimed to adequately address the dominant questions "why" and "how" regarding the research variables used in this study, the explanatory research design was adopted. Similar research design has been used by previous researchers, (Kiiru, 2015; Muthimi, 2021).

### **3.4 Empirical Model**

A quantitative analytical framework was chosen in order to investigate the proposed relationships between the study variables empirically. Logit, Probit, discriminant analysis, and regression analysis are among the statistical models that can be used to analyze quantitative data (Muathe, 2010). Because they provide reliable estimation for binary outcomes, the Logit and Probit models are especially well-suited when the dependent variable is dichotomous (Field, 2009). Regression analysis was the most suitable and efficient method, though, because the dependent variable in this study was continuous.

In order to evaluate the impact of restructuring strategies on institutional performance, the study used a multiple linear regression model. The research's positivist paradigm, which stresses objectivity, empirical testing, and the use of observable data to validate theoretical assumptions, is consistent with this approach (Cooper & Schindler, 2013; Saunders, Lewis, & Thornhill, 2007). The regression model made it easier to quantify the connections

between the continuous dependent variable, institutional performance, and independent variables, which stood for different aspects of restructuring.

### 3.4.1 Test for Direct Relationship

The relationship between independent variables and dependent variables is precisely described by multiple regression, which subsequently determine the strength of each predictor variable. It is a valuable instrument for predicting the future (Field, 2013). The study regressed operation redesign restructuring, downsizing restructuring and governance reform restructuring on university performance as indicated in model 3.1.

$$Y = \beta_{10} + \beta_{11} \text{Operations Redesign Restructuring} + \beta_{12} \text{Downsizing Restructuring} + \beta_{13} \text{Governance Reform Restructuring} + \varepsilon \text{ ----- (Model 3.1)}$$

Where;

**Y** = University Performance

**$\beta_{10}$**  = Constant term

**$\beta_{11}, \beta_{12}, \beta_{13}$**  = Coefficients

**$\varepsilon$**  = Error term

### 3.4.2 Composite Index

According to Chakrabarty (2017), composite index allows combination of several variables so as to reflect overall evaluation. To facilitate test of hypothesis four and five on mediation and moderation, a composite index for operation redesign restructuring, downsizing restructuring and governance reform restructuring was computed using weighted harmonic mean formula. Combination of quantitative data for all variables collected from Likert scale was involved. Indicators of the variables were identified and

sorted thematically, data transformed and combined by calculating the weight average of the indicators. By considering harmonic mean, it enables the researcher to consider the reciprocal of individuals' observation and utilize model proposed by Gupta (2008) as shown below.

$$C_i = \frac{\sum f_i w_i}{\sum f_i}$$

Where:  $C_i$  = Represent the composite index for variables  $i$

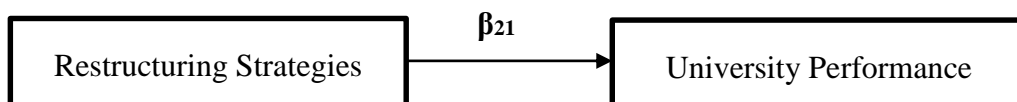
$f$  = The overall number of respondents

$w_i$  = Relative weight of every component in a particular variable

$i$  = Overall number of components that consist a particular variable

### 3.4.3 Test for Mediation

Based on Baron and Kenny (1986)'s concept of causal steps, the research utilized diverse models to determine interventions in order to investigate the mediation role of organizational agility on restructuring strategies and performance. By predicting the independent variable outcome with Model 3.2, the research sought to find out whether there is a mediation effect in the dependent variable. Below is a diagram showing the first step in testing how restructuring strategies affect performance of selected public universities in Kenya:



**Figure 3.1 Direct relationship Dependent and Independent Variable**

Step 1: Regressed restructuring strategies on university performance to check whether there will be any mediation.

$$Y = \beta_{20} + \beta_{21} \text{Restructuring Strategies} + \varepsilon \dots\dots\dots(\text{Model 3.2})$$

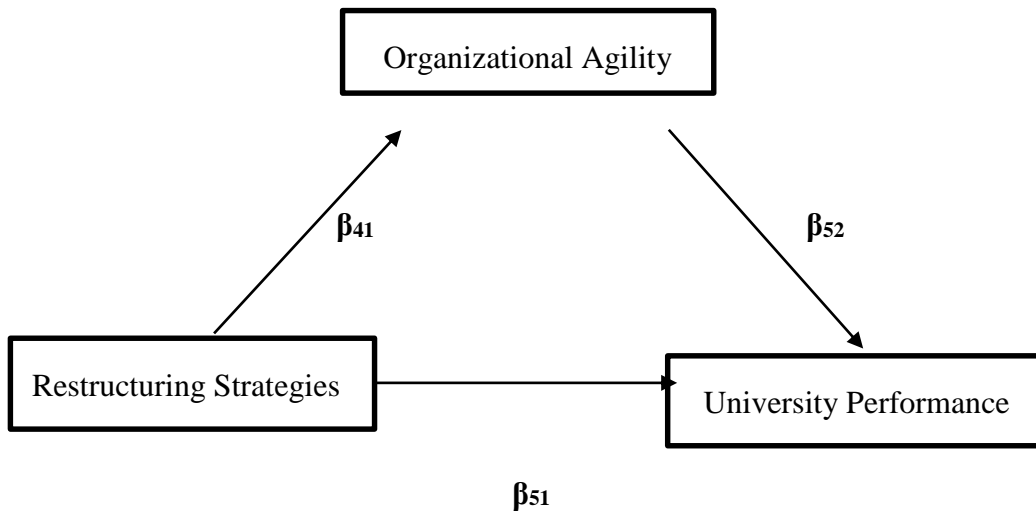
Where;

Y= University performance

$\beta_{20}$ = Constant term

$\beta_{21}$ = Beta coefficient

$\varepsilon$  = Error term



**Figure 3.2 Mediation Relation**

Step 2: was to determine how the intervening variable (organizational agility) relate with dependent variable (university performance).

$$Y = \beta_{30} + \beta_{31} \text{Organizational Agility} + \varepsilon \dots\dots\dots(\text{Model 3.3})$$

Step 3: sought to find out the relationship between the intervening variable (organizational agility) and independent variable (restructuring strategies).

$$\text{Organizational Agility} = \beta_{40} + \beta_{41}\text{Restructuring Strategies} + \varepsilon \dots\dots\dots(\text{Model 3.4})$$

Step 4: Sought to establish whether there is total, partial or no mediation in the relationship between restructuring strategies and university performance.

$$Y = \beta_{50} + \beta_{51}\text{Restructuring Strategies} + \beta_{52} \text{Organizational Agility} + \varepsilon\dots\dots(\text{Model 3.5})$$

Where;

Y= University Performance

$\beta_{30}$ ,  $\beta_{40}$ , and  $\beta_{50}$  = Constant term

$\beta_{31}$ ,  $\beta_{41}$ ,  $\beta_{51}$ , and  $\beta_{52}$  = Coefficients

$\varepsilon$  = Error term

$\beta_{21}$  is the total effect of restructuring strategies on university performance while  $\beta_{51}$  is the direct effect of restructuring strategies on university performance after controlling for organizational agility. In-addition  $\beta_{41}$  is the effect of restructuring strategies on organizational agility while  $\beta_{52}$  is the effect of organizational agility on university performance after controlling for restructuring strategies.

**Table 3.1 Mediation Decision making criteria**

Model 3.2	Model 3.3	Model 3.4	Model 3.5	Test	Decision
$\beta_{21};(p >0.05)$	-	-	-	-	No overall relationship to mediate
$\beta_{21};(p \leq 0.05)$	-	-	-	-	Overall relationship to mediate
$\beta_{21};(p \leq 0.05)$	$\beta_{31}(p \leq 0.05)$	$\beta_{41}(p \leq 0.05)$	$\beta_{51}$ and $\beta_{52}$ ( $p \leq 0.05$ )	$\beta_{21} - \beta_{51} = \beta_{41} * \beta_{52}$	partial mediation
$\beta_{21};(p \leq 0.05)$	$\beta_{31}(p \leq 0.05)$	$\beta_{41}(p \leq 0.05)$	$\beta_{51};(p >0.05)$ $\beta_{52};(p \leq 0.05)$	$\beta_{21} - \beta_{51} = \beta_{41} * \beta_{52}$	Full mediation

**Source: Baron and Kenny (1986)**

Indirect effect, being the product of  $\beta_{41} * \beta_{52}$  is equal to  $\beta_{21} - \beta_{51}$  which is the difference between total effect and direct effect. In model 3.2,  $\beta_{21};(p >0.05)$  means no mediation so the test ends at that but if  $\beta_{21};(p \leq 0.05)$  then it means there exists a relationship to be mediated thus allowing the researcher to proceed to the subsequent steps. In the case of partial mediation, both the direct and indirect effects are found to be statistically significant. Conversely, in the scenario of full mediation, while the indirect effect remains statistically significant, the direct effect ceases to be statistically significant.

### **3.4.4 Test for Moderation**

The two models below provide an overview of the investigation into the influence that the regulatory framework had on the relationship between restructuring strategies and performance of selected public universities (Whisman & McClelland, 2005). Whisman and McClelland, (2005) suggested, if in a two-step model there is a statistically significant

difference between the coefficients for the perceived interaction term and zero, then there exist a case of a complete effect that needs to be moderated.

Step 1:  $Y = \beta_{60} + \beta_{61} \text{Restructuring Strategies} + \varepsilon \dots \dots \dots (\text{Model 3.6})$

Step 2:  $Y = \beta_{70} + \beta_{71} \text{Restructuring Strategies} + \beta_{72} \text{Regulatory Framework} + \beta_{73} \text{Restructuring Strategies} * \text{Regulatory Framework} + \varepsilon \dots \dots \dots (\text{Model 3.7})$

Where;

**Y** = University Performance

**$\beta_{60}, \beta_{70}$**  = Constant term

**$\beta_{61}, \beta_{71}, \beta_{72}, \beta_{73}$** = Coefficients

**$\varepsilon$**  = Error term

**Table 3.2 Decision making criteria for Moderation**

<b>Model 3.6</b>	<b>Model 3.7</b>	<b>Total Effect</b>	<b>Decision</b>
$\beta_{61}; (p > 0.05)$	-	-	No overall effect
$\beta_{61}; (p \leq 0.05)$	$\beta_{72}; (p > 0.05)$	-	Moderating variable is an explanatory variable
$\beta_{61}; (p \leq 0.05)$	$\beta_{72}; (p \leq 0.05)$	$\beta_{73}$	Moderating variable has a moderating effect

**Source: Whisman and McClelland (2005)**

In Table 3.2,  $\beta_{73}$  denote the strength and direction of the moderation.

### 3.5 Target Population

Kothari (2014) describe a group of people, events, or items with similar noticeable characteristics as target population. According to Commission for University Education, (2017), in Kenya, 31 Public universities were awarded charter in the years between 2013 and 2017. In the year 2013, 22 universities were awarded charter and since they have operated in the same environment within same duration and were all undergoing restructuring, that's the reason why they were involved in this study. The list of the universities is as in Appendix III.

Public universities were chosen in this study because of the public out-cry on the performance of public Universities. The university Vice Chancellor, two Deputy Vice Chancellors, two registrars, and the chief finance officer represented the top-level management, deans, directors and chairpersons represented middle and lower-level management whereby the number of deans and chairpersons were as computed in Appendix IV.

**Table 3.3 Target Population**

Year of Establishment	No. of universities	No. of Middle & low-level Management members	Purposive No. of Top level Management members	Total	Percentage (%)
1970 - 2000	5	372	30	402	40.28
2001 - 2010	17	494	102	596	59.72
<b>Total</b>	<b>22</b>	<b>866</b>	<b>132</b>	<b>998</b>	<b>100</b>

**Source: Commission for University Education, (2022).**

### **3.6 Sampling Design and Procedure**

To select respondents for the study, a multistage sampling technique was used to pick a representative sample in the study. Various probability sampling techniques were combined in a series of three steps to carry out multiple stage samples (Zikmund, 2003; Muraguri, 2016; Muthimi 2021). To select appropriate and representative samples from each public university, the study used proportionate stratified random sampling. This ensured that each respondent had a similar and known chance of being independently chosen, and the resultant samples were proportional to the sub-populations (Taherdoost, 2016; Sharma, Gautamad, Chaudhary, 2020).

Study respondents were drawn from top-level management positions such as vice chancellors (VCs), deputy vice chancellors (DVCs), and registrars, as well as chief finance officers. Middle-level management and lower-level management included deans and chairpersons of departments. A vice chancellor, two deputy vice chancellors, two registrars, and a chief finance officer were purposively selected to represent the management team, giving a total of 132 respondents. Proportionate random sampling, as calculated in Appendix IV, was used to pick the rest of the desired sample (i.e., middle and lower-level management) at a rate of 30% as shown in Table 3.4 and computed as per Appendix IV (Mugenda & Mugenda, 2003). These selected respondents were direct university managers and provided information about the university's restructuring strategies and the performance effect they had. According to Table 3.4, respondents were distributed in the following way.

**Table 3.4 Sample Size**

Year of Establishment	No. of universities	No. of Middle & low-level Management members	30% of Middle & low-level Management	Purposive No. of Top level Management members	Total population	Total Sample	100%
1970-2000	5	372	112	30	402	142	36.22
2001-2010	17	494	148	102	596	250	63.78
<b>Total</b>	<b>22</b>	<b>866</b>	<b>260</b>	<b>132</b>	<b>998</b>	<b>392</b>	<b>100</b>

**Source: Researcher, (2023)**

### **3.7 Data Collection Instrument**

The study resulted into collecting primary data using a semi-structured questionnaire which was self-administered, where some questionnaires were distributed through drop and pick later method while others were in google format and were administered through electronic method. The semi-structured questionnaire is commonly utilized in research due to its mixed format, which includes both closed-ended and open-ended questions, making it appropriate for a variety of situations (Orodho, 2004).

A questionnaire is a method of data collection whereby each participant answers a consistent set of questions in a specified set-up (Lampard & Pole, 2015). Muthimi, Kinyua, and Kilika (2022) recommend that closed questions be categorized into five Likert categories. The use of open-ended questions also allowed respondents to provide additional information, in addition to the answers provided by closed-ended questions (Saunders, 2021).

The questionnaire composed of 7 sections. The first section sought to get the general information on the respondents while the other sections aimed at seeking information on issues regarding; operations redesign restructuring, downsizing restructuring, governance reform restructuring, regulatory framework, organizational agility and specific issues concerning the performance of the selected public universities in Kenya.

### 3.8 Operationalization and Measurement of Variables

The study contains various variables and it important for the study to demonstrate how each and every variable was measured which include specific indicators and the scale of measurement. In this study dependent and independent variable were performance of the selected public universities and restructuring strategies respectively while restructuring strategies was operationalized by operations redesign restructuring, downsizing restructuring and governance reform restructuring; Moderating variable was represented by regulatory framework and organizational agility was the mediating variable.

**Table 3.5 Operationalization and Measurement of Variables**

<b>Variable</b>	<b>Type of variable</b>	<b>Indicators</b>	<b>Measure</b>
Operations Redesign Restructuring	Independent	<ul style="list-style-type: none"> <li>• Embrace Automation</li> <li>• Streamline Processes</li> <li>• Eliminate Redundancy</li> <li>• Job Restructuring</li> <li>• Decentralize functions</li> </ul>	Section B 5- point Likert type scale.

Downsizing Restructuring	Independent	<ul style="list-style-type: none"> <li>• Workforce Reduction</li> <li>• Department Merging</li> <li>• Merging of roles</li> <li>• Minimizing Employee Benefits</li> <li>• Eliminating Redundant Programs</li> </ul>	Section C 5- point Likert type scale
Governance Reform Restructuring	Independent	<ul style="list-style-type: none"> <li>• Changing TMT Composition</li> <li>• Changing TMT Appointment Criteria</li> <li>• Reviewing of TMT Remuneration</li> <li>• Effective Resource Allocation</li> <li>• Centralized Decision-Making Process</li> </ul>	Section D 5- point Likert type scale
Organizational Agility	Mediating	<ul style="list-style-type: none"> <li>• Sensing Agility</li> <li>• Decision-making Agility</li> <li>• Acting Agility</li> </ul>	Section E 5- point Likert type scale
Regulatory Framework	Moderating	<ul style="list-style-type: none"> <li>• Quality Education</li> <li>• Quality Assurance</li> <li>• Quality of Learning Facilities</li> </ul>	Section F 5- point Likert type scale
Organization Performance	Dependent	<ul style="list-style-type: none"> <li>• Student Enrollment</li> <li>• Academic Performance</li> <li>• Academic Audits <ul style="list-style-type: none"> <li>- Missing marks</li> <li>- Completion rate</li> <li>- Education quality</li> </ul> </li> <li>• New Academic Programs</li> <li>• Financial Viability</li> </ul>	Section G 5- point Likert type scale

Source: Researcher, (2023)

### **3.9 Pilot Study**

Credible instrument designed for the collection of research data must adhere to the standards of validity and reliability (Kothari, 2004). According to Wong, Ong and Kuek, (2012), validity serves as an essential criterion for assessing a measurement instrument, as it effectively reflects the extent to which a specific research tool accurately measures the intended construct or variable. Mugenda and Mugenda, (2003) suggested a size of 10% of the sample size is sufficient in conducting a pilot study. A preliminary study of limited scope was conducted on 39 respondents, from technical university of Kenya and Karatina University, making up 10% of the projected study sample. These respondents who participated in the pilot study were excluded from the main study. The aim of this pilot study was to determine the face validity of the instrument used for data collection.

The process of ensuring content validity included conducting a pilot test. The findings from this pilot test were utilized to make necessary adjustments to the questionnaire. This approach aims to confirm that the instrument accurately measures the intended constructs, in accordance with the content validity criteria established by Saunders et al. (2007). The pilot study assessed whether participants encountered any challenges in understanding the questionnaire items, identified any missing items, estimated the time required for respondents to complete the questionnaire, and evaluated the overall effectiveness of the data collection instrument in practical settings.

#### **3.9.1 Validity of Research Instrument**

Taherdoost (2016) denoted, establishing face validity, content validity, and construct validity is crucial in ensuring that a research instrument is thoroughly validated before commencing the final study. According to Oluwatayo, (2012), the concept of face validity

involves a researcher's personal evaluation of the relevance and format of the measuring tool, aimed at determining if the items in the tool seem logical, pertinent, easily understandable, and free from ambiguity. The researchers sought expert opinion to confirm that the research instrument demonstrated face validity.

According to Kothari, (2004) and Bölenius, Brulin, Grankvist, Lindkvist and Söderberg, (2012), the degree to which items on a test represent the domain of the construct of interest is indicated by content validity. Other scholars denote, content validity can be established by conducting an extensive review of existing literature or by consulting with subject matter experts to determine if the instrument accurately represents the relevant concept, (Bryman, 2012; Cooper & Schindler, 2013; Bryman & Bell, 2015). In this research, a thorough review of the literature, as outlined in chapter two, was conducted to guarantee content and construct validity.

### **3.9.2 Reliability of Research Instrument**

According to Tomioka, Iwamoto, Saeki and Okamoto, (2011), reliability primarily focuses on the internal consistency of a set of research items designed to assess a specific research variable. It basically refers to how well the data collection instrument can produce comparable results when the same people are assessed at various intervals (Field, 2013). A Cronbach's alpha score of 0 to 1.0 denotes perfect dependability, while a value of 0.70 is considered to be the lower bound of acceptability while reliability coefficients of 0.7 or higher are deemed sufficient for social studies (Hair *et al.*, 2012). The reliability of the data collection instrument was determined in this study using Cronbach's alpha of 0.7 as the deciding criterion. The results were as presented in Table 3.12.

**Table 3.6: Reliability Results**

<b>Variable</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>	<b>Comments</b>
Operations Redesign Restructuring	0.771	9	Reliable
Downsizing Restructuring	0.774	10	Reliable
Governance Reform Restructuring	0.718	10	Reliable
Regulatory Framework	0.764	6	Reliable
Organizational Agility	0.856	6	Reliable
University Performance	0.761	10	Reliable
<b>Overall</b>	<b>0.774</b>		<b>Reliable</b>

**Source: Pilot Data, (2024)**

The reliability analysis from the questionnaire on restructuring strategies; operations redesign restructuring, downsizing restructuring and governance reform restructuring variables had Cronbach's Alpha Coefficients of 0.771, 0.774 and 0.718 respectively. Regulatory framework, organizational agility and university performance had 0.764, 0.856 and 0.761 respectively while the six research variables, the Cronbach's alpha index was 0.774. According to the recommendations provided by Field (2009) and the established threshold of 0.7 for this study, the research questionnaire demonstrated reliability. Therefore these results collectively implied that the measures used for these variables were consistent and dependable, providing a solid foundation for subsequent analyses and interpretations in the final study.

### **3.10 Data Collection Procedure**

Once Kenyatta University School of Graduate Studies cleared the researcher for data collection, the researcher requested from National Commission on Science, Technology

and Innovation (NACOSTI) authorization to conduct research. Permission to collect data from respective public universities was sought and selected respondents from university management consented to participate in the research. To evaluate the effect of restructuring strategies on performance of selected public universities in Kenya, open-ended and closed-ended questionnaire was distributed to vice chancellors, deputy vice chancellors, registrars, chief finance officers who represented the top management team while the deans and chairpersons represented the middle and the lower-level management team in the selected public universities. Data collection was administered using a combination of the drop-and-pick later method and Google Forms, allowing participants ample time to complete the questionnaires. Data collection exercise commenced in May 2024 and wrapped in August 2024.

### **3.11 Data Analysis and Presentation**

Preparation of data instigated the analysis process. Data preparation included editing, data coding, and data entry, ensuring the quality of the data and its modification from raw state to simplified and graded forms suitable for study. Descriptive and inferential statistics were utilized to evaluate quantitative data. Descriptive statistics comprised mode, mean, median, and standard deviation. Inferential statistics consisted of multiple linear regression and correlation. The former was utilized to illustrate trends in the data design as employed by Muathe (2010). The coefficients of independent variables, as well as t-statistics for each variable, were developed using multiple linear regression models. In studies with more than one predictor variable and an outcome variable, Faraway (2002) argues that multiple linear regression models are employed.

### **3.12 Diagnostic Tests**

The study employed multiple regression analysis to analyze the effect of restructuring strategy and performance. It was important to ensure that all assumptions of classical regression analysis were met. These included the lack of multicollinearity between the predictor variables, compliance with normal distribution, constant variance of error terms, and linearity assumption.

#### **3.12.1 Normality Test**

Multivariate analyses are based on the supposition that data are normally distributed. Normality describes the degree under which a normal distribution correlates to the distribution of the sample data (Hair, 2010). For this test, the study employed the Shapiro-Wilk test for normality since it is able to point out any deviation from the expected owing to either kurtosis, skewness or together. Normality is assumed to range from zero to one and if the premeditated probability (p-value) is less than 0.05, then it's considered the data significantly departs from the normal (Razali & Wah, 2011). Field (2009) suggest, p-value higher than 0.05 imply normal distribution and the null hypothesis not rejected.

#### **3.12.2 Linearity Tests**

An independent variable and a dependent variable can only be effectively correlated if the relationship between them is linear, as defined by Field (2013). It is, therefore, essential that the predictor variable be linearly related to the outcome variable since the outcome variable and independent variable are assumed to have linear relationships. Scatter plots were employed in the study to illustrate the association between the variables in order to test for linearity. According to Dancey and Reidy (2004), the use of Pearson correlation

coefficients is recommended to assess the linearity of the variables, where an absence of relationship is indicated by a correlation coefficient being zero (Field, 2009).

### **3.12.3 Multi-Collinearity Tests**

Multicollinearity occurs when two predictor variables are highly correlated, implying they are almost similar to each other. Regression assumptions dictate that any two highly correlated variables should not be included in the same multiple regression model. Multicollinearity was tested using the variance inflation factor (VIF) to check for correlated variables. Hair, Black, Babin, and Anderson (2010) indicate multicollinearity by a VIF value in excess of 10 and a tolerance in excess of 0.1. Multicollinear regression coefficients cannot predict independent variable effects on outcome variables effectively because of their multicollinearity.

### **3.12.4 Homoscedasticity Test**

In order to test homogeneity of variances, Levene's homoscedasticity test was applied. A variance measurement was made between independent variables and dependent variables. A test was not considered significant if the probability was  $\geq 0.05$ , indicating that the two variances are close to equal but not significantly different. Gastwirth, Gel, and Miao (2009) recommended this approach for the test. If the p-values are  $<0.05$ , then the null hypothesis is rejected. According to Cohen, Cohen, West, and Aiken (2003), linear relationships between dependent variables and independent variables should be tested using Pearson's correlation coefficient.

**Table 3.7 Summary of Hypotheses Testing**

Research Objectives	Research Hypotheses	Statistical Model	Threshold for interpretation
i. To find out the effect of operations redesign restructuring on the performance of selected public universities in Kenya	<b>H<sub>01</sub>:</b> operations redesign restructuring has no significant effect on performance of selected public universities in Kenya	Multiple regression analysis  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$	R <sup>2</sup> Value F Value t Value P ≤ 0.05  In all the three cases Reject H <sub>0</sub> if p ≤ 0.05, Otherwise fail to reject the H <sub>0</sub>
ii. To determine the effect of downsizing restructuring on the performance of selected public universities in Kenya	<b>H<sub>02</sub>:</b> Downsizing restructuring has no significant effect on performance of selected public universities in Kenya		
iii. To establish the effect of governance reform restructuring on the performance of selected public universities in Kenya	<b>H<sub>03</sub>:</b> governance reform restructuring has no significant effect on performance of selected public universities in Kenya		
iv. To examine the mediating effect of organizational agility on the relationship between restructuring strategies and performance of selected public	<b>H<sub>04</sub>:</b> Organizational agility has no mediating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya.	$Y = \beta_0 + \beta_1 X + \epsilon$ $M = \beta_0 + \beta_1 X + \epsilon$ $Y = \beta_0 + \beta_1 M + \epsilon$ $Y = \beta_0 + \beta_1 X + \beta_2 M + \epsilon$	R <sup>2</sup> Value P ≤ 0.05 Reject H <sub>0</sub> if p ≤ 0.05, Otherwise fail to reject the H <sub>0</sub>

universities in Kenya			
v. To examine the moderating effect of regulatory framework on the relationship between restructuring strategies and performance of selected public universities in Kenya	<b>H<sub>05</sub>:</b> regulatory framework has no moderating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya	$Y = \beta_0 + \beta_1 X + \varepsilon$ $Y = \beta_0 + \beta_1 X + \beta_2 XZ + \varepsilon$	Reject H <sub>0</sub> if $p \leq 0.05$ , Otherwise fail to reject the H <sub>0</sub>

**Source: (Author, 2023)**

### 3.13 Content Analysis

To evaluate qualitative data obtained after filling in open-ended questions, content analysis was incorporated, whereby main points were clustered together to make generalizations centered on the key findings. Coopers and Schindler (2003) noted that information review involves bringing to the forefront concerns that may not otherwise have been addressed in the questionnaire by the use of organized questions. Moreover, unlike in a single regression equation, multiple regression analysis requires the combination of many predictor variables to determine the effects of multiple predictor variables (Jackson, 2009). Thus, 0.05 was the significance level included in the analysis. When  $p < 0.05$ , the null hypothesis was rejected; otherwise, it wasn't rejected. The model summary of the multiple regression analysis provided the R-square, often referred to as the coefficient of determination, which predicts the variance in the dependent variable attributed to the predictor variables.

### 3.14 Ethical Considerations

The researcher clearly explicated the purpose of the research and its expected results in the cover letter to specifically address ethical concerns. Prior to data collection, the

respondents obtained informed consent, thus assuring them that their participation in the process was voluntary. In addition, the participants were provided with information regarding their rights and the procedures for handling their data in order to fulfil the main objective of the study. The researchers were unable to obtain any information regarding the respondent's name, telephone number, address, or any other identifiable features. Approval was requested from the National Council for Science, Technology, and Innovation.

## **CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION**

### **4.1 Introduction**

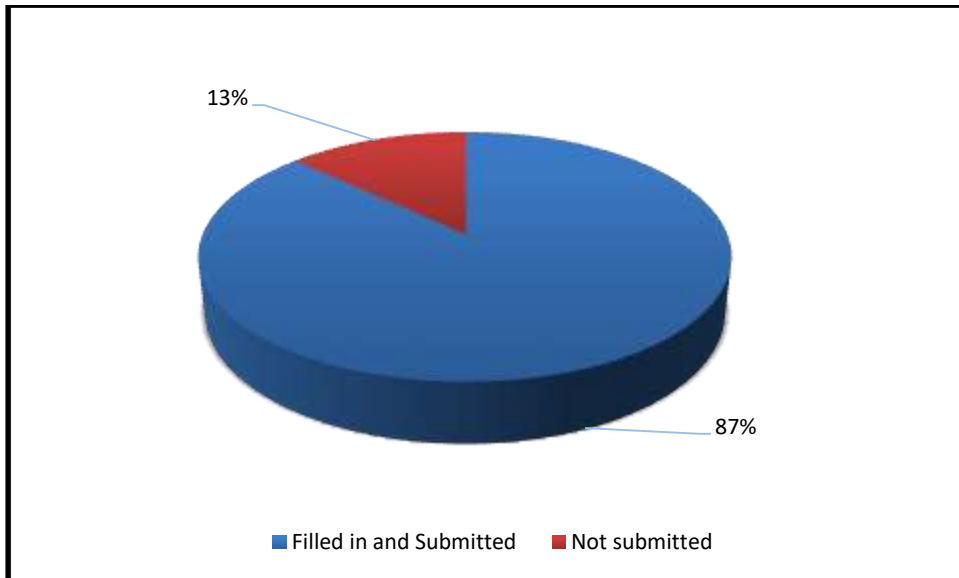
This chapter focuses on the data analysis and discussion of research findings for the study on restructuring strategy and performance of selected public universities in Kenya. The key focus is on descriptive, correlation and regression analysis.

### **4.2 Analysis of Descriptive Characteristics**

Response rate, general sample characteristics, and particular information about research variables in terms of sample mean, sample standard deviation, and sample coefficient of variation were all examined in relation to the observed sample's characteristics. This section presents the findings from these analyses along with a discussion that goes with them.

#### **4.2.1 Analysis of Response Rate**

The study aimed to engage with 392 respondents by distributing questionnaires through a combination of Google Forms and drop-and-pick later. Out of the distributed questionnaires, 341 were filled and returned, resulting in a response rate of approximately 87%. Meanwhile, 51 questionnaires, representing 13%, were not returned. This high response rate provides a robust dataset for the analysis, ensuring that the findings are representative of the targeted population. Figure 4.1 presents a summary of the analyzed response rate.



**Figure 4.1: Response Rate**

Based on the findings on Figure 4.1 the response rate is 87% of the distributed questionnaires filled and returned by the respondents. According to Mugenda and Mugenda (2003), a response rate exceeding 50% is considered adequate, while a rate above 70% is deemed good and sufficient for drawing inferences and making conclusions based on the study findings (Wimmer & Dominick, 2006). The achieved response rate of 87% significantly surpasses these benchmarks, indicating a strong level of engagement and participation from the respondents. This high response rate not only enhances the reliability and validity of the study but also ensures that the data collected is comprehensive and reflective of the targeted population. The substantial participation underscores the robustness of the dataset, allowing for more accurate and dependable analysis and conclusions.

#### 4.2.2 Demographic Characteristics of Respondents

The demographic characteristics of the participants in this study were analyzed based on several key attributes: gender, duration at the university, position held, length in position, number of staff reporting, education level, and university ranking. The gender distribution provided insights into the representation of male and female participants. The duration at the university and length in position helped assess the respondents' experience and familiarity with their institutional environment. The positions held by the respondents, along with the number of staff reporting to them, highlighted their roles and managerial responsibilities within the universities. The education level of the respondents indicated their expertise and knowledge, which is crucial for understanding the implementation of restructuring strategies. Finally, the university ranking offered a contextual understanding of the institutions' performance and reputation. Table 4.1 presents a detailed analysis of these demographic characteristics, providing a comprehensive overview of the respondents' profiles.

**Table 4.1: Demographic Characteristics of Respondents**

	<b>Sub-category</b>	<b>Frequency</b>	<b>Percent</b>
Gender	Male	184	54
	Female	157	46
	<b>Total</b>	<b>341</b>	<b>100</b>
Duration at the university	3 years and Below	82	24
	4-7 years	100	29.3
	8-11 years	83	24.3
	12 years and above	76	22.3
	<b>Total</b>	<b>341</b>	<b>100</b>
Position held	Vice Chancellor	2	0.6
	Deputy Vice Chancellor	18	5.3
	Registrar	22	6.5

	Chief Finance Officer	18	5.9
	Dean	60	17.6
	Director	22	6.2
	Chairperson	199	58.1
	<b>Total</b>	<b>341</b>	<b>100</b>
Length in a position	Less than 2 years	98	28.7
	Between 2 and 5 Years	122	35.8
	More than 5 Years	121	35.5
	<b>Total</b>	<b>341</b>	<b>100</b>
	No. of staff reporting directly to the individual	15	
	Below 10		4.4
	Between 10 and 19	152	44.6
	Between 20 and 29	103	30.2
	Between 30 and 39	51	15.0
	Above 39	20	5.9
	<b>Total</b>	<b>341</b>	<b>100</b>
Education level	Bachelors	3	0.88
	Masters	17	4.99
	Ph.D.	292	85.63
	Post-Doctoral	29	8.50
	<b>Total</b>	<b>341</b>	<b>100</b>
University ranking	Excellent	111	32.6
	Good	119	34.9
	Fair	111	32.6
	<b>Total</b>	<b>341</b>	<b>100</b>

**Source: Survey Data, (2024)**

Table 4.1 indicates that the majority of participants in this research were male, representing 54% of all respondents, while females constituted 46%. This near parity in gender distribution suggests a fairly balanced representation of both men and women in the management of public universities in Kenya. This balance indicates that gender inclusivity practices are being progressively adopted in the higher education sector, which aligns with global trends promoting gender equality in leadership roles. The almost equal representation of genders also implies that perspectives from both male and female

administrators are likely to be reflected in the findings, providing a comprehensive understanding of the effects of restructuring strategies. This balance is crucial for assessing how gender dynamics might influence the acceptance and implementation of restructuring strategies within these institutions.

The analysis of respondents' duration at their respective universities reveals a diverse range of experience levels. Specifically, 24% of respondents have been at their institutions for 3 years or less, 29.3% for 4-7 years, 24.3% for 8-11 years, and 22.3% for 12 years or more. This distribution illustrates a broad spectrum of institutional experience among the respondents. Those with shorter tenures might bring fresh perspectives and new ideas, which can be vital for innovative restructuring approaches. In contrast, those with longer tenures likely possess deep institutional knowledge and a thorough understanding of the university's historical context and operational challenges. This mix of fresh and seasoned perspectives is critical for a well-rounded analysis of restructuring effects, as it ensures that the study captures a wide range of insights and experiences.

The positions held by the respondents are diverse, encompassing various levels of university management. Chairpersons were the most represented at 58.1%, followed by Deans at 17.6%, Registrars at 6.5%, Directors at 6.2%, Chief Finance Officers at 5.9%, Deputy Vice Chancellors at 5.3%, and Vice Chancellors at 0.6%. This variety in roles ensures a comprehensive understanding of restructuring impacts from different managerial perspectives within the universities.

The high representation of Chairpersons suggests that the study captures significant input from those leading specific departments or committees, providing insights into the more focused areas of university operations. The substantial presence of Deans (17.6%) indicates

strong representation from academic leadership, crucial for understanding the impact of restructuring on various faculties and schools. The inclusion of top-level executives such as Registrars, Directors, Chief Finance Officers, and Deputy Vice Chancellors, each representing between 5.3% and 6.5% of the respondents, adds valuable insights from key administrative and strategic positions. This ensures a balanced view of both academic and administrative perspectives on restructuring efforts.

While Vice Chancellors comprise only 0.6% of the respondents, their inclusion, albeit in smaller numbers, provides crucial input from the highest decision-making level of university management. This comprehensive representation across different roles is vital for understanding the multifaceted impacts of restructuring strategies on university performance, offering a well-rounded view from strategic, operational, and academic standpoints.

Regarding the length of time respondents have held their current positions, the distribution is quite balanced, with 28.7% in their roles for less than 2 years, 35.8% for between 2 and 5 years, and 35.5% for more than 5 years. This variation in tenure highlights a mix of fresh and seasoned perspectives, which is crucial for a well-rounded analysis of restructuring effects. Those in their positions for shorter periods may bring new energy and innovative approaches to their roles, potentially driving change and restructuring efforts. While, those with longer tenures might offer stability, continuity, and a wealth of experience, which are essential for sustaining and evaluating the long-term impacts of restructuring. This balance of tenure among respondents ensures that the study benefits from both new and experienced insights, providing a solid understanding of how restructuring strategies have affected performance over time.

The number of staff reporting to the respondents varied, indicating different levels of managerial responsibility within the universities. The largest group (44.6%) managed medium-sized teams of 10-19 staff, followed by 30.2% overseeing 20-29 staff, suggesting a strong representation of middle management and departmental heads. Smaller proportions managed larger teams, with 15.0% supervising 30-39 staff and 5.9% overseeing more than 39 staff, representing senior management positions. Only 4.4% managed fewer than 10 staff, indicating specialized roles or smaller departments in some institutions.

This distribution highlights the varied scope of influence and leadership roles within the universities, ensuring that the study captures insights from different organizational levels. The diversity in managerial scope allows for analysis of restructuring impacts across different scales of influence, from small specialized teams to large departments and divisions. This comprehensive representation provides a solid understanding of how restructuring strategies affect various tiers of university management, contributing to a more holistic evaluation of their impact on university performance.

The educational level of the respondents was notably high, with 85.63% holding a Ph.D., 8.50% post-doctoral qualifications, 4.99% Master's degree, and 0.88% holding a Bachelor's degree. This high level of education among respondents indicates a well-qualified group of individuals, capable of providing informed insights into the restructuring processes. The prevalence of advanced degrees suggests that the respondents possess a strong theoretical and practical understanding of academic and administrative issues, which is crucial for evaluating the effectiveness of restructuring strategies. The high percentage of Ph.D. holders, in particular, underscores the academic rigor and expertise present within the

management teams of these universities. This level of qualification ensures that the study's findings are grounded in well-informed perspectives, enhancing the reliability and depth of the analysis.

Finally, the ranking of the universities where the respondents are employed was examined, revealing that 32.6% rated their universities as excellent, 34.9% as good, and 32.6% as fair. This distribution reflects the varied performance levels of the institutions, which could correlate with the perceived effectiveness of the restructuring strategies implemented. The even distribution across different performance ratings suggests that the study includes insights from a range of universities with varying degrees of success and challenges.

This diversity in university performance levels allows for a more comprehensive analysis of how restructuring strategies affect universities differently based on their existing performance metrics. It also provides a broader context for understanding the effectiveness of these strategies across universities with different operational and academic standings, ensuring that the findings are applicable to a wide spectrum of public universities in Kenya.

### **4.3 Descriptive Analysis**

#### **4.3.1 Descriptive Analysis for Operations Redesign Restructuring**

The operations redesign restructuring strategy was measured using indicators such as embracing automation, streamlining processes, eliminating redundancy, job restructuring, and decentralize functions. The descriptive statistics on operations redesign restructuring provided insights into its implementation and effect on university performance. Table 4.2 presents the descriptive statistics for operations redesign restructuring.

**Table 4.2: Descriptive Statistics for Operations Redesign Restructuring**

<b>Operations Redesign Restructuring</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>CV</b>
<b>Embrace Automation</b>				
There are quite a number of services automated	<b>341</b>	<b>4.04</b>	<b>0.82</b>	<b>0.20</b>
<b>Processes Streamlining</b>				
Complaints on delayed services have reduced drastically	341	4.02	0.83	0.20
There are a number of routine processes streamlined	341	3.94	0.80	0.21
<b>Aggregate Scores for Processes Streamlining</b>	<b>341</b>	<b>3.98</b>	<b>0.815</b>	<b>0.21</b>
<b>Eliminate Redundancy</b>				
Wastage due to prolonged and unnecessary processes have decreased drastically	341	4.06	0.85	0.20
A number of redundant procedures have been eliminated	341	4.05	0.82	0.21
<b>Aggregate Scores for Eliminating Redundancy</b>	<b>341</b>	<b>4.055</b>	<b>0.835</b>	<b>0.21</b>
<b>Job Restructuring</b>				
Several jobs have been restructured	341	3.96	0.85	0.20
Employee roles have been reviewed	341	4.04	0.82	0.21
<b>Aggregate Score for Job Restructuring</b>	<b>341</b>	<b>4.00</b>	<b>0.84</b>	<b>0.21</b>
<b>Decentralize Functions</b>				
Quite a number of functions have been decentralized	<b>341</b>	<b>4.01</b>	<b>0.84</b>	<b>0.21</b>
Operation redesign Restructuring is very important in determining performance of the University	<b>341</b>	<b>4.01</b>	<b>0.80</b>	<b>0.20</b>
<b>Aggregate Score for Operations Redesign Restructuring</b>	<b>341</b>	<b>4.02</b>	<b>0.8244</b>	<b>0.20</b>

**Source: Survey Data, (2024).**

The findings from the analysis show that the embrace of automation is widely acknowledged, with a mean score of 4.04 and a standard deviation of 0.82, resulting in a coefficient of variation (CV) of 0.20. This high mean score reflects a strong agreement among respondents that a number of services have been automated within their universities, contributing to improved operational efficiency. The relatively low standard deviation and CV indicate a consistent perception of the benefits of automation, which suggests a shared belief in its positive impact on both administrative and academic functions.

In terms of streamlining processes, the study found that respondents largely agree that complaints about delayed services have reduced, as evidenced by a mean score of 4.02 and a standard deviation of 0.83, with a CV of 0.20. Additionally, the mean score for the statement that a number of routine processes have been streamlined is 3.94, with a standard deviation of 0.80 and a CV of 0.20. The aggregate mean score for streamlining processes stands at 3.98, with a standard deviation of 0.815 and a CV of 0.21.

These figures indicate that respondents perceive significant improvements in operational management due to streamlining, which has reduced delays and enhanced service delivery across the universities. The consistency in responses, as evidenced by the low coefficient of variation, underscores a widely accepted view that streamlining processes is a key driver of operational efficiency and effectiveness.

The elimination of redundancy was another area where improvements were observed. Respondents reported a mean score of 4.06 and a standard deviation of 0.85, with a CV of 0.20, indicating that wastage due to prolonged and unnecessary processes has decreased significantly. A similarly high agreement is seen in the elimination of redundant procedures, with a mean score of 4.05, a standard deviation of 0.82, and a CV of 0.20. The

aggregate mean score for redundancy elimination is 4.055, with a standard deviation of 0.835 and a CV of 0.21, reflecting a consensus among respondents on the effectiveness of eliminating redundant processes to optimize university operations. The low CV highlights respondents consistently recognize the benefits of these measures in improving productivity and resource allocation within their universities.

Job restructuring was also positively received, with respondents agreeing that several jobs have been restructured, as shown by a mean score of 3.96, a standard deviation of 0.85, and a CV of 0.21. The statement on the review of employee roles garnered a mean score of 4.04, with a standard deviation of 0.82 and a CV of 0.20. The aggregate score for job restructuring is 4.00, with a standard deviation of 0.84 and a CV of 0.21. These results suggest that respondents recognize the value of job restructuring in improving role clarity, aligning responsibilities with institutional objectives, and enhancing overall job satisfaction. The consistency in responses, as reflected by the CV, indicates that most respondents share the view that job restructuring has been effectively implemented, contributing to better employee engagement and functional efficiency.

The decentralization of functions was also positively rated, with a mean score of 4.01, a standard deviation of 0.84, and a CV of 0.21 for the statement that several functions have been decentralized. Similarly, the importance of operations redesign restructuring in determining university performance received a mean score of 4.01, with a standard deviation of 0.80 and a CV of 0.20. The aggregate score for decentralizing functions was 4.01, with a standard deviation of 0.82 and a CV of 0.21, indicating that respondents largely agree on the positive effects of decentralization. The consistency in these responses further

demonstrates that decentralization of functions is viewed as an important strategy in improving service delivery in the university.

Overall, the aggregate mean score for operations redesign restructuring was 4.02, with a standard deviation of 0.824375 and a CV of 0.20. This high mean score indicates a general consensus among respondents that the operations redesign restructuring strategies have been effectively implemented and positively affect the performance of the selected public universities in Kenya. The relatively low standard deviation and CV across all components suggest that responses were consistent, highlighting that the respondents share a common understanding of the benefits of these strategies in enhancing operational efficiency. The results of this study indicate that operations redesign restructuring has been well received and is perceived as playing a crucial role in improving service delivery, reducing costs, and enhancing the overall performance and sustainability of the universities.

These outcomes reflect those of Chege, Gachuru and Njau (2022) who studied demerger strategy in state department for trade and enterprise development in Kenya and denoted the benefits of eliminating redundancy, job restructuring and streamlining processes to enhance operational efficiency and performance. Also, Duong and Nguyen (2021), using information from the audited financial statements of 30 Vietnamese commercial banks from 2007 to 2019 found a strong correlation between process redesign strategies and performance improvement. Similarly, Akumu (2018) found that operations redesign restructuring strategies were necessary for achieving greater efficiency in Kenya national Audit office.

### **4.3.2 Descriptive Analysis for Downsizing Restructuring**

Downsizing restructuring strategy was measured using indicators such as workforce reduction, department merging, merging of roles, minimizing employee benefits, and eliminating programs. Table 4.3 presents the descriptive statistics for downsizing restructuring, addressing the second objective of the study and highlighting the extent to which these strategies have been adopted and their perceived effectiveness. This section aims to provide a comprehensive understanding of how downsizing restructuring is perceived by university management and its implications for the university performance.

**Table 4.3: Descriptive Statistics for Downsizing Restructuring**

<b>Downsizing Restructuring</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>CV</b>
<b>Workforce Reduction</b>				
The workforce in the university have been reduced to a reasonable number	341	4.04	0.84	0.21
The number of satellite campus have been reduced	341	3.95	0.87	0.22
<b>Aggregate scores for Workforce reduction</b>	<b>341</b>	<b>3.995</b>	<b>0.855</b>	<b>0.21</b>
<b>Departmental Merging</b>				
The number of departments have been reduced to a reasonable number	341	4.01	0.84	0.21
Some departments have been merged	<b>341</b>	<b>4.01</b>	<b>0.8</b>	0.20
<b>Aggregate Scores for Departmental Merging</b>	<b>341</b>	<b>4.01</b>	<b>0.82</b>	0.20
<b>Merging of roles</b>				
Several related roles have been merged	<b>341</b>	<b>4.01</b>	<b>0.8</b>	<b>0.20</b>
<b>Minimizing Employee Benefits</b>				
A number of employee allowances have been reduced in the last five years	341	4.02	0.81	0.20
The university is operating on a stern budget	341	4.04	0.81	0.20
<b>Aggregate Score for minimizing employee benefits</b>	<b>341</b>	<b>4.03</b>	<b>0.81</b>	<b>0.20</b>
<b>Eliminating Programs</b>				
Several redundant programs have been eliminated	341	4.02	0.84	0.21
The university has cut down on noncore expenses	341	4.08	0.82	0.20
<b>Aggregate Score for Eliminating Programs</b>	<b>341</b>	<b>4.05</b>	<b>0.83</b>	<b>0.20</b>
Downsizing Restructuring is very important in determining performance of the university	341	4.15	0.8	0.19
<b>Aggregate Scores for Downsizing Restructuring</b>	<b>341</b>	<b>4.05</b>	<b>0.81</b>	<b>0.20</b>

Source: Survey Data, (2024)

Table 4.3 presents the descriptive statistics for downsizing restructuring in Kenyan public universities, indicating the effectiveness of strategies such as workforce reduction, departmental merging, merging of roles, minimizing employee benefits, and eliminating redundant programs. The analysis shows that the workforce has been reduced to a reasonable number, with a mean score of 4.04, a standard deviation of 0.84, and a coefficient of variation (CV) of 0.21. Additionally, the reduction in the number of satellite campuses had a mean score of 3.95 and a standard deviation of 0.87, with a CV of 0.22. The aggregate score for workforce reduction is 3.995, with a standard deviation of 0.855 and a CV of 0.21. These findings suggest that workforce optimization has been an important component of downsizing restructuring, with a majority of respondents perceiving the strategy positively. The low variability in responses underscores the effectiveness of reducing staff and departments to enhance operational efficiency and eliminate redundancies.

Departmental merging was another key strategy, with respondents agreeing that the number of departments has been reduced, yielding a mean score of 4.01, a standard deviation of 0.84, and a CV of 0.21. Additionally, the merging of some departments had a mean score of 4.01, a standard deviation of 0.8, and a CV of 0.20. The aggregate score for departmental merging was 4.01, with a standard deviation of 0.82 and a CV of 0.20. These results indicate that respondents view departmental consolidation as an essential restructuring measure to streamline operations, reduce administrative overheads, and improve resource utilization. The consistency in responses, reflected by the low CV, shows a shared agreement among respondents regarding the positive effects of department merging on university performance.

Merging of roles also plays a significant part in the downsizing strategy, with a mean score of 4.01 and a standard deviation of 0.8, supported by a CV of 0.20. This suggests that respondents agree on the merging of related roles to align with the university goals. Additionally, the reduction of employee allowances over the past five years yielded a mean score of 4.02, a standard deviation of 0.81, and a CV of 0.20. The university's strict budget management also had a high level of agreement, with a mean score of 4.04, a standard deviation of 0.81, and a CV of 0.20. The aggregate score for minimizing employee benefits is 4.03, with a standard deviation of 0.81 and a CV of 0.20. These findings imply that the merging of roles and reductions in employee benefits are viewed as necessary measures for maintaining financial stability, controlling costs, and enhancing the overall efficiency of the university system.

Eliminating redundant programs has also been perceived positively, with respondents agreeing that several redundant programs have been eliminated, leading to a mean score of 4.02, a standard deviation of 0.84, and a CV of 0.21. Moreover, the cutdown on non-core expenses in the universities had a mean score of 4.08, a standard deviation of 0.82, and a CV of 0.20. The aggregate score for eliminating programs was 4.05, with a standard deviation of 0.83 and a CV of 0.20, indicating broad agreement that these measures have contributed to better resource management and financial sustainability. The importance of downsizing restructuring is further confirmed by a high mean score of 4.15, with a standard deviation of 0.8 and a CV of 0.19, suggesting that respondents strongly agree on the critical role of downsizing in determining performance in the university.

Overall, the aggregate score for downsizing restructuring was 4.05, with a standard deviation of 0.81 and a CV of 0.20. This high mean score reflects a general consensus that

downsizing strategies have been effectively implemented in selected public universities in Kenya and have had a positive impact on the performance of the university. The relatively low standard deviation across all components suggests that respondents hold consistent views on the benefits of downsizing restructuring, such as improved operational efficiency, better resource utilization, and cost reduction. The positive reception of these strategies highlights their importance in driving university change and achieving desired outcomes in the competitive higher education sector.

The findings from this study indicate that downsizing restructuring strategies, including workforce reduction, department merging, role merging, minimizing employee benefits and the elimination of redundant programs, are viewed favorably by respondents in selected public universities in Kenya. These results align with existing empirical and theoretical literature, suggesting that these strategies are critical for enhancing operational efficiency, improving financial performance, and ensuring the long-term sustainability of public universities.

Overall, the patterns in responses from the empirical studies align with the theoretical frameworks discussed. The positive perceptions of downsizing restructuring strategies, including workforce reduction, department merging, and merging of roles, are consistent with the findings of previous studies. These strategies are crucial for enhancing organizational efficiency and performance, as supported by empirical evidence and theoretical perspectives. The findings are in line with those of McLachlan (2022) who reviewed empirical literature on downsizing strategies and identified best practices for implementation as the study emphasized on the importance of legal compliance, strategic planning, and retraining in executing downsizing strategies.

The perceived effectiveness of downsizing strategies in our study reflects the importance of following best practices to achieve positive outcomes. Saisi and Kariuki (2020) studied the effect of downsizing on performance in medical research centers and found that downsizing strategies improve performance in the long run. This supports the positive perceptions of respondents in our study regarding the benefits of downsizing restructuring. The agreement that reducing the workforce and merging roles lead to improved performance echoes the findings of Saisi and Kariuki (2020), who highlighted the long-term benefits of downsizing for organizational efficiency.

#### **4.3.3 Descriptive Analysis for Governance Reform Restructuring**

Governance reform restructuring was measured using indicators such as changing the composition of the top management team (TMT), altering TMT appointment criteria, reviewing TMT remuneration, ensuring effective resource allocation, and centralizing decision-making processes. The descriptive statistics on governance reform restructuring provided insights into its implementation and impact on university performance. Table 4.4 presents the descriptive statistics for governance reform restructuring, addressing the third objective of the study and highlighting the extent to which these strategies have been adopted and their perceived effectiveness. This section aims to provide a comprehensive understanding of how governance reform restructuring is perceived by university management and its implications for the performance of the university.

**Table 4.4: Descriptive Statistics for Governance Reform Restructuring**

<b>Governance Reform Restructuring</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>CV</b>
<b>Changing TMT Composition</b>				
There have been several changes on the composition of top-level management in the university	341	4.08	0.86	0.21
The leadership in the university will steer the university to the next level	341	4.04	0.8	0.20
<b>Aggregate scores for Changing TMT Composition</b>	<b>341</b>	<b>4.06</b>	<b>0.83</b>	0.20
<b>Changing TMT Appointment Criteria</b>				
There have been changes in the appointment criteria of the top-level management	341	4.03	0.81	0.20
<b>Reviewing of TMT Remuneration</b>				
The top-level management remunerations have been reviewed severally	<b>341</b>	<b>4.03</b>	<b>0.81</b>	0.20
<b>Effective Resource Allocation</b>				
Resources are effectively allocated in the university	341	3.99	0.82	0.21
Priorities are strictly followed when allocating resources	341	4.04	0.79	0.20
<b>Aggregate scores for Effective Resource Allocation</b>	<b>341</b>	<b>4.02</b>	<b>0.81</b>	0.20
<b>Centralized Decision Making Process</b>				
Decision making in the university is centralized	341	4.04	0.77	0.19
Careful consideration is followed when making decisions in the university	341	4.01	0.83	0.21
<b>Aggregate scores for Centralized Decision Making Process</b>	<b>341</b>	<b>4.03</b>	<b>0.8</b>	0.20
Governance reform restructuring is very important in determining performance of the universities	341	4.13	0.82	0.20
<b>Overall Average</b>	<b>341</b>	<b>4.04</b>	<b>0.81</b>	<b>0.20</b>

**Source: Survey Data, (2024)**

Table 4.4 presents the descriptive statistics for governance reform restructuring in Kenyan public universities, focusing on changes in top management team (TMT) composition, appointment criteria, remuneration, resource allocation, and decision-making. The analysis shows that changes in TMT composition were well-received, with a mean score of 4.08, a standard deviation of 0.86, and a coefficient of variation (CV) of 0.21. The perception that the leadership will steer the university to the next level resulted in a mean score of 4.04, with a standard deviation of 0.8 and a CV of 0.20. The aggregate score for changing TMT composition is 4.06, with a standard deviation of 0.83 and a CV of 0.20. These results indicate that the changes in TMT composition are perceived positively, with respondents expecting the reforms to bring new perspectives and enhance the universities' performance.

In terms of changing TMT appointment criteria, the mean score was 4.03, with a standard deviation of 0.81 and a CV of 0.20. This suggests that the appointment process has been revised to ensure that highly qualified individuals are selected for top management roles, contributing to improved leadership quality and governance. Similarly, the review of TMT remuneration yielded a mean score of 4.03, with a standard deviation of 0.81 and a CV of 0.20. Regular reviews of remuneration packages are essential for attracting and retaining top talent, ensuring that the universities are led by competent and motivated individuals.

Effective resource allocation is another key component of governance reform restructuring. The mean score for the effective allocation of resources was 3.99, with a standard deviation of 0.82 and a CV of 0.21, while adherence to strict priorities in resource allocation yielded a mean score of 4.04, with a standard deviation of 0.79 and a CV of 0.20. The aggregate score for resource allocation was 4.02, with a standard deviation of 0.81 and a CV of 0.20. These results suggest that respondents perceive the resource allocation processes in their

universities as being well-structured and aligned with institutional priorities, supporting the effective use of resources to enhance performance.

The centralized decision-making process was also examined, with a mean score of 4.04, a standard deviation of 0.77, and a CV of 0.19. Additionally, the careful consideration of decisions in the university had a mean score of 4.01, a standard deviation of 0.83, and a CV of 0.21. The aggregate score for centralized decision-making was 4.03, with a standard deviation of 0.80 and a CV of 0.20. These results indicate that centralized decision-making is viewed as a key component of governance reform, contributing to consistency in institutional decision-making aligned with strategic goals. However, this approach must balance with stakeholder input to ensure that governance is both inclusive and effective.

Governance reform restructuring's importance in determining university performance had a mean score of 4.13, a standard deviation of 0.82, and a CV of 0.20. The overall average score for governance reform restructuring was 4.04, with a standard deviation of 0.81 and a CV of 0.20. These high mean scores indicate a general consensus that governance reform strategies have been effectively implemented and are positively impacting university performance. The relatively low standard deviation and CV across components suggest consistent agreement among respondents about the effectiveness of these reforms in enhancing governance and operational efficiency.

In conclusion, governance reform restructuring strategies such as changes to the composition and appointment criteria of top management teams, reviewing TMT remuneration, effective resource allocation, and centralized decision-making process, are viewed positively by respondents. These reforms are aligned with best practices in governance, contributing to improved leadership, resource management, and institutional

performance. The low CV values across the measures suggest that there is strong agreement on the effectiveness of these strategies, supporting their role in driving organizational success in the competitive higher education sector.

Overall, the patterns in responses from the empirical studies align with the theoretical frameworks discussed. The positive perceptions of governance reform restructuring strategies, including changes in TMT composition and appointment criteria, reviewing TMT remuneration, effective resource allocation, and centralized decision-making process, are consistent with the findings of previous studies. These strategies are crucial for enhancing organizational efficiency and performance, as supported by empirical evidence and theoretical perspectives. The agreement among respondents in our study indicates that governance reform restructuring is perceived as an effective means to improve the performance of public universities in Kenya.

Schulmann *et al.*, (2024) investigated on the effect governance restructuring had on reforms in the health system in Ireland. They found that board size positively influenced performance, while CEO duality and board independence did not favor performance. These findings support the positive perceptions of respondents in our study regarding changes in TMT composition and appointment criteria. The agreement that these changes are beneficial aligns with the idea that appropriate governance reforms can enhance organizational effectiveness.

As well the findings of Sarpong, *et al.*, (2018) on governance reform strategies in Ghanaian manufacturing organizations found that board independence and gender diversity negatively influenced returns on assets and equity, whereas board size had no significant impact. Although their findings are mixed, they highlight the importance of examining

various aspects of governance reforms. The positive reception of governance reforms in our study, including changes in TMT composition and appointment criteria, aligns with the notion that well-implemented governance reforms can positively impact organizational performance.

#### **4.3.4 Descriptive Analysis for Organizational Agility**

Organizational agility was measured using indicators such as sensing agility, decision-making agility, and acting agility. The descriptive statistics on organizational agility provided insights into how this mediating variable influences the effectiveness of restructuring strategies on university performance. Table 4.5 presents the descriptive statistics for organizational agility, addressing the fourth objective of the study and highlighting the extent to which organizational agility contributes to enhancing the performance of public universities through effective restructuring. This section aims to provide a detailed understanding of the role of organizational agility in facilitating the successful implementation of restructuring strategies and its subsequent impact on performance of public universities.

**Table 4.5: Descriptive Statistics for Organizational Agility**

<b>Organizational Agility</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>CV</b>
<b>Sensing Agility</b>				
The university has been fast in terms of detecting requirements in the job market	341	4.11	0.82	0.20
The university has been fast in terms of detecting changes in technology	341	3.96	0.83	0.21
The university has been fast in terms of identifying customer preferences	341	3.97	0.79	0.20
<b>Aggregate scores for Sensing Agility</b>	<b>341</b>	<b>4.01</b>	<b>0.83</b>	<b>0.21</b>
<b>Acting Agility</b>				
The university embarks on an action plan aimed at meeting customer needs without any delay	<b>341</b>	<b>4.01</b>	<b>0.80</b>	0.20
<b>Decision Making Agility</b>				
The university is keen to ensure changes in the university are implemented in good time	<b>341</b>	<b>4.01</b>	<b>0.82</b>	0.20
Organizational agility direct the relationship between restructuring strategy and performance of the university	341	4.01	0.81	0.20
<b>Aggregate scores for Decision-making</b>	<b>341</b>	<b>4.01</b>	<b>0.815</b>	<b>0.20</b>
<b>Overall Average</b>	<b>341</b>	<b>4.01</b>	<b>0.81</b>	<b>0.20</b>

**Source: Survey Data, (2024)**

Table 4.5 presents the descriptive statistics for organizational agility in Kenyan public universities, focusing on key components such as sensing agility, acting agility, and decision-making agility. The analysis shows that sensing agility, which refers to the university's ability to detect job market requirements, changes in technology, and customer preferences, had mixed results. The mean score for detecting job market requirements was 4.11, with a standard deviation of 0.82 and a coefficient of variation (CV) of 0.20, indicating that respondents generally agree that their universities are quick to respond to job market changes. The mean score for detecting changes in technology was 3.96, with a standard deviation of 0.83 and a CV of 0.21, suggesting moderate agility in this area. For identifying customer preferences, the mean score was 3.97, with a standard deviation of 0.79 and a CV of 0.20, indicating some agility in aligning university services with customer needs. The aggregate score for sensing agility was 4.01, with a standard deviation of 0.83 and a CV of 0.21, implying a relatively consistent performance across these areas, though there is still room for improvement, especially in technology detection and customer preference identification.

Acting agility, which refers to the university's ability to implement action plans quickly, had a mean score of 4.01, with a standard deviation of 0.80 and a CV of 0.20. This suggests that respondents perceive their universities to be fairly quick in implementing plans to meet customer needs. However, while this score indicates some level of agility, it also reflects that universities could benefit from improving the speed at which they act on their strategic decisions.

Decision-making agility was also assessed, with a mean score of 4.01 and a standard deviation of 0.82, resulting in a CV of 0.20. This score indicates that respondents believe

their universities are reasonably agile in decision-making, ensuring changes are implemented in good time. Additionally, the statement that organizational agility directs the relationship between restructuring strategy and performance had a mean score of 4.01, a standard deviation of 0.81, and a CV of 0.20. These findings suggest that decision-making processes are viewed positively by respondents, with an understanding that timely decisions play a crucial role in the effective implementation of restructuring strategies and the overall performance of universities.

The overall aggregate score for organizational agility was 4.01, with a standard deviation of 0.81 and a CV of 0.20. This relatively high mean score reflects a broad consensus among respondents that organizational agility is present in their institutions, particularly in terms of sensing and decision-making. However, the standard deviation suggests some variability in how different universities are performing in this area, with some institutions likely performing better than others. This indicates that while organizational agility is recognized as important, there may be uneven implementation across universities, with some institutions needing to improve their ability to quickly sense changes, act on them, and make agile decisions.

In conclusion, the findings suggest that organizational agility is seen as a key factor influencing the performance of Kenyan public universities, especially in the context of restructuring strategies. The relatively consistent mean scores and low CV across the various components of agility (sensing, acting, and decision-making) indicate that respondents generally agree on the importance of agility. However, the variation in standard deviation implies that there is room for improvement, particularly in areas like technology detection and aligning actions with market demands. Enhancing both sensing

and decision-making agility is crucial for universities to adapt quickly to changes in the external environment, thereby improving their overall performance and ensuring the success of restructuring efforts.

Overall, the patterns in responses that positive perceptions of organizational agility, including sensing agility and decision-making agility, as mediating factors between restructuring strategies and performance, are consistent with the findings of previous studies. These studies highlight the importance of agility in enhancing organizational efficiency and performance, supporting the notion that agile organizations are better equipped to respond to changes and achieve superior outcomes. The agreement among respondents in our study indicates that organizational agility is perceived as a critical factor in improving the performance of public universities in Kenya through effective restructuring strategies.

Gyemang and Emeagwali (2020) examined the influence of active capabilities, innovation, knowledge management, and organizational agility on performance in the Nigerian telecommunications industry and found that organizational agility partially mediated the link between these factors and organizational performance. This supports the positive perceptions of respondents in our study regarding the mediating role of organizational agility. The agreement that agility in sensing market and technological changes and agile decision-making processes enhance performance aligns with Gyemang and Emeagwali's findings.

Elgamal (2018) revealed that flexibility, agility, and enablement collectively impact organizational performance. Organizations with high agility can adapt quickly to changing environments and thrive amidst turbulence. This finding supports the high agreement

among respondents in our study that organizational agility is crucial for university performance. The perceived importance of agility in adapting to changes and making timely decisions aligns with Elgamal's conclusion that agility is vital for organizational success.

#### **4.3.5 Regulatory Framework**

The study's fifth objective was to analyze how the regulatory environment influences the relationship between restructuring plans and the performance of selected public universities in Kenya. The assessment of the regulatory framework was conducted based on indicators such as the CUE quality standards on; quality education, quality assurance measures and the quality of learning facilities. The descriptive statistics of the regulatory framework shed light on the impact of this moderating variable on the efficacy of restructuring measures in improving university performance.

Table 4.6 displays the statistical information about the regulatory framework, specifically focusing on the fifth objective of the study. It emphasizes the degree to which the regulatory framework enhances the performance of public universities by implementing efficient restructuring measures. The purpose of this part is to offer a comprehensive comprehension of how the regulatory environment plays a crucial role in enabling the effective execution of restructuring plans and the resulting influence on institutional performance.

**Table 4.6: Descriptive Statistics for Regulatory Framework**

<b>Regulatory Framework:</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>CV</b>
<b>CUE Quality Standards on Quality Education</b>				
Commission of University Education is satisfied with the level of quality education in the university	<b>341</b>	<b>4.00</b>	<b>0.82</b>	0.21
<b>CUE Quality Standards on Quality Assurance</b>				
The university performs frequent quality checks of the academic programs for quality and efficiency, in the preparation for teaching, delivery of content and assessment	<b>341</b>	<b>4.06</b>	<b>0.84</b>	0.21
<b>CUE Quality Standards on Quality of Learning Facilities</b>				
Teaching facilities used in the university meet the standards recommended by Commission of University Education	341	4.05	0.79	0.20
The quality of online resources in the university is sufficient to meet the needs of the students and the lecturers in the university	341	3.99	0.82	0.21
The quality of the library material in the university meets quality measures prescribed by Commission of University Education	341	4.06	0.8	0.20
<b>Aggregate Scores for Quality of Learning Facilities</b>	<b>341</b>	<b>4.03</b>	<b>0.80</b>	0.20
Regulatory framework direct the relationship between restructuring strategy and performance of the university	341	3.99	0.85	0.21
<b>Average</b>	<b>341</b>	<b>4.03</b>	<b>0.82</b>	<b>0.20</b>

**Source: Survey Data, (2024)**

Table 4.6 presents the descriptive statistics for the regulatory framework in selected public universities in Kenya, focusing on key components such as CUE quality standards on; quality education, quality assurance, and the quality of learning facilities. The analysis reveals that the quality of education provided in the universities is generally perceived positively, with a mean score of 4.00, a standard deviation of 0.82, and a coefficient of variation (CV) of 0.21. This indicates that respondents agree that the Commission for University Education (CUE) is satisfied with the level of education quality in their institutions.

Quality assurance efforts within the universities, such as frequent checks on academic programs to ensure their efficiency in teaching, content delivery, and assessment, had a mean score of 4.06, with a standard deviation of 0.84 and a CV of 0.21. These findings suggest that universities are committed to maintaining high standards of academic quality and undergo regular reviews to ensure compliance with the established regulations.

Regarding the quality of learning facilities, the teaching resources in the universities were rated with a mean score of 4.05, a standard deviation of 0.79, and a CV of 0.20. Similarly, the adequacy of online resources and library materials was rated with mean scores of 3.99 and 4.06, respectively, both with standard deviations of 0.82 and 0.80, and CVs of 0.21 and 0.20. The aggregate score for the quality of learning facilities was 4.03, with a standard deviation of 0.80 and a CV of 0.20. These results indicate that the universities' facilities, both physical and digital, are perceived to meet the standards set by the Commission for University Education, supporting the delivery of quality education and effective learning.

The role of the regulatory framework in moderating the relationship between restructuring strategy and university performance was also highlighted, with a mean score of 3.99, a

standard deviation of 0.85, and a CV of 0.21. This suggests that respondents recognize the regulatory framework's importance in guiding restructuring efforts and ensuring they are aligned with the overall strategic goals of the universities. The regulatory framework helps universities maintain a focus on quality while adapting to changes in structure and operations.

The overall aggregate score for the regulatory framework was 4.03, with a standard deviation of 0.82 and a CV of 0.20. This high mean score indicates strong agreement among respondents that the regulatory framework effectively supports the maintenance and enhancement of education quality and ensures robust quality assurance mechanisms in public universities. The relatively low standard deviation across components suggests consistent perceptions among respondents regarding the positive impact of the regulatory framework on university performance.

These findings demonstrate that the regulatory framework plays a crucial role in ensuring that universities adhere to quality standards, which in turn supports the effectiveness of restructuring strategies. Universities are committed to maintaining these standards, as reflected in their compliance with quality assurance checks and the provision of adequate learning facilities. The regulatory framework's influence is key to ensuring that public universities in Kenya can meet their strategic goals and maintain competitiveness in the higher education sector. The positive reception of the regulatory framework among respondents aligns with existing literature, which emphasizes the importance of regulation in supporting organizational performance and the successful implementation of restructuring strategies.

For instance, Owenga, Mutinda and Mapelu (2024) studied the effect of government policies and regulations on performance. Although their focus was on related diversification tactics, their findings that, there existed an association between government rules and regulations and the performance of star-rated hotels, support the broader theme in our study. The agreement among respondents that regulatory frameworks is crucial for university performance reflects the importance of external factors in shaping organizational outcomes.

Mutangili, Awuor, and Cheluget (2020) supports the high agreement among respondents in our study that the regulatory framework plays a crucial role in moderating the relationship between restructuring strategies and university performance. The findings suggest that adherence to regulatory standards is essential for achieving positive outcomes in restructuring efforts.

The theoretical foundation provided by institutional theory, as discussed by DiMaggio and Powell (1983), emphasizes the importance of aligning organizational operations with regulatory norms and standards to gain legitimacy and competitive advantage. This aligns with the findings in our study, where respondents perceive the regulatory framework as essential for maintaining quality education and ensuring effective governance. The high agreement on the importance of quality assurance mechanisms and adherence to regulatory guidelines supports the institutional theory's emphasis on the role of external regulatory environments.

#### **4.3.6 Descriptive Analysis for Organization Performance**

The dependent variable of this study is the performance of Kenyan public universities. Performance was measured using various indicators, including student enrollment,

academic performance, academic audits (such as the incidence of missing marks, completion rates, and education quality), the introduction of new academic programs, and financial viability. The descriptive statistics on university performance provide a comprehensive overview of how these institutions are performing across different dimensions, offering insights into the effectiveness of restructuring strategies implemented within the universities.

Table 4.7 presents the descriptive statistics for university performance, addressing the dependent variable of the study and highlighting the overall impact of restructuring efforts on key performance metrics. This section aims to provide a detailed understanding of the current performance levels of public universities and the areas that have been most influenced by the restructuring strategies.

**Table 4.7: Descriptive Statistics for Organization Performance**

<b>Performance</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>CV</b>
<b>Student Enrollment</b>	<b>341</b>			
The percentage rate of growth in student enrollment has risen in the past five years	341	4.05	0.81	0.20
Students enroll within their stipulated reporting time	341	3.94	0.95	0.24
<b>Aggregate scores for Student Enrollment</b>	341	<b>4</b>	<b>0.88</b>	<b>0.22</b>
<b>Academic Performance</b>	341			
The university is ranked highly in terms of its performance	341	3.99	0.8	0.20
The university offer superior services attracting students to prefer this university	341	3.95	0.8	0.20
Aggregate scores for Academic Performance	341	3.97	0.8	0.20
<b>Academic Audits</b>	341			
There are frequent academic audits carried out in the university on complaint of missing marks	341	3.92	0.88	0.22
There are frequent academic audits carried out in the university on program completion rates	341	3.96	0.82	0.21
There are frequent academic audits carried out in the university to ascertain the quality of education	341	3.98	0.82	0.21
<b>Aggregate scores for Academic Audits</b>	341	<b>3.95</b>	<b>0.84</b>	<b>0.21</b>
<b>New Academic Programs</b>	341			
There are several new academic programs developed in the university in the last five years	341	3.94	0.81	0.21
Aggregate scores for New Academic Programs	341	3.94	0.81	0.21
<b>Financial Viability</b>	341			
The university have sustainable financial resources to ensure operation continuity for the next five years	341	4.02	0.81	0.20
<b>Aggregate scores for Financial Viability</b>	341	<b>4.02</b>	<b>0.81</b>	<b>0.20</b>
University performance depends on restructuring strategy	341	4.09	0.82	0.20
<b>Overall Average</b>	341	<b>3.98</b>	<b>0.83</b>	<b>0.21</b>

**Source: Survey Data, (2024)**

Table 4.7 presents the descriptive statistics for university performance, focusing on key indicators that reflect the overall impact of restructuring strategies in Kenyan public universities. The analysis of student enrollment shows that the rate of growth in student enrollment over the past five years had a mean score of 4.05 with a standard deviation of 0.81 and a coefficient of variation (CV) of 0.20. The timely enrollment of students yielded a mean score of 3.94, with a standard deviation of 0.95 and a CV of 0.24. The aggregate score for student enrollment is 4.00, with a standard deviation of 0.88 and a CV of 0.22, indicating a positive trend in enrollment rates. These results suggest that restructuring strategies have contributed to an improvement in student attraction and retention.

Academic performance was also assessed, with a mean score of 3.99, a standard deviation of 0.80, and a CV of 0.20 for university rankings in terms of performance. Additionally, the mean score for universities offering superior services, which attract students, was 3.95, with a standard deviation of 0.80 and a CV of 0.20. The aggregate score for academic performance is 3.97, with a standard deviation of 0.80 and a CV of 0.20. These findings suggest that universities are performing well academically, and the perceived quality of services plays a role in attracting students.

Academic audits were another important factor, with universities frequently conducting audits on complaints of missing marks (mean score: 3.92, standard deviation: 0.88, CV: 0.22), program completion rates (mean score: 3.96, standard deviation: 0.82, CV: 0.21), and the quality of education (mean score: 3.98, standard deviation: 0.82, CV: 0.21). The aggregate score for academic audits is 3.95, with a standard deviation of 0.84 and a CV of 0.21. These results indicate that regular academic audits are conducted to ensure quality control, which is crucial for maintaining high academic standards.

In terms of new academic programs, the mean score was 3.94, with a standard deviation of 0.81 and a CV of 0.21, suggesting that universities are actively developing new programs to meet the evolving demands of students and the job market. This contributes to the universities' overall performance.

Financial viability was also measured, with the mean score for sustainable financial resources to ensure operational continuity over the next five years being 4.02, with a standard deviation of 0.81 and a CV of 0.20. The aggregate score for financial viability is 4.02, with a standard deviation of 0.81 and a CV of 0.20, indicating that universities are perceived to have strong financial stability, which is essential for supporting long-term strategic goals.

The relationship between restructuring strategies and performance of the university is further highlighted by a mean score of 4.09, with a standard deviation of 0.82 and a CV of 0.20, suggesting a strong connection between the implementation of restructuring strategies and improved performance outcomes.

Overall, the aggregate score for performance of the university is 3.98, with a standard deviation of 0.83 and a CV of 0.21. This relatively high mean score reflects a consensus among respondents that restructuring strategies have positively impacted various aspects of university performance, including student enrollment, academic performance, academic audits, new program development, and financial viability. The low standard deviation across all components indicates consistent agreement about the effectiveness of restructuring efforts in enhancing the performance and sustainability of selected public universities in Kenya. These results underscore the importance of ongoing restructuring efforts in driving university success across multiple performance dimensions.

#### 4.4 Diagnostic Tests

It is essential to test the assumptions of multiple regression analysis before analyzing the data. Conducting these tests helps in identifying and correcting any potential violations of these assumptions, which could otherwise result in biased estimations of relationships, inaccurate estimation of the precision of regression coefficients, and incorrect confidence intervals. Therefore, before the analysis, the researcher conducted tests for normality, linearity, multicollinearity, and homoscedasticity to ensure the data's suitability for regression analysis and the reliability of the results.

##### 4.4.1 Normality Test

The Shapiro-Wilk test was utilized to evaluate the normality of the data. The Shapiro-Wilk test allows the researcher to detect departures from normalcy caused by either skewness, kurtosis, or both. The null hypothesis ( $H_0$ ) for this test posited that the data followed a normal distribution. Table 4.8 displays the normality findings for the study variables.

**Table 4.8: Shapiro-Wilk Statistics**

	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
Operations Redesign Restructuring	0.326	341	0.177
Downsizing Restructuring	0.227	341	0.231
Governance Reform Restructuring	0.239	341	0.494
Regulatory Framework	0.342	341	0.3
Organizational Agility	0.272	341	0.137
University Performance	0.214	341	0.291

a Lilliefors Significance Correction

**Source: Survey Data, (2024)**

The Shapiro-Wilk statistics for the variables being analyzed are displayed in Table 4.8. The results suggest that the P-values for all six research variables exceeded the selected alpha level of 0.05. The outcomes were as follows: Operations Redesign Restructuring (0.177 >

0.05), Downsizing Restructuring (0.231 > 0.05), Governance Reform Restructuring (0.494 > 0.05), Regulatory Framework (0.300 > 0.05), Organizational Agility (0.137 > 0.05), and University Performance (0.291 > 0.05). From this data, we do not have sufficient evidence to reject the null hypothesis. Thus, it may be inferred that the computed probability values exceeded 0.05, suggesting that, with a 95% confidence level, the data followed a normal distribution. When data exhibit a normal distribution, it indicates that the data show minimal deviation from the mean and are appropriate for additional statistical investigation.

#### 4.4.2 Linearity Test

The Pearson product-moment correlation was employed to examine the presence of a linear association among variables as shown in Table 4.9;

**Table 4.9: Linearity Test**

Items		University Performance	Conclusion
Operations Redesign Restructuring	Pearson Correlation	.621**	Linear
	Sig. (2-tailed)	0.000	
	N	341	
Downsizing Restructuring	Pearson Correlation	.794**	Linear
	Sig. (2-tailed)	0.000	
	N	341	
Governance Reform Restructuring	Pearson Correlation	.677**	Linear
	Sig. (2-tailed)	0.000	
	N	341	
Regulatory Framework	Pearson Correlation	.633**	Linear
	Sig. (2-tailed)	0.000	
	N	341	
Organizational Agility	Pearson Correlation	.761**	Linear
	Sig. (2-tailed)	0.000	

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source: Survey Data, (2024)**

Table 4.9 indicates that operations redesign restructuring, downsizing restructuring, governance reform restructuring, regulatory framework and organizational agility had correlation coefficient of 0.621, 0.794, 0.677, 0.633, and 0.761 respectively and each correlation was significant with a p-value of less than 0.05 implying, there was linear relationship between the variables. Therefore, at  $p < 0.05$ , there was insufficient evidence to reject the null hypothesis, verifying that the linearity assumption had not been infringed.

#### **4.4.3 Multicollinearity Test**

Prior to doing regression analysis, it is crucial to assess for multicollinearity in order to verify that the independent variables do not exhibit strong correlations with one another. Multicollinearity can cause an increase in the variance of the coefficient estimates and compromise the reliability of the regression analysis results. This study employed the Variance Inflation Factor (VIF) and Tolerance values to evaluate the existence of multicollinearity among the independent variables. The results of the multicollinearity tests for the variables used in this study are presented in Table 4.10.

**Table 4.10: Collinearity Statistics**

	<b>Tolerance</b>	<b>VIF</b>	<b>Comment</b>
Operations Redesign Restructuring	0.662	1.512	No Multicollinearity
Downsizing Restructuring	0.410	2.424	No Multicollinearity
Governance Reform Restructuring	0.660	1.512	No Multicollinearity
Regulatory Framework	0.377	2.650	No Multicollinearity
Organizational Agility	0.178	5.614	No Multicollinearity

**Source: Survey Data, (2024)**

Table 4.10 indicates that operations redesign restructuring tolerance was 0.662, downsizing restructuring 0.410, governance reform 0.660, regulatory framework 0.377 and organizational agility was 0.178. VIF ranged from 1.512 to 5.614 which were less than 10, suggesting that there was no significant multicollinearity among the variables. Tolerance values above 0.1 and VIF values below 10 indicate that the predictor variables are not correlated with each other thus multicollinearity assumption was not infringed.

#### **4.4.4 Homoskedasticity Test**

When all independent variable values have the same error term, this is referred to as homoscedasticity (Hamsici & Martinez, 2007). Homoskedasticity, or the assumption of constant variance of error terms, is a crucial assumption in regression analysis. If this assumption is violated, it can lead to inefficient estimates and invalid statistical inferences. To test for homoskedasticity in this study, Levene's test was employed. Results are shown in Table 4.11.

**Table 4.11: Levene Statistic**

	<b>Levene Statistic</b>	<b>df1</b>	<b>df2</b>	<b>Sig.</b>
Operations Redesign Restructuring	0.638	2	338	0.529
Downsizing Restructuring	50.511	2	338	0.719
Governance Reform Restructuring	103.66	2	338	0.415
Regulatory Framework	0.223	2	338	0.800
Organizational Agility	0.379	2	338	0.685

**Source: Survey Data, (2024)**

Table 4.11 indicates that the p-values for Operations Redesign Restructuring was 0.529, Downsizing Restructuring 0.719, Governance Reform Restructuring 0.415, Regulatory Framework 0.800, and Organizational Agility was 0.685. The premise of homogeneity of variance was upheld in this investigation as, in accordance with Garson (2012), a p-value less than 0.05 indicates the presence of unequal variances.

#### **4.5 Test of Hypotheses**

This study utilized multiple regression model analysis to empirically test the five hypotheses formulated for this study. Hypotheses one to three investigated the direct effect of different restructuring strategies, specifically operations redesign restructuring, downsizing restructuring, and governance reform restructuring, on the performance of selected public universities in Kenya. Hypothesis four focused on the mediating effect while the fifth hypothesis examined moderation effects. The summary of regression analysis for testing hypotheses for direct relationships is provided in Table 4.12.

**Table 4.12: Multiple Regression Results for Direct Relationship**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.863 <sup>a</sup>	0.744	0.742	0.09534		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.925	3	2.975	327.291	.000 <sup>b</sup>
	Residual	3.063	337	0.009		
	Total	11.988	340			
Coefficients						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	1.566	0.086	Beta	18.286	0.000
	Operations Redesign Restructuring	0.156	0.027	0.196	5.798	0.000
	Downsizing Restructuring	1.54	0.102	1.576	15.088	0.000
	Governance Reform Restructuring	-0.888	0.095	-0.928	-9.355	0.000

a. Dependent Variable: University Performance

b. Predictors: (constant), Operations Redesign Restructuring, Downsizing Restructuring, Governance Reform Restructuring

**Source: Survey Data, (2024)**

Regression results in Table 4.12 indicate that the adjusted R Square was 0.742. This means that the independent variables (operations redesign restructuring, downsizing restructuring, and governance reform restructuring) jointly explain 74.2% of the changes in the performance of selected public universities. Conversely, variables outside the purview of this study account for 25.8% of performance of selected public universities in Kenya.

The F-statistic was  $F(3, 337) = 327.291$  with a p-value of 0.000, which means that the regression model was statistically significant at the 0.05 level of significance. This

indicates that the model provides a good fit for the data and that the independent variables are significant predictors of performance of selected public universities.

The estimated regression model for the direct relationship was:

$$\text{University Performance} = 1.566 + 0.156(\text{Operation Redesign Restructuring}) + 1.540(\text{Downsizing Restructuring}) - 0.888(\text{Governance Reform Restructuring}) \dots \text{Model 1}$$

These results suggest that operations redesign restructuring and downsizing restructuring have a positive and significant effect on performance of the selected public universities, while governance reform restructuring has a negative and significant effect on performance of the selected public universities.

#### 4.5.1 Test of Hypothesis One

The initial objective of this investigation was to find out the effect of operations redesign restructuring on performance of selected public universities in Kenya and the null hypothesis was  $H_{01}$ : Operations redesign restructuring has no significant effect on performance of selected public universities in Kenya. The regression model in Table 4.12 demonstrates that the effect of operations redesign restructuring is statistically significant, with a coefficient ( $\beta$ ) of 0.156, a t-value of 5.798, and a p-value of 0.000 which is below 0.05. The conclusion therefore follows, reject the null hypothesis and thus, it may be concluded that, with a 95% degree of confidence, operations redesign restructuring improves the performance of selected public universities in Kenya. Remarkably, a 0.156 improvement in performance is obtained with every unit increase in operations redesign restructuring.

The findings align with previous studies that have shown the importance of operational redesign in enhancing organizational performance. For instance, Duong and Nguyen (2021), reported that job operations redesign strategies positively impacted the performance of Vietnamese commercial banks. Similarly, Akumu (2018) found a significant positive correlation between process redesign restructuring strategies and the performance of the Kenya National Audit Office. Both studies highlight those redesigning operations to streamline processes, eliminate redundant procedures, and embrace automation can lead to significant performance improvement. This is because such strategies enhance efficiency, reduce delays, and improve service delivery, all of which are critical in a university setting.

The positive effect of operations redesign restructuring can also be explained by the dynamic capabilities theory, which posits that organizations must continuously restructure their internal processes to remain competitive in a changing environment (Teece, Pisano & Shuen, 1997). By redesigning operations, universities can better align their processes with current educational demands, technological advancements, and stakeholder expectations. This alignment not only improves operational efficiency but also enhances the institution's ability to meet the needs of its students and faculty, thereby boosting overall performance.

#### **4.5.2 Test of Hypothesis Two**

The second objective was to determine the effect of downsizing restructuring on the performance of the selected public universities in Kenya, whose hypothesis was **H<sub>02</sub>**; Downsizing restructuring has no significant effect on performance of selected public universities in Kenya. The study found that downsizing restructuring significantly improves the performance of selected Kenyan public universities. A unit increase in

downsizing result in a 1.540 increase in performance, as indicated by the statistically significant regression results ( $\beta = 1.540$ ,  $p = 0.000$ ).

The results indicate p- value is 0.000 which is below 0.05, replying lack of sufficient statistical evidence to fail to reject the null hypothesis, downsizing restructuring has no significant effect on performance of selected public universities in Kenya, and therefore its concluded, with a 95% degree of confidence, downsizing restructuring improves the performance of selected public universities in Kenya.

Previous research has demonstrated mixed results regarding the impact of downsizing on organizational performance. Saisi and Kariuki (2020) found that downsizing strategies in selected medical research centers in Kenya improved long-term performance, while Kihara and Kinyua (2021) reported that downsizing did not favor selected media houses performance in Kenya. However, the positive impact observed in this study aligns with findings by Ingow and Opuodho (2019), who noted that downsizing in Kenyan cooperative societies positively impacted performance by reducing operational costs and improving efficiency.

The positive effect of downsizing restructuring on university performance can be attributed to the elimination of redundant programs, departments, and non-core functions, leading to cost savings and more efficient use of resources. This aligns with the dynamic capabilities theory, which emphasizes the need for organizations to reconfigure their resources and capabilities to adapt to changing environments (Teece *et al.*, 1997).

### 4.5.3 Test of Hypothesis Three

The third specific objective was to establish the effect of governance reform restructuring on performance of selected public universities in Kenya whose Hypothesis was **H<sub>03</sub>**; Governance reform restructuring has no significant effect on performance of selected public universities in Kenya. The study found that governance reform restructuring negatively affects the performance of selected public universities in Kenya. A unit change in governance reform result in a 0.888 decrease in performance, as shown by the statistically significant regression results ( $\beta = -0.888$ ,  $p = 0.000$ ).

The p values of 0.000 which is less than 0.05 denotes lack of sufficient statistical evidence to fail to reject the null hypothesis, Governance reform restructuring has no significant effect on performance of selected public universities in Kenya and therefore conclude that governance reform restructuring negatively affect performance of selected public universities.

The negative effect of governance reform restructuring on performance of selected public university contrasts with some previous studies but aligns with others. For example, Udeh, Abiahu, and Tambou (2017) found that board composition did not significantly influence the financial performance of Nigerian banks, suggesting that not all governance reforms positively impact performance. Similarly, Sarpong *et al.* (2018) reported that board independence and gender diversity negatively influenced the performance of manufacturing organizations in Ghana.

The negative effect observed in this study may be explained by the disruption and instability caused by frequent changes in top management and governance structures. According to the institutional theory, organizations must align their operations with

established norms, values, and regulations to achieve legitimacy and stability (DiMaggio & Powell, 1983).

Frequent changes in governance can lead to a lack of continuity, inconsistency in decision-making, and reduced organizational stability, ultimately harming performance. In the context of public universities, governance reforms that do not align with the institution's strategic goals, culture, and operational needs can create misalignment and negatively impact performance. Similarly, centralized decision-making process may increase the TMT workload which may negatively affect the performance in the university. This underscores the need for well-planned and contextually appropriate governance reforms that support the university's mission and objectives.

#### **4.5.4 Test of Hypothesis Four**

The fourth specific objective was to examine the mediating effect of organizational agility on the relationship between restructuring strategies and the performance of selected public universities in Kenya while the hypothesis was **H<sub>04</sub>**; Organizational agility has no mediating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya. The study used path analysis involving four steps as recommended by Baron and Kenny (1986). The first step was regressing restructuring strategies on university performance to check for a significant relationship as shown in Table 4.13

**Table 4.13: Regressing Restructuring Strategies on University Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.791 <sup>a</sup>	0.626	0.625	0.11502		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.503	1	7.503	567.121	.000 <sup>b</sup>
	Residual	4.485	339	0.013	1	
	Total	11.988	340			
Coefficients						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	1.541	0.103		14.928	0.000
	Restructuring Strategies	0.816	0.034	0.791	23.814	0.000

a. Dependent Variable: University Performance  
 b. Predictors: (constant), Restructuring Strategies

**Source: Survey Data, (2024)**

Table 4.13 indicates that the adjusted R square was 0.625, meaning restructuring strategies explain 62.5 percent of the variation in university performance. The regression model was revealed to be statistically significant at  $F(1, 339) = 567.121$ , with a calculated probability of 0.000, indicating that the regression model fitted the data well. Since the calculated probability value was below 0.05, it can be concluded that the data is ideal for making inferences and conclusions. The summary for model 2 is:

**University Performance = 1.541 + 0.816 Restructuring Strategies..... Model 2**

The estimated regression model clearly indicated that restructuring strategies were statistically significant at  $\beta = 0.816$ ,  $t = 23.814$ ,  $p = 0.000$ . This means that there is a

significant relationship that can be mediated between restructuring strategies and university performance. Additionally, the model translates that if restructuring strategies remained constant at zero, university performance would be 1.541, and a unit increase in restructuring strategies would affect university performance by 0.816. The second step involves regressing organizational agility on university performance as shown in Table 4.14.

**Table 4.14: Regressing Organizational Agility on University Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.800 <sup>a</sup>	0.64	0.639	0.1116		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.492	1	7.492	601.553	.000b
	Residual	4.222	339	0.012		
	Total	11.714	340			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.559	0.1		5.579	0.000
	Restructuring Strategies	0.815	0.033	0.8	24.527	0.000

a. Dependent Variable: University Performance

b. Predictors: (constant), Organizational Agility

**Source: Survey Data, (2024)**

Results from Table 4.14 showed that the adjusted R square was 0.639, translating to 63.9 percent of the changes in organizational agility being explained by restructuring strategies at a 95 percent level of significance among selected public universities in Kenya. The

estimated regression model was found to be statistically significant as revealed by F statistics (1, 339) = 601.553 at a calculated probability of 0.000, which is below the threshold of 0.05. The summary for model 4.2 was:

**University Performance= 0.559 + 0.815 Organizational Agility.....Model 3**

The estimated regression model revealed that restructuring strategies were statistically significant at  $\beta = 0.815$ ,  $t = 24.527$ ,  $p = 0.000$ . The model indicates that when organizational agility remains constant at zero, university performance would be 0.559, and a unit change in organizational agility would affect university performance by 0.815. The third step involves regressing restructuring strategies on organizational agility as shown in Table 4.15.

**Table 4.15: Regressing Restructuring Strategies on Organizational Agility**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.761 <sup>a</sup>	0.579	0.578	0.12195		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.946	1	6.946	467.04	.000 <sup>b</sup>
	Residual	5.042	339	0.015	5	
	Total	11.988	340			
Coefficients						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
1	(Constant)	1.676	0.107		15.596	0.000
	Organizational Agility	0.77	0.036	0.761	21.611	0.000

a. Dependent Variable: Organizational Agility  
b. Predictors:(constant), Restructuring Strategies

Source: Survey Data, (2024)

Results from Table 4.15 showed that the adjusted R square was 0.578, translating to 57.8 percent of the changes in performance being explained by organizational agility at a 95 percent level of significance among selected public universities in Kenya. The estimated regression model was found to be statistically significant as revealed by F statistics = 467.045 at a calculated probability of 0.000, which is below the threshold of 0.05. The summary for model 4.3 was:

**Organizational Agility = 1.676 + 0.77 Restructuring Strategies.....Model 4**

The estimated regression model revealed that organizational agility was statistically significant at  $\beta = 0.77$ ,  $t = 21.611$ ,  $p = 0.000$ . The model indicates that when restructuring strategies remains constant at zero, organizational agility would be 1.676, and a unit change in restructuring strategies would affect organizational agility by 0.77. The final step is to regress both restructuring strategies and organizational agility on university performance as shown in Table 4.16:

**Table 4.16: Regressing Restructuring Strategies and Organizational Agility on University Performance**

<b>Model Summary</b>						
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>		
1	.820 <sup>a</sup>	0.672	0.67	0.10791		
<b>ANOVA</b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	8.053	2	4.026	345.773	.000 <sup>b</sup>
	Residual	3.936	338	0.012		
	Total	11.988	340			
<b>Coefficients</b>						
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>

		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
1	(Constant)	1.339	0.101		13.237	0.000
	Organizational Agility	0.361	0.053	0.357	6.868	0.000
	Restructuring Strategies	0.522	0.054	0.506	9.747	0.000

a. Dependent Variable: University Performance

b. Predictors:(constant), Restructuring Strategies, Organizational Agility

**Source: Survey Data, (2024)**

Results from Table 4.16 indicated that the adjusted R square was 0.670, meaning that 67.0 percent of the variation in performance of selected public universities can be explained by restructuring strategies and organizational agility combined at a 95 percent level of significance. The model was statistically significant at  $F(2, 338) = 345.773$  with a calculated probability of 0.000, which is below the threshold of 0.05. The summary for model 5 was:

$$\text{University Performance} = 1.339 + 0.361 \text{ Organizational Agility} + 0.522 \text{ Restructuring Strategies} \dots \text{Model 5}$$

The model indicated that both organizational agility and restructuring strategies are statistically significant at  $\beta = 0.361, t = 6.868, p = 0.000$  and  $\beta = 0.522, t = 9.747, p = 0.000$  respectively. University performance would be 1.339 if both organizational agility and restructuring strategies were at zero. It was concluded that both organizational agility and restructuring strategies have a positive relationship with university.

The study found that organizational agility partially mediates the relationship between restructuring strategies and university performance. This is indicated by a significant

reduction in the effect size from 0.816 (total effect) to 0.522 (direct effect) after accounting for organizational agility, confirming partial mediation.

**Table 4.17: Decision Criteria for Mediation**

Model	R Square	$\beta_1$	p	Conclusion
Model 2	0.626	0.816	0.000	There was an overall relationship to be mediated
Model 3	0.64	0.815	0.000	-
Model 4	0.579	0.77	0.000	-
Model 5	0.672	$\beta_1 = 0.522$	0.000	$\beta_2 = 0.361$ (p = 0.000)
Test		$\beta_{21} - \beta_{51} = 0.816 - 0.522 = 0.294$		$\beta_1$ in model 4 is less than $\beta_1$ in model 1
Conclusion				There was partial mediation

**Source: Survey Data, (2024)**

Table 4.17 confirms that the  $\beta_1$  coefficient in model 2 is statistically significant, indicating there was a relationship that could be mediated. Further confirmation is provided by the statistically significant  $\beta_1$  coefficients in models 3, 4, and 5 at the 95 percent confidence level. Additionally, the  $\beta_2$  coefficient in model 5 was also noted to be statistically significant. Since the  $\beta_1$  coefficient in model 5 is less than the  $\beta_1$  coefficient in model 2, it can be concluded that organizational agility had a partial mediating effect on the relationship between restructuring strategies and performance of selected public universities, thus rejecting the null hypothesis.

The findings of this study align with previous research by Helfat and Winter (2011), who emphasized that organizational agility mediate the relationship between strategic initiatives and performance outcomes. Similarly, Adner and Helfat (2003), demonstrated that organizational agility significantly influences the success of restructuring strategies in dynamic environments suggesting that the ability of universities to adapt swiftly and

effectively to environmental changes is critical for maximizing the benefits of restructuring strategies.

The results of this investigation support the theory of contingency where Fielder (1964) denoted, contingency theory asserts that an organization's internal structure is influenced by its surroundings and an organization's ideal form of organization depends on the environment it operates in. Agile organizations are more likely to react to environmental demands from the external environment (Helfat & Winter, 2011). This theory gives leaders the flexibility to react and make decisions based on outside data that helps to shape and steer the organization toward success (Abba, Yahaya & Suleiman, 2018).

#### **4.5.5 Test of Hypothesis Five**

The fifth objective of this study sought to determine the moderating effect of regulatory framework on the relationship between restructuring strategies and performance of selected public universities in Kenya whose null hypothesis was:  $H_{05}$ ; Regulatory framework has no moderating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya. The hypothesis was assessed by utilizing a two-step regression model as suggested by (Whisman & McClelland 2005). The model suggests that if there is a general effect to be moderated, testing for moderation would entail checking if the coefficient for the interaction term is statistically significantly different from zero. The first step involved regressing restructuring strategies on performance of selected public universities to determine if there was a significant relationship to be moderated. The results were summarized in Table 4.18.

**Table 4.18: Regressing Restructuring Strategies on University Performance**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.806 <sup>a</sup>	0.649	0.647	0.11151		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	7.785	2	3.893	313.027	.000 <sup>b</sup>
	Residual	4.203	338	0.012		
1	Total	11.988	340			
Coefficients						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	(Constant)	1.488	0.101		14.78	0.000
1	Restructuring Strategies	0.679	0.044	0.659	15.492	0.000

a. Dependent Variable: University Performance

b. Predictors: (constant), Restructuring Strategies

**Source: Survey Data, (2024)**

Table 4.18 indicates that the adjusted R squared was 0.647, implying that restructuring strategies explain 64.7% of the variation in university performance at the 95% significance level. The model was statistically significant with an  $F(2, 338) = 313.027$  and a calculated probability of 0.000. The summary for model 4.5 was:

$$\text{University Performance} = 1.488 + 0.679 \text{ Restructuring Strategies} \dots\dots\dots \text{Model 6}$$

The model indicates that restructuring strategies was statistically significant with  $\beta=0.679$ ;  $t = 15.492$ ;  $p = 0.000$  and  $\beta=0.153$ ;  $t = 4.762$ ;  $p = 0.000$ . This suggests that there was a significant relationship between restructuring strategies and performance on selected public universities. The performance of selected public universities can be improved by

0.679 units with an increase of one unit in restructuring strategies. Considering that the statistical significance of the beta coefficient for restructuring strategies was revealed at the 0.05 margin of error. The second step involves regressing restructuring strategies, regulatory framework, and the interaction term on performance of selected public universities. The results were summarized in Table 4.19.

**Table 4.19: Regression Results for Moderation**

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.837 <sup>a</sup>	0.701	0.698	0.10321		
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8.398	3	2.799	262.78	.000 <sup>b</sup>
	Residual	3.59	337	0.011	8	
1	Total	11.988	340			
Coefficients						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
		B		Beta		
	(Constant)	-1.012	0.342		-2.956	0.003
1	Regulatory Framework	1.005	0.116	1.334	8.648	0.000
	Restructuring Strategies (RF*RS)	1.504	0.116	1.458	12.964	0.000
	(Moderator)	-0.28	0.037	-1.776	-7.587	0.000

a. Dependent Variable: University Performance

b. Predictors: (Constant), (Regulatory Framework (RF)\*Restructuring Strategies (RS)), Restructuring Strategies, Regulatory Framework

**Source: Survey Data, (2024)**

Table 4.19 indicates that the adjusted R squared was 0.698, implying that both restructuring strategies, the regulatory framework, and their interaction explain 69.8% of the variation

in performance of selected public universities at the 95% significance level. The model was statistically significant with an  $F(3, 337) = 262.788$  and a calculated probability of 0.000. This statistical test, which was statistically significant at the 95% confidence level and 0.05 margin of error, verifies that the estimated model offers the best fit for the observed data. The summary for model 7 was:

$$\text{University Performance} = -1.012 + 1.504 \text{ Restructuring Strategies} + 1.005 \text{ Regulatory Framework} - 0.280 (\text{RF*RS}) \dots\dots\dots \text{Model 7}$$

The model demonstrated that the regulatory framework, restructuring strategies, and moderator (RF\*RS) were statistically significant at  $\beta=1.504$ ;  $t = 12.964$ ;  $p = 0.000$ ,  $\beta=1.005$ ;  $t = 8.648$ ;  $p = 0.000$ , and  $\beta= -0.280$ ;  $t = -7.587$ ;  $p = 0.000$ , respectively, due to the fact that the p-value was less than the threshold of 0.05. At the five percent significance level, it is also noteworthy that the parameters for the interaction term and restructuring strategies are statistically significant. The fact that the regulatory framework is a moderating variable was confirmed by the statistical significance of the interaction term in Model 7.

Consequently, the null hypothesis, that the regulatory framework has no moderating effect on the relationship between restructuring strategies and the performance of selected public universities in Kenya, was not sufficiently supported by statistical evidence therefore it was rejected. The strength and direction of the moderation were indicated by the action term in this equation implying, a unit increase in the regulatory framework causes a 0.280 decrease on performance of selected public universities in Kenya.

**Table 4.20: Decision Criteria for Moderation**

Model	R Square	$\beta_1$	p	Conclusion
Model 6	0.649	0.679	0.000	There was an overall relationship to be moderated
Model 7	0.701	$\beta_1 = 1.504$	0.000	
Test		$\beta_{21} - \beta_{51} = 0.679 - 1.504 = -0.825$	$\beta_1$ in model 4.6 is greater than $\beta_1$ in model 6	There was significant moderation
Conclusion				

**Source: Survey Data, (2024)**

Table 4.20 indicated that the regulatory framework significantly moderates the relationship between restructuring strategies and performance of selected public universities. It was noted that for each unit increase in regulatory framework, the performance of selected public universities increased by 1.005. However, the interaction term between regulatory framework and restructuring strategies had a significant impact on the relationship, as indicated by the negative coefficient (-0.825) difference between the beta coefficients in Model 6 and Model 7. This implies that while regulatory frameworks independently enhance performance, their interaction with restructuring strategies offsets some of these positive effects. Therefore, at a 95 percent confidence level, it was concluded that the regulatory framework significantly moderates the relationship between restructuring strategies and university performance in Kenya.

Karungani and Ochiri (2017) demonstrated that regulatory frameworks play a crucial role in moderating organizational performance, particularly in the procurement processes in Nairobi County. However, these findings contrast with those of Ullah, Zubir and Ariff (2024), who found no significant moderating effect of regulatory frameworks on the financial performance of selected developing economies. The differences in findings could

be attributed to variations in the operationalization of regulatory frameworks across different sectors and countries.

In alignment with the institutional theory, which emphasizes the alignment of organizational operations with external regulations and norms to achieve legitimacy and performance (DiMaggio & Powell, 1983; Craig & Von Peter, 2014), the study underscores the importance of public universities in Kenya navigating and harmonizing restructuring strategies within established regulatory frameworks to optimize performance outcomes.

#### **4.6 Qualitative Data Analysis**

The study sought the opinions of the respondents on various aspects of restructuring strategies and how they influence the performance of selected public universities in Kenya. It further sought opinions on whether organizational agility and regulatory framework enhanced and affected how restructuring strategies were linked to university performance respectively. The data was pieced together and analyzed on the basis of common themes and patterns which were reported in narrative form.

##### **4.6.1 Operations Redesign Restructuring**

The study sought the opinions of respondents on the state of operations redesign restructuring within the public universities. The feedback indicated a widespread adoption of various strategies aimed at improving efficiency and performance. The primary activities involved included streamlining routine processes, embracing automation, eliminating redundant procedures, decentralizing functions, and restructuring job roles.

Respondents highlighted the significant impact of these strategies on university performance. For instance, some respondent noted, "*Streamlining routine processes has greatly reduced inefficiencies and improved service delivery in our institution.*" Other

respondent stated, *"Automation has not only sped up administrative tasks but also minimized errors, leading to better overall performance."* The elimination of redundant procedures was also seen as crucial, with respondents commenting, *"Eliminating redundant procedures has allowed us to allocate resources more effectively and focus on core activities."*

Moreover, job restructuring was mentioned as a pivotal aspect of operations redesign. Respondents shared, *"Restructuring job roles has led to better alignment of responsibilities with skills, resulting in increased job satisfaction and productivity."* These views collectively underscore the positive reception and perceived effectiveness of operations redesign restructuring in enhancing the operational efficiency and overall performance of selected public universities.

The qualitative data aligns with existing literature that emphasizes the importance of operations redesign in achieving organizational efficiency. For example, studies by Chege *et al.*, (2022) and Lyerly (2017) also highlight the benefits of process optimization and resource allocation in improving organizational performance. The alignment between respondents' feedback and literature underscores the effectiveness of operations redesign restructuring in the selected public universities.

#### **4.6.2 Downsizing Restructuring**

The study also sought respondents' opinions on downsizing restructuring within public universities. The feedback revealed a mix of perspectives, with some respondents viewing it as a necessary strategy for efficiency, while others expressed concerns about its impact on staff morale and service delivery.

Many respondents acknowledged that downsizing had led to a more streamlined workforce and reduced operational costs. For instance, one respondent remarked, *"Downsizing has helped us cut costs significantly and focus on our core functions."* Another respondent noted, *"The reduction in the number of departments and merging of roles has led to better resource utilization."*

However, there were concerns about the negative impact of downsizing on staff morale and job security. A respondent mentioned, *"While downsizing has made our operations more efficient, it has also created a sense of job insecurity among staff."* Another added, *"The reduction in employee benefits as part of the downsizing strategy has affected staff motivation."*

Overall, the feedback suggests that while downsizing restructuring has brought about operational efficiencies, it is crucial to address the associated challenges to maintain a motivated and productive workforce. This duality is reflected in studies by McLachlan (2022) and Ingow and Opuodho (2019), which highlight both the benefits and potential drawbacks of downsizing in organizational settings.

#### **4.6.3 Governance Reform Restructuring**

Opinions were also sought on governance reform restructuring. Respondents generally viewed governance reforms positively, noting improvements in decision-making processes and resource allocation. Key activities included changes in top-level management composition, adjustments in appointment criteria, reviewing management remunerations, effective resource allocation and centralizing decision-making.

Some respondents noted, *"Changes in top-level management have brought in fresh perspectives and improved governance."* Others stated, *"The new appointment criteria*

*ensure that we have qualified and capable leaders."* Reviewing management remunerations was also seen as a positive step, with a respondent commenting, *"Revising management pay structures has helped in attracting and retaining talented individuals."*

However, there were some concerns about the centralization of decision-making. Some respondents mentioned, *"While centralized decision-making has streamlined processes, it sometimes slows down responsiveness to local issues."*

The qualitative data corroborates findings from studies by Schulmann *et al.* (2024) and Sarpong *et al.* (2018), which emphasize the positive impact of governance reforms on organizational performance, while also highlighting potential areas for improvement.

#### **4.6.4 Organizational Agility**

The study also explored respondents' views on organizational agility. Many respondents agreed that enhancing organizational agility was crucial for adapting to the rapidly changing educational environment. Key aspects of agility mentioned included sensing market changes, making quick decisions, and acting promptly on new opportunities.

Several respondents stated, *"Our ability to quickly detect changes in the job market has helped us stay relevant and competitive."* Others mentioned, *"Being able to make swift decisions has allowed us to take advantage of new opportunities as they arise."* The importance of acting on these decisions was highlighted by respondents who hinted, *"Prompt action on identified opportunities has significantly improved our performance."*

These insights align with the findings of studies by Teece *et al.* (2016) and Gyemang & Emeagwali (2020), which emphasize the importance of organizational agility in achieving and maintaining competitive advantage in dynamic environments.

#### **4.6.5 Regulatory Framework**

Finally, respondents were asked about the role of the regulatory framework in influencing performance in the public university. The feedback indicated that a well-defined regulatory framework was crucial for ensuring quality and consistency in educational delivery. However, some respondents felt that excessive regulations could stifle innovation and flexibility.

Several respondents denoted, *"The regulatory framework ensures that we maintain high standards in our educational programs."* Others mentioned, *"While regulations are necessary, too many restrictions can limit our ability to innovate and respond to new challenges."* These views are consistent with studies by Owenga *et al.* (2024) and Mutangili *et al.* (2020), which discuss the balancing act required to maintain quality through regulation while allowing enough flexibility for innovation and adaptation.

Overall, the qualitative data provides valuable insights into the respondents' perspectives on the various restructuring strategies and their impact on university performance. The responses highlight both the benefits and challenges associated with these strategies, offering a solid view that complements the quantitative findings.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents the study findings aligned with the specific objectives, the main conclusions, the study's contribution to knowledge and recommendations for further research.

### **5.2 Summary**

The study aimed at establishing the effect of restructuring strategies on performance of selected public universities in Kenya. The study also attempted to ascertain how organizational agility and the regulatory framework mediated and moderated the link between restructuring strategies and performance of selected public universities in Kenya. Operations redesign restructuring, downsizing restructuring and governance reform restructuring was the conceptualization used to define restructuring strategies as the independent variable. Performance of the selected public universities was measured using both financial and non-financial aspects denoted by student enrollment, academic performance, academic audits (such as missing marks, completion rate, and education quality), new academic programs, and financial viability.

The theories that underpinned the study included; balance scorecard model, dynamic capabilities theory, institutional theory and contingency theory. Since the study was mostly quantitative in character, its research approach was based on positivist philosophy. The procedure of collecting, measuring, and interpreting statistical data was guided by the explanatory research design. Furthermore, the associations between the research variables in this study were modeled using multiple linear regression. A sample that was reasonably representative of the population of interest was obtained through the use of multistage

sampling in the selection process. To validate the data gathering instrument, a pilot study was conducted. The collected set of data was observed to comply with the main linear regression assumptions, indicating the empirical model was appropriate for causal analysis and drawing conclusions.

### **5.2.1 Summary on Objective One**

The first objective of the study sought to establish the effect of operations redesign restructuring on the performance of selected public universities in Kenya. Key parameters for this restructuring strategy included streamlining routine processes, embracing automation, eliminating redundant procedures, job restructuring, and decentralizing functions. The findings revealed that operations redesign restructuring positively impacts university performance by enhancing efficiency and reducing operational costs. The implementation of automated systems and streamlined processes contributed significantly to improved service delivery, thereby increasing overall performance of the university.

Descriptive analysis showed consistently high mean scores and low coefficients of variation across the operational redesign indicators, suggesting a strong and uniform agreement among respondents regarding the effectiveness of these restructuring strategies. The relatively low standard deviations further implied that perceptions were stable across institutions, indicating that the typical behavior of the sample reflects a shared institutional experience of improved operational efficiency. Because of this, there was no adequate statistical evidence to support the null hypothesis that operations redesign restructuring does not have a significant effect on performance of selected public universities in Kenya.

### **5.2.2 Summary on Objective Two**

The second objective focused on determining the effect of downsizing restructuring on the performance of selected public universities in Kenya. The indicators included workforce reduction, reduction of departments, merging of roles, minimizing employee benefits, and eliminating functions. The study found that downsizing restructuring, when strategically implemented, leads to improved performance by optimizing resource allocation and reducing operational redundancies. However, it also highlighted the need for careful planning to mitigate potential negative impacts on employee morale and institutional stability.

Descriptive analysis revealed moderately high mean scores and relatively low coefficients of variation across the downsizing indicators, suggesting that respondents generally agreed on the perceived benefits of downsizing in enhancing operational efficiency. Nonetheless, the slightly elevated standard deviations indicated variability in how downsizing was experienced across institutions, reflecting differences in implementation approaches and their impact on staff well-being. These patterns imply that the typical behavior of the sample reflects cautious optimism acknowledging the strategic value of downsizing while remaining sensitive to its human resource implications. Accordingly, there was no adequate statistical support to not reject the null hypothesis that downsizing restructuring has no significant effect on the performance of selected public universities in Kenya.

### **5.2.3 Summary on Objective Three**

The third objective aimed to establish the effect of governance reform restructuring on the performance of selected public universities in Kenya. This included changes in top-level

management composition, appointment criteria, TMT remunerations, resource allocation, and centralized decision-making processes. The results indicated that governance reform restructuring negatively affects university performance. Frequent changes in top management and revised appointment criteria may have contributed to the observed decline in performance outcomes.

Descriptive analysis revealed moderate mean scores and slightly elevated standard deviations across governance reform indicators, suggesting mixed perceptions among respondents regarding the effectiveness of these reforms. The coefficients of variation indicated a fair degree of dispersion, implying that the typical behavior of the sample reflects institutional inconsistency in the implementation and reception of governance reforms. This variability may point to divergent experiences across universities, where some institutions may have benefited from leadership renewal while others faced disruptions in strategic continuity and operational stability. There was not enough statistical evidence to not fail to reject the null hypothesis that governance reform restructuring has no significant effect on the performance of selected public universities in Kenya.

#### **5.2.4 Summary on Objective Four**

The study's objective four sought to establish the mediating effect of organizational agility on the relationship between restructuring strategies and performance of selected public universities in Kenya. Organizational agility, encompassing agility in sensing, decision-making, and acting, was found to partially mediate this relationship. The findings suggested that agile institutions are better positioned to adapt to changes and implement restructuring strategies effectively, thereby enhancing overall performance. This underscores the

importance of fostering organizational agility to maximize the benefits of restructuring efforts.

Descriptive analysis revealed consistently high mean scores and low coefficients of variation across the components of organizational agility, indicating strong agreement among respondents on the relevance and effectiveness of agility in driving performance. The relatively low standard deviations suggest that perceptions were stable across institutions, implying that the typical behavior of the sample reflects a shared institutional orientation toward responsiveness, adaptability, and strategic execution. These patterns reinforce the mediating role of agility in translating restructuring strategies into tangible performance outcomes. Consequently, there was not enough statistical data to support the null hypothesis that organizational agility has no mediating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya.

### **5.2.5 Summary on Objective Five**

The study's objective five sought to determine the moderating effect of the regulatory framework on the relationship between restructuring strategies and performance of selected public universities in Kenya. The regulatory framework, which included Commission for University Education (CUE) quality standards on aspects such as quality education, quality assurance, and the quality of learning facilities, was found to significantly moderate this relationship. The results indicated that a supportive regulatory framework enhances the positive effects of restructuring strategies on university performance. This highlights the critical role of regulatory policies and standards in ensuring that restructuring efforts lead to sustainable improvements in performance of the university.

Descriptive analysis revealed consistently high mean scores and low coefficients of variation across the regulatory framework indicators, suggesting strong and uniform agreement among respondents regarding the framework's relevance and effectiveness. The relatively low standard deviations imply that perceptions were stable across institutions, indicating that the typical behavior of the sample reflects a shared institutional experience of regulatory compliance contributing positively to restructuring outcomes. These patterns reinforce the moderating role of the regulatory framework in aligning restructuring strategies with performance objectives. Therefore, statistical evidence was insufficient to support the null hypothesis that the regulatory framework has no moderating effect on the relationship between restructuring strategies and performance of selected public universities in Kenya; therefore, the null hypothesis was rejected.

### **5.3 Conclusion of the Study**

The study concludes that restructuring strategies denoted by operations redesign restructuring, downsizing restructuring and governance reform restructuring are embraced to a greater extent in public universities in Kenya for it's found to reduce operational costs, effectively allocate resources and improving efficiency. Due to this, organizational agility has enhanced the effectiveness of the organization strategies to a great extent. Restructuring strategies have been done in cognizant of external environment whose regulatory framework was professed at a moderate level. Also, the extent of restructuring strategies has a significant effect on the level of performance in the universities.

Finally, the study concludes that the effect of restructuring strategies on performance of public universities in Kenya is influenced by both organizational agility which is internal and the regulatory framework which is external. The organizational agility partially

mediates while the regulatory framework moderates, the relationship between restructuring strategies and performance of the selected public universities in Kenya.

#### **5.4 Contribution of the Study to Knowledge**

This study on the effect of restructuring strategies on the performance of public universities in Kenya makes a significant contribution to both theoretical discourse and practical application. It offers a comprehensive understanding of how integrated restructuring approaches can enhance institutional performance, particularly within public universities that serve as pivotal engines for national development through education, research, and innovation.

Firstly, the study advances existing literature by integrating multiple restructuring strategies; operations redesign, downsizing, and governance reforms into a unified analytical framework. Unlike prior studies that examined these strategies in isolation, this research provides a holistic perspective, demonstrating how their interplay contributes to performance improvements. This integrated approach enriches strategic management theory by illustrating the compounded effect of restructuring dimensions on institutional outcomes.

Secondly, the study introduces organizational agility as a mediating variable, offering fresh insights into the dynamic capabilities that enable universities to respond effectively to restructuring efforts. By emphasizing agility in sensing, decision-making, and acting, the study contributes to the evolving discourse on dynamic capabilities theory, underscoring the importance of responsiveness and adaptability in higher education institutions undergoing change. Thirdly, the study examines the moderating effect of regulatory

frameworks, adding depth to institutional theory. It highlights how external governance structures particularly the Commission for University Education's quality standards shape the success of internal restructuring strategies. This reinforces the theoretical proposition that legitimacy and performance in public institutions are contingent upon alignment with regulatory norms and standards.

On the practical front, the study provides actionable insights for university administrators, policymakers and higher education stakeholders. By identifying restructuring strategies that significantly enhance performance, it offers a strategic roadmap for improving operational efficiency and institutional effectiveness. Operations redesign, including process automation, elimination of redundancies, and job restructuring, was found to yield substantial performance gains. Descriptive analysis revealed high mean scores and low variability, indicating strong consensus among respondents and suggesting that such strategies are widely accepted and effective across institutions. This underscores the need for continuous process improvement and investment in digital infrastructure. Strategic downsizing, when carefully planned, was shown to optimize resource allocation and reduce operational costs. However, the study also cautions against unintended consequences on staff morale and institutional stability. The descriptive data revealed moderate agreement and some variability, reflecting the nuanced reception of downsizing across universities. This calls for context-sensitive implementation that balances efficiency with employee engagement.

Governance reforms, including changes in top management and decision-making structures, were perceived with mixed outcomes. While some reforms improved leadership

quality and resource accountability, others particularly centralized decision-making were associated with reduced responsiveness. The descriptive analysis indicated moderate mean scores and higher variability, suggesting divergent experiences across institutions. These findings encourage cautious and consultative governance reforms that promote transparency and strategic continuity.

The study's emphasis on organizational agility provides practical guidance for building resilience within universities. Institutions that cultivate agility are better equipped to adapt to change, seize emerging opportunities, and sustain performance improvements. The descriptive indicators showed high agreement and low dispersion, implying that agility is both valued and consistently practiced across the sample. Finally, the study underscores the importance of a supportive regulatory framework in moderating the effectiveness of restructuring strategies. High mean scores and low coefficients of variation across regulatory indicators suggest that respondents uniformly recognize the role of regulation in ensuring quality and guiding strategic transformation. Policymakers and regulatory bodies can leverage these insights to craft enabling policies that foster innovation while maintaining academic standards.

### **5.5 Recommendations for Policy and Practice**

This study present insight depth of how management team in the university can utilize ascribes of operations redesign restructuring and downsizing restructuring to improve university performance. The university management should put in place policies that favor operations redesign strategies and downsizing strategies since results indicate a positive correlation between these variables and university achievement. The findings recommends

that policymakers focus on restructuring strategies in the education sector, particularly operations redesign, as it is the most effective predictor of university success among the universities studied. Policy makers in the university should focus on routines and processes that enable improvement, expansion and as well the use of the existing routines, processes, competences and knowledge in such a way to create improved operations.

This study provides policymakers in university management, Ministry of Education, and Commission for University Education, with guidance on how to integrate regulatory frameworks and maintain performance in a dynamic environment. The study ultimately contributes to the existing body of knowledge by examining the application of restructuring strategies and dynamic capability theory in the context of university performance. It serves as a guide for future researchers to explore additional dimensions of restructuring strategies and regulatory frameworks, as well as their impact on the performance of public universities in Kenya.

### **5.6 Recommendations for Further Studies**

The study was narrowed down to operations redesign strategies and performance of selected public universities in Kenya being the independent and dependent variables respectively. In this study, the coefficient of determination indicated by the regression analysis confirmed that in addition to operational redesign strategies, there exist other factors that play an important role in explaining the variation in performance of selected public universities in Kenya. Future research could therefore be directed towards discovering these other factors in order to enrich the empirical literature on the concept of performance.

Future studies should extend the scope beyond public universities in Kenya to include private universities and institutions in other countries. This would provide a broader perspective and allow for comparative analysis, identifying best practices and unique challenges in different educational settings. Investigating restructuring strategies in various educational institutions globally would offer insights that can be adapted and implemented to improve the performance of universities in the global market.

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## APPENDICES

### Appendix I: Researcher's Introductory Cover Letter

Sabbena Kivindo  
Kenyatta University,  
School of Business, Economics and Tourism,  
P.O Box 19161 – 00501,  
Nairobi.  
22<sup>nd</sup> April, 2024.

Dear Participant,

Re: Permission to collect Data.

I'm a PhD Kenyatta University student in the Department of Business Administration, School of Business, Economics and Tourism, undertaking a research study on the topic **'The effect of Restructuring Strategies on Performance of Selected Public Universities in Kenya'**, as part of the requirement for an award of a Ph. D.

You've been selected as a possible respondent and kindly requested you to respond to the questions in the questionnaire with utmost sincerity. Research findings are to be used for the sole purpose of conducting research thus being accorded complete concealment.

I look forward to your utmost support.

Sabbena Kivindo.

skivindo10@gmail.com

## Appendix II: Questionnaire

This questionnaire is destined to gather research data only. The core of the data is to investigate the effect of restructuring strategies on the Performance of Selected Public Universities in Kenya. Therefore, your response is appreciated. Kindly tick or put a mark accordingly on the provided boxes, and fill in the blank space where provided.

### Section A: Background Information

1. Kindly specify your gender.      Male       Female
2. How long have you worked for the current University?  
3 years and below  4-7 years  8-11 years  12 years and above
3. Which position do you hold in this University?  
VC  DVC  Registrar  Chief finance  Dean  Chairperson  Director
4. How long have you served in your current position?  
Less than 2 years  Between 2 - 5 years  More than 5 years
5. What's the number of staff reporting directly to you?  
Below 10  Between 10 and 19  Between 20 and 29  Between 30 and 39  Above 39
6. What is the highest academic qualification you hold?  
Masters  PhD  Postdoctoral  None of the above   
If none of the above, kindly specify.....
7. How would you rank the University on overall academic performance?  
Excellent  Average  Above Average  Below Average

**Section B: Operations Redesign Restructuring on Performance of Selected Public Universities**

On a scale of 5, to what extent would you agree with the following statement as pertains to operations redesign strategies influencing performance, where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>Operations Redesign Restructuring</b>	1	2	3	4	5
There are quite a number of services automated					
Complaints on delayed services have reduced drastically					
There are a number of routine processes streamlined					
Wastage due to prolonged and unnecessary processes have decreased drastically					
A number of redundant procedures have been eliminated					
Several jobs have been restructured					
Employee roles have been reviewed					
Quite a number of functions have been decentralized					
Operation redesign restructuring is very important in determining performance of public universities					

In what other ways is operation redesign restructuring important to the university?

.....

.....

**Section C: Effect of Downsizing Restructuring on Performance of Selected Public Universities**

On a scale of 5, what's your agreement on the succeeding declarations as relates to downsizing restructuring strategies, influencing performance in the university, Where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>Downsizing Restructuring</b>	1	2	3	4	5
The workforce in the university have been reduced to a reasonable number					
The number of satellite campus have been reduced					
The number of departments have been reduced to a reasonable number					
Some departments have been merged					
Several related roles have been merged					
A number of employee allowances have been reduced in the last five years					
The university is operating on a stern budget					
Several redundant programs have been eliminated					
The university has cut down on non-core expenses					
Downsizing restructuring is very important in determining performance of public universities					

In what other ways do you consider downsizing restructuring to affect performance .....

.....

**Section D: Effect of Governance Reform Restructuring on Performance of Selected Public Universities**

On a scale of 5, how do you agree to the following statement as pertains to governance reform restructuring influencing performance in the university: Where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>Governance Reform Restructuring</b>	1	2	3	4	5
There have been several changes on the composition of top management in the university					
The leadership in the university will steer the university to the next level					
There have been changes in the appointment criteria of the top management					
There has been gender balancing in the top management					
The top management remunerations have been reviewed severally					
Resources are effectively allocated in the university					
Priorities are strictly followed when allocating resources					
Decision making in the university is centralized					
Careful consideration is followed when making decisions in the university					
Governance reform restructuring is very important in determining performance of public universities					

In what other ways does governance reform restructuring impact on performance in the university? .....

.....

**Section E: Effect of Regulatory Framework on the Relationship between Restructuring Strategy and Performance of Selected Public Universities**

On a scale of 5 what’s your take on the succeeding statements as regards to the effect of regulatory framework on the connection between restructuring strategy and performance in the university: where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>Regulatory Framework</b>	1	2	3	4	5
Commission of University Education is satisfied with the level of quality education in the university					
The university performs frequent quality checks of the academic programs for quality and efficiency, in the preparation for teaching, delivery of content and assessment					
Teaching facilities used in the university meet the standards recommended by Commission of University Education					
The quality of online resources in the university is sufficient to meet the needs of the students and the lecturers in the university					
The quality of the library material in the university meets quality measures prescribed by Commission of University Education					
Regulatory framework direct the relationship between restructuring strategy and performance of public universities					

In what other ways does regulatory framework affect performance in the university? .....

.....

**Section F: Effect of Organizational Agility on the Relationship between Restructuring Strategy and Performance of Selected Public Universities**

On a scale of 5, what is your take on the succeeding statements as pertaining to the effect of organizational agility on the connection between restructuring strategy and university's performance: where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>Organizational Agility</b>	1	2	3	4	5
The university has been fast in terms of detecting requirements in the job market					
The university has been fast in terms of detecting changes in technology					
The university has been fast in terms of identifying customer preferences					
The university embarks on an action plan aimed at meeting customer needs without any delay					
The university is keen to ensure changes in the university are implemented in good time					
Organizational agility direct the relationship between restructuring strategy and performance of public universities					

In what other ways is organizational agility crucial to the university? .....

.....

.....

**Section G: What your take on the overall performance of the University**

On a scale of 5 to what extend do you agree with the following statement as pertaining to the performance in the university, where 5=Strongly Agree, 4=Agree, 3=Neither Agree nor Disagree, 2=Disagree, and 1=Strongly Disagree

<b>University Performance</b>	1	2	3	4	5
The percentage rate of growth in student enrollment has risen in the past five years					
Students enroll within their stipulated reporting time					
The university is ranked highly in terms of its performance					
The university offer superior services attracting students to prefer the university					
There are frequent academic audits carried out in the university on complaint of missing marks					
There are frequent academic audits carried out in the university on program completion rates					
There are frequent academic audits carried out in the university to ascertain the quality of education being offered					
There are several new academic programs developed in the university in the last five years					
The university have sustainable financial resources to ensure operation continuity for the next five years					
University performance depends on restructuring strategies					

In which ways do the university ensure quality education is ensured and upheld in the university?

.....  
.....

In what ways do the university ensure students complete their programs within the university stipulated time?

.....  
.....

In what ways do the university resolve complaints of student missing marks?

.....

**Appendix III: List of Accredited Public Universities in Kenya**

<b>No.</b>	<b>UNIVERSITY</b>	<b>YEAR OF ESTABLISHMENT</b>	<b>YEAR OF AWARD</b>
1.	University of Nairobi	1970	2013
2.	Moi University	1984	2013
3.	Kenyatta University	1985	2013
4.	Egerton University	1987	2013
5.	Jomo Kenyatta University of Agriculture and Technology	1994	2013
6.	Maseno University	2001	2013
7.	Chuka University	2007	2013
8.	Dedan Kimathi University of Science and Technology	2007	2013
9.	Kisii University	2007	2013
10.	Masinde Muliro University of Science and Technology	2007	2013
11.	Pwani University	2007	2013
12.	Technical University of Kenya	2007	2013
13.	Technical University of Mombasa	2007	2013
14.	Maasai Mara University	2008	2013
15.	Meru University of Science and Technology	2008	2013
16.	Multi Media University of Kenya	2008	2013
17.	South Eastern Kenya University	2008	2013

18.	Jaramogi Oginga Odinga University of Science and Technology	2009	2013
19.	Laikipia University	2009	2013
20.	University of Kabianga	2009	2013
21.	Karatina University	2010	2013
22.	University of Eldoret	2010	2013

(CUE, 2022)

**Appendix IV: Sample Size for Middle and Low-level Management**

<b>No.</b>	<b>UNIVERSITY</b>	<b>Year of Establish</b>	<b>Year of Award</b>	<b>No. of Deans, Directors and chairperson</b>	<b>30%</b>
1.	University of Nairobi	1970	2013	Dean 11 Chair 73	30%*84 =25
2.	Moi University	1984	2013	Dean 15 Chair 65	30%*80 =24
3.	Kenyatta University	1985	2013	Dean 10 Chair 69	30%*79 =23
4.	Egerton University	1987	2013	Dean 10 Chair 51	30%*61 =18
5.	Jomo Kenyatta University of Agriculture and Technology	1994	2013	Dean 16 Chair 52	30%*68 =20
6.	Maseno University	2001	2013	Dean 12 Chair 51	30%*63 =19
7.	Chuka University	2007	2013	Dean 8 Chair 13	30%*21 =6
8.	Dedan Kimathi University of Science and Technology	2007	2013	Dean 6 Chair 12	30%*18 =5
9.	Kisii University	2007	2013	Dean 8 Chair 20	30%*28 =8
10.	Masinde Muliro University of Science and Technology	2007	2013	Dean 11 Chair 33	30%*44 =13
11.	Pwani University	2007	2013	Dean 8 Chair 21	30%*29 =8

12.	Technical University of Kenya	2007	2013	Dean 16 Chair 53	30%*69 =21
13.	Technical University of Mombasa	2007	2013	Dean 5 Chair 20	30%*25 =7
14.	Maasai Mara University	2008	2013	Dean 5 Chair 14	30%*19 =6
15.	Meru University of Science and Technology	2008	2013	Dean 8 Chair 16	30%*24 =7
16.	Multi Media University of Kenya	2008	2013	Dean 7 Chair 10	30%*17 =5
17.	South Eastern Kenya University	2008	2013	Dean 10 Chair 21	30%*31 =9
18.	Jaramogi Oginga Odinga University of Science and Technology	2009	2013	Dean 7 Chair 24	30%*31 =9
19.	Laikipia University	2009	2013	Dean 5 Chair 11	30%*16 =5
20.	University of Kabianga	2009	2013	Dean 7 Chair 10	30%*17 =5
21.	Karatina University	2010	2013	Dean 5 Chair 18	30%*23 =7
22.	University of Eldoret	2010	2013	Dean 9 Chair 24	30%*33 =10
	Total			866	260

(Author, 2023)

## Appendix V: Approval Letter from KU Graduate School



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 18<sup>th</sup> April, 2024

TO: Sabbena N. Kivindo  
Business Administration  
KENYATTA UNIVERSITY

REF: D86/CTY/32972/2015

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting 11<sup>th</sup> April, 2024 approved your Ph.D. Research Proposal entitled, "Restructuring Strategy and Performance of Selected Public Universities in Kenya"

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science, Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking and Progress Report Forms. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your thesis before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines. By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you.

  
ANGELA KIMARU  
FOR: EXECUTIVE DEAN, GRADUATE SCHOOL



c.c. Chairman, Department of Business Administration  
Registrar (Academic) Att; Mr. Richard Chweya

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## Appendix VI: NACOSTI Research Permit

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>137024</b>	Date of Issue: <b>06/May/2024</b>
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<b>This is to Certify that Ms., Sabbena Nthenya Kivindo of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: RESTRUCTURING STRATEGY AND PERFORMANCE OF SELECTED PUBLIC UNIVERSITIES IN KENYA for the period ending : 06/May/2025.</b>	
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