

**FACTORS AFFECTING THE PERFORMANCE OF CONSTITUENT COLLEGES IN  
COAST PROVINCE OF KENYA**

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## DECLARATION

This research project, submitted to the Department of Business Administration, Kenyatta University, is my original work. It has never been presented or published anywhere or in any institution for the award of any type of degree or academic award. Reference was however made to material already published by other people. This is indicated under the reference section.

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## **DEDICATION**

I dedicate this work to my wife Josephine and my sons Wilfred and Kelvin and daughter, Stacey for their understanding and support during the time of carrying out this research project, may the Almighty God bless them abundantly.

## **ACKNOWLEDGEMENT**

I acknowledge the support, contribution and guidance of my supervisors, Robert Nzulwa and Dr. James Kilika for the time they spent checking and correcting this research project. May the Almighty God bless them immensely.

## ABSTRACT

In the recent past, the Government of Kenya has been elevating polytechnic, teachers training institutes and other colleges into University Colleges. The move is aimed at preparing tertiary learners for employment, advanced training and career development in technical fields. Another objective is to expand university education to absorb the huge number of students qualifying for university education. The aim of this research study was to explore the factors affecting the performance of constituent colleges in Coast province of Kenya in terms of corporate branding, marketing of programs, developing of new teaching programs and the increase in number of students' enrolment. The focus was mainly on structural changes. The scope covered three universities at the Coast province, namely The Technical University of Mombasa (TUM), in Mombasa County and Pwani University College (PUC), in Kilifi County which were constituent colleges of Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Kenyatta University (KU) respectively and which were recently awarded a university charter under the new University Act, 2012. The third one is Taita Taveta University College (TTUC), in Taita Taveta County which was previously a campus of JKUAT. The objective of the research was to explore the factors affecting performance of these constituent colleges in terms of corporate branding, marketing of programs, developing of new teaching programs and the increase in number of students' enrolment focusing mainly on structural changes in terms of governance structures, human resources systems, operations and work structures. The study was seeking to get information to address the specific objectives of how performance of constituent colleges in Coast province of Kenya is affected by changes in governance structure. It also determined the extent to which performance of constituent colleges in Coast province of Kenya is affected by changes in human resources system. The research also tried to establish how performance of constituent colleges in Coast province of Kenya is affected by changes in operations, and also the relationship between performance and changes in work or organisation structures. The problem affecting the performance of constituent colleges in Coast province of Kenya in terms of of corporate branding, marketing of programs, developing of new teaching programs and the increase in number of students' enrolment could be because of structural changes. The literature review looked at early theoretical models of development that focused on structural change. The empirical literature review looked at corporate governance theories, human resources systems, operations and organisational structure theories. The study used descriptive survey design where it addressed the "what" question, like what the characteristics of the population or situations are being studied. The target population was staff in all the constituent colleges and recently upgraded university colleges in Coastal area of Kenya. There are three such colleges with a total population of 1,130 staff. A sample size of 10% of the population was taken to ensure fair representation and generalization of findings to the general population. A questionnaire was used to collect data from the sample of the target population of which the data analysis was done using both descriptive and inferential statistics. The research also identified some issues arising from the structural changes and recommended the way forward to overcome them.

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## **OPERATIONAL DEFINITION OF TERMS**

1. Performance in Constituent colleges – Corporate branding, marketing of teaching programs, development of new teaching programs and increase in number of student enrolment.
2. Structural change – Transformation of policy, legal, social, cultural, economic and or physical aspects of an environment that impede equality for all.
3. Enabling strategies – Those organisational strategies which define and describe the fundamental operations of the enterprise in terms of people management.

## **ABBREVIATION AND ACRONYMS**

1. TTUC – Taita Taveta University College
2. PUC – Pwani University College
3. TUM – Technical University of Mombasa
4. JKUAT – Jomo Kenyatta University of Agriculture and Technology
5. KU – Kenyatta University
6. DP-AFP – Deputy Principal, Administration Finance and Planning
7. DP-ARO – Deputy Principal Academics Research and Outreach
8. JAB – Joint Admission Board
9. CUE – Commission for University Education
10. MOHEST – Ministry of Education in charge of Higher Education, Science and Technology
11. CMB – College Management Board
12. SWOT – Strengths, Weaknesses, Opportunity, Threats
13. PEST – Political, Economic, Social, Technological
14. HRO – Human Resource Officer
15. TFP – Total Factor Productivity
16. SPSS - Statistical Package for Social Sciences

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The recent changes experienced in Kenya for development of constituent colleges have led to a sort of devolution of university education to almost each county. In most cases, the development of these constituent colleges from University campuses is mainly due to structural changes. This structural change involves changes in governance structure, human resources systems, operations and work structures. The changes in turn impact on the University Colleges performance which is gauged by the number of students' enrolment, market perceptions of the institution in terms of corporate brand name and the number new teaching programs. This could also be affecting by the social, political and cultural and economic factors of the society living in the localities where these institutions are located and the country at large.

Explaining variation in performance or effectiveness is one of the more enduring themes in the study of organizations. It is manifested most distinctively in studies with a focus on management but extends to a wide range of research that seeks to understand competitive survival and to construct interpretations of organizational histories that emphasize the adaptation of organizations to feedback from their environments. Organizational performance can of course be considered at a disaggregated level, as for example in studies of the direct costs of producing a particular product using a specific technology or of efficiency in performing a particular task. Most studies of organizational performance define performance as a dependent variable and seek to identify variables that produce variations in performance (James G. March and Robert I. Sutton, 1997).

Scholars have long been interested in understanding how organizational structures shape organizational performance. This is an important question because of links between structure and

performance exist, then manipulating organizational structures may lead to improvements in organizational performance (John Bohte and Kenneth J. Meier, 2001). Structural change is the transformation of policy, legal, social, cultural, economic and/or physical aspects of an environment that impede equity for all. Structural change requires long term interventions that build on knowledge and behaviour change to transform these structures across multiple domains namely (i) public and private institutions, (ii) civil society, including the non-profit sector and community groups, and (iii) in the general population. Structural change is only realized when there is transformation in each of these three domains, removing barriers to equity for all in every opportunity area, from education, employment, housing, income and wealth. Structural change recognizes the complexity of issues and understands that the solution to a problem that exists in one institution may require starting in another institution. Likewise, an evaluation of structural change requires a long-term monitoring of public policies (Jara Dean-Coffey, Steven LaFrance, et al, 2011). Almost all change in how an organization is managed fall under the category of structural change.

### **1.1.1 Dimensions of Structural Change:**

According to Victor and Franckeiss, (2002), there are five dimensions of structural change, which define an approach for integrated organizational change in a model that effectively locks together all aspects of change from corporate vision and mission statements through to devolved implementation of business processes.

The first dimension of change entails company aspects of the company mission which ensure that the overall direction and purpose of the business are thought through and articulated in an appropriate manner. This dimension is concerned with vision, mission and value statements for the business for as they state what the business wants to be like and indeed how it believes it should be operating when it achieves this. It also incorporates the strategic objectives of the organisation in terms of products, markets, customers and competitors (Victor and Franckeiss, 2002).



The second dimension translates the vision and direction into enabling strategies and operational strategies. Operational strategies mean the functional plans and approaches adopted by each part of the organisation through which they deploy their expertise to deliver their part of the business strategy. Enabling strategies can be defined as those organizational strategies which define and describe the fundamental operation of the enterprise in terms of people management and which therefore, transcend functional or operational strategies. The first enabling strategy is resourcing strategy which is concerned with the design and structure of the business, the manner and process through which employees are recruited and the deployment of appropriate retention strategies, the training and development philosophy and practice, and the manner in which succession is managed. The second is performance management strategy which comprises all activities and processes that ensure the strategic and operational business objectives are cascaded throughout the organization so that every function, team and individual understands their role and the requirements placed upon them. The third enabling strategy is the reward strategy which includes elements of pay structure and the composition and deployment of benefits packages and bonus schemes. The fourth enabling strategy is communications strategy which includes both internal and external communications and which is important to ensure that there is a high level of congruence between the two. This strategy should also include the manner in which employee relations are managed and the means by which employee attitudes are surveyed and acted upon. These enabling strategies provide the bridge between the overall business vision and the day-to-day management and operation of the business. They provide additional supporting information, which will help employees to understand more fully the nature of the business, and what they need to do individually and collectively to contribute to the organisation's objectives (Victor and Franckeiss, 2002).

The third dimension is an operational one and is concerned with the practical implementation of the strategies developed in the first two. This dimension comprises the business processes, of policies and

procedures that ensure the business strategies are implemented and the goals achieved in a consistent manner.

The fourth dimension is concerned with the actual delivery of the business strategies as operationally defined through the preceding three dimensions. It is this dimension that ensures that the processes and procedures are implemented in a manner that is congruent with the overall vision and values of the organisation (Victor and Franckeiss, 2002).

The fifth dimension sits above the requirements for ongoing review and monitoring processes and comes into operation when one of two preconditions apply –that is, when the strategy and objectives have been achieved or, more commonly, when the contingent circumstances of the organization change to such an extent that the business strategy needs to be reviewed. There are fewer instances of the catalyst for change being the achievement of predefined organizational strategies. The more common situation occurs when the prevailing circumstances change beyond those known or envisaged at the point in time when the vision and strategies were developed. There is therefore, a need to constantly scan the environment to understand the developments in the marketplace in terms of customer requirements, technological advancements, competitor actions, global economic conditions and other factors pertinent to the organization. Understanding the external situation and contingent circumstances will frequently call for nothing more elaborate than undertaking SWOT and PEST analyses and, of course, a proactive approach to risk management. Should the scanning and evaluation processes lead the business to re-evaluate its strategic positioning or operational focus then the process flow moves once more round to the first dimension. This time, however, the business needs to ensure that it does a full and comprehensive analysis needs to be undertaken to ensure that all of the circumstances and factors are understood and catered for within the new, emergent strategy (Victor and Franckeiss, 2002).

### **1.1.2 Structural changes in constituent colleges in Coast province of Kenya**

According to the Principal of Taita Taveta University College, Hamadi Boga, (2013) the structural changes which have happened at the University College include the development of the institution's own motto "Home of Ideas", developing its own strategic plan with its own vision, mission and strategic objectives which were all presented to the new constituted Council for approval. To operationalise its strategies, the college started recruiting its own staff, as previous one were JKUAT staff. The Principal, two deputy principals and other senior staff in both academic and support staff were recruited. The institution also signed Performance Contract with parent ministry and the Council members and thereafter cascaded to College management and throughout the organisation. Committees were formed to review the staff benefits, medical scheme, education for staff and dependants were reviewed for the permanent staff of the college. The college is yet to establish its communication strategy as it was to recruit the Public Relation Officer (PRO). Some business processes still remained the ones of JKUAT while some policies and procedures were being reviewed to be TTUC specific. The review and monitoring process is being done during management and council meetings to review the extent of achievement of the strategic objectives, including the Performance contracting obligations.

Boga attributes the performance improvement witnessed at Taita Taveta University College after change from a campus of JKUAT to increased enrolment of students from the Joint Admission Board (JAB), the demand for additional accommodation facilities, recruitment of new academic staff, collaboration with other external universities to have visiting professors to teach at TTUC, and development of new programmes. The institution started receiving funding directly from the government for its recurrent and capital expenditure. New infrastructure is being constructed to make the institution the standard of a University College. The college is looking to acquire more land, new play fields are being constructed, new vehicles have been bought, administration block being

constructed, new hostel are being constructed, new degree programmes are being developed, all these to cater for increased activities at the college. There is the limitation of funding, as the government cannot provide for all the budgeted activities, and so some of the programmes have to be reduced.

The Legal Notices and Gazette orders establishing the University Colleges put the main focus on structural change in these constituent colleges. They create body corporate with perpetual succession to be able to provide and advance university education and training to appropriately qualified candidates, leading to the conferment of degrees and award of diplomas and certificates and such other qualifications as the Council and the Senate shall from time to time determine and in so doing, contribute to manpower needs and foster the general welfare of all staff and students, amongst other. Taita Taveta University College (TTUC) was established under Legal notice No. 156 as a constituent college of Jomo Kenyatta University of Agriculture and Technology (JKUAT).

According to Hamdi Boga (2013), for TTUC, the Kenya government decided to hand over to JKUAT management a decade old abandoned structures initially constructed as Taita Taveta Teachers Training College under World Bank funded programme that stalled in 1997, with an estimated 95% of the project completed. JKUAT management rehabilitated the facilities to pave way for a teaching university campus that stimulated development opportunities in Taita Taveta County. The areas mostly affected by the structural change at this constituent college included changes in governance structures. The governance structure changed from the campus reporting to the JKUAT management at main campus to the appointment of University Council members and sub committees, appointment of the College Principal and two deputy Principals, one in charge of Administration, Finance and Planning (DP-AFP) and the other in charge of Academics, Research and Outreach (DP-ARO), appointment of College Management Board (CMB) and various committees. For PUC, the college governance was restructured from that of Central Government Ministry to that of Higher Educational State Corporation. Reporting lines were changed from the Directorate of Technical Training to the appointed

College Council. Strategic decisions and executive oversight is now undertaken at the College level by the Council. The second structural change is Human Resources system changes. For TTUC all staffs that were seconded by JKUAT were given the option of being either deployed permanently to TTUC or return back to JKUAT. For those opting for deployment, they were required to apply for the positions they were holding at the Campus level before. These jobs were advertised internally first and those sensitive positions filled first. For those staffs that opted to return back to JKUAT, their positions were advertised externally. Other positions were filled gradually, spaced between different financial years, as funds became available from Government budget allocation.

According to a senior staff at PUC, the human resource function had to be removed from the Directorate of Personnel management when it was Kilifi Institute of Agriculture to the University College under a Human Resource Officer (HRO) reporting to Deputy Principal Finance and Administration. The third structural change is operational changes. According to Prof. Boga, for TTUC, before all Heads of Departments were reporting directly to the Campus Principal. However, this changed after the College split the operations into two divisions; one lead by DP-AFP of which Finance, Procurement, Estates, Transport, Health Unit and Catering departments falls under. The other is led by DP-ARO covering all the academic departments and students' welfare. For PUC, the college operations were split into two divisions, Academic and Administrative each under a Deputy Principal who reports to the College Principal. Due to the increase in student population the academic division was organized into schools, each headed by a Dean. The Finance Function was removed from the District Treasury to the College premises under a Finance Officer who reports to the Deputy Principal Administration and Finance. The fourth structural change is work structures changes. In TTUC, the work structure is made up of the Council Management and the College Management. The Council management is split into three committees. The Council management works through the Human Resources, the Finance and General Purpose and the Audit committees. All these committees have

their terms of reference and report its deliberations and resolutions to the full Council. The University College management work structures are made up of Academic departments and Administrative and support functions. The Academic function is headed by DP-ARO while the administrative and support functions are headed by DP-AFP. The two deputies report to the College Principal. The other functions which reports directly to the Principal include Internal Audit Department (reports administratively to Principal and functionally to the Audit Committee), Security and Legal Departments. All the departments have work plans and have signed Performance Contract with their supervisors, which is a requirement of all state corporations in Kenya.

## **1.2 Statement of the Problem**

The problem affecting the performance of constituent colleges in Coast province of Kenya in terms of corporate branding, marketing of the programs, development of new teaching programs increasing number of student enrolment could be because of structural changes. These structural changes may include changes in governance structures, human resource systems, operations and organisation or work structures.

As much as these elevation of the tertiary colleges and campuses of public universities to constituent colleges have removed the burden of financing them from their mother university as these constituent colleges, the burden shifts to direct funding by the government through budget allocations. With very few qualified university lecturers in the country, most of these new university colleges either recycles the same lecturers at their mother universities making them either over burdened or reducing the quality of education as these lecturers are not able to cope with large numbers of students. Most of these constituent colleges are located closer to the people hence they have expanded accessibility of university education to most rural areas.

Research on organisational performance dependent on structural changes elements of governance structure, human resources systems, operations and organisation or work structures found out that these affect performance of an organisation, but there are some limitations which this study was researching on. Corporate governance theories assist in the understanding the role of the directors play in contributing to the performance of the organisation they govern. The link between board of directors and firm performance as predicted by the three predominant theories of corporate governance namely agency, stewardship and dependence theories was found that while each theory can explain a particular case, no single theory explain the general pattern of the results, Gavin J. Nicholson, (2007). The researcher concluded by endorsing calls for process oriented approach to both theory and empirical analysis if one is to understand how boards add value. Agency theory concentrates on the links between board independence or leadership structure and various operationalisation of firm performance (Jensen and Meckling, 1976; Fama and Jensen, 1983). Conversely, stewardship theory focuses on the proposition of insiders on the board to investigate links with performance (Donaldson, 1990; Donaldson and Davis, 1991).

Organisation or work structures are formed by different organisational units which are linked to one another. Inside an organisation, learning involves the transfer of knowledge among these different organizational units. Organizational units embedded in such networks are coordinated through processes of knowledge transfer and resources sharing (Gslbraith, 1977; Gresor & Stephens, 1993). This enables organizational units to gain critical competencies that contribute to their competitiveness in the market place. Inter unit links and networks are an important part of learning process in which organizational units discover new opportunities and obtain new knowledge through interacting with another. By linking different units together, a network arrangement provides a flexible learning structure that replaces old hierarchical structures. Organizational units can produce more innovations and enjoy better performance if they occupy central network positions that provide access to new

knowledge developed by other units. This will depend on units' absorptive capacity, or ability to successfully replicate new knowledge. The limitation of corporate governance structures theories is that the results themselves provide theoretical generalisation, in that they are evidence that agency, stewardship and resource dependence theories are not universally applicable and the careful selection of cases ensures replication across many dimensions. The limitations of high performance work systems literature is that it tends to focus rather narrowly on the relationship between such systems and hard indicators of firm performance (Gslbraith, 1977; Gresor & Stephens, 1993).

The study will try to determine the factors affecting performance of constituent colleges in Coast Province of Kenya. It will explore the performance in the constituent colleges as measured by their corporate branding, the marketing of the programs offered by the institutions, the development of new teaching programs, the uniqueness of those new programs developed and finally the increase in number of student enrolment. The study will also explore how performance of the constituent university colleges is affected by governance structure, human resources systems, operations and organisation structures in areas of corporate branding, marketing of the programs offered by the institutions, development of new teaching programs and increase in number of student enrolment.

### **1.3 Objective of the study**

#### **1.3.1 General Objective of the study**

The study will explore the factors affecting the performance of constituent colleges in Coast province of Kenya

#### **1.3.2 Specific Objectives of the study**

The specific objectives of the study include:

- i. To evaluate how the performance of constituent university colleges in Coast province is affected by governance structure.



- ii. To determine how the performance of constituent university colleges in Coast province is affected by changes in human resources systems.
- iii. To examine how the performance of constituent university colleges in Coast province can be impacted by changes in operations.
- iv. To evaluate how the performance of constituent university colleges in Coast province can be affected by changes in work structures.

#### **1.4 Research questions**

The research questions are as follows:

- i. How is the performance of constituent colleges in Coast province affected by changes in governance structures?
- ii. To what extent is the performance of constituent colleges in Coast province affected by changes in human resources system?
- iii. How is the performance of constituent colleges in Coast province affected by changes in operations?
- iv. What is the relationship between the performance of constituent colleges in Coast province and changes in work structures?

#### **1.5 Significance of the study**

At the end of this study, the researcher will expect to determine the effects in changes in governance structures, human resources systems, operations and work structure on the performance of institutions of higher learning and in particular constituent colleges of universities in the Coast province. The study will benefit TTUC, JKUAT, PUC and any other upcoming new universities in Kenya which shall be prepared early in advance given the results of the research outcome of this study. The Commission for University Education (CUE) who monitors the standards of all private and public universities in Kenya will also benefit from the outcome results of the study. The ministries of Education and National

Treasury who are stakeholders in university education will also benefit from the outcome of this research.

### **1.6 Scope of the study**

The scope of the study focused mainly on three public universities at the Coast province, namely The Technical University of Mombasa (in Mombasa County) and Pwani University College (in Kilifi County) which were constituent colleges of Jomo Kenyatta University of Agriculture and Technology (JKUAT) and Kenyatta University respectively and which were recently awarded a university charter under the new University Act, 2012. The third one is Taita Taveta University College (in Taita Taveta County) which was previously a campus of JKUAT. The target will be on staff from all the departments in the university. A 10% sample of the target population was used for this study.

### **1.7 Limitation of the study**

The problems encountered in this study include delays in the return of completed questionnaires, tight work schedule and availability of enough time for data entry, analysis and report writing. Also there was time wasting when the software, SPSS (Statistical Package for Social Sciences) Version 15 crashed when data was already loaded in, requiring installation of another which happened to be of higher version (Version 20).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

In this literature review, the focus was on the organisation and performance and the effects of structural change components or variables of governance structures, human resources systems, operations and organisation or work structure on performance of institutions.

#### 2.2 Theoretical literature review

One of the best-known early theoretical models of development that focused on structural change was formulated by Nobel laureate W.A. Lewis (Todaro and Smith (2006)). Lewis-two-sector model became the work horse during the 1960s and early 1970s. In the Lewis-model, underdeveloped economy consists out of a traditional, overpopulated rural subsistence sector and a high-productivity modern urban industrial sector. Primary focus of the model was on the process of labour transfer and the growth of output and employment in the modern sector. In the Lewis model the line of argument runs: An economy starts with two sectors; a rural agricultural sector and an urban industrial sector. Agriculture generally under-employs workers and the marginal productivity of agricultural labour is virtually zero. Therefore, transferring workers out of agriculture does not reduce productivity in the whole economy. Labour is then released for work in the more productive, urban, industrial sector. Industrialisation is now possible, given the increase in the supply of workers who have moved from the land. Industrial firms start to make profits, which can be re-invested into even more industrialisation, and capital starts to accumulate. As soon a capital accumulates, further economic development can sustain itself (Andreas Sch" afer, 2011)

Criticisms of the Lewis model is that although highly influential at the time, and despite the considerable logic of the Lewis approach, the benefits of industrialisation may be limited because profits may leak out of the developing economy and find their way to developed economies through a

process called capital flight. Capital accumulation may reduce the need for labour in the urban industrial sector. The model assumes competitive labour and product markets, which may not exist in reality. Urbanisation may create problems, such as poverty, squalor and shanty-towns, with unemployment replacing underemployment. The financial benefits from industrialisation might not trickle down to the majority of the population. Assumption of rural surplus labour is generally not valid. Prior to the 1980s in almost all developing countries wages rose substantially, in absolute terms and relative to rural incomes. Diminishing returns in the modern industrial sector are at least debateable. There is increasing evidence for increasing returns, posing special problems for policymaking (Todaro and Smith (2006)).

Structural change can also be generated through (either) factor accumulation and (or) technological progress which affects sectors to a different extent. Hence, structural change can also be induced through the technology side of an economy. Technology based explanation, structural change which is attributed to different growth rates of total factor productivity (TFP) over different sectors and utility based explanation, which requires different income elasticities for different goods. Hence, structural change may result even with equal TFP growth in all sectors. A very recent example for the first channel is the paper by Ngai and Pissarides (2006), Structural Change in a Multi-Sector Model of Growth, American Economic Review. They confirm William Baumol's (1967) claims about structural change who divided the economy in two sectors, a progressive one that uses new technology and a stagnant that uses labour as the only input.

## **2.3 Empirical literature review**

### **2.3.1 Governance structure**

Corporate governance theories assist in the understanding of the role of the directors' play in contributing to the performance of the organisation they govern. According to Sifuna (1998), governance in higher education is said to involve the authority to make decisions about fundamental

policies and practices in several critical areas concerning colleges and universities: their number and location, their mission, their enrolment size, the access of students to their instructional programmes and the access of citizens to other services, degree requirements, the quality standards expected in student performance, the quality of research and public service activities, the freedom available to individual faculty members in their instructional and research activities, the appointment of staff, internal organisational structure, the allocation of available resources to operating and support programmes and financial support. The problem of governance is therefore the location of authority to resolve these issues: internal and external (Millet, 1985).

Corporate collapses, fraud cases, shareholder suits or questionable strategic decisions are attracting attention of the top decision making body of corporation; the board of directors. In an attempt to raise the standards of the corporate governance, “codes of best practices” have been drawn up by several countries, global institutions, and institutional investor organisations and adverse publicity is created for companies with what is seen as ineffective governance systems. The premise for such activism is that good governance means high returns for shareholders, and vice versa. Best practices suggested by the various codes include separating the roles of chief executive officer (CEO) and the chairman; having a balanced board both in terms of skills and competencies, as well as in terms of inside/ outside representation; having defined criteria for director independence; establishing audit and other committees, such as the remuneration, nomination, and strategy committees; having robust and transparent process for director appointment; carrying out effective performance evaluations; linking rewards to performance; and communicating adequately and openly with investors. All these are essentially aimed at improving board independence, transparency and accountability to the company’s shareholders, and its effectiveness in fulfilling both its conformance and performance functions (Grant, 1996). Best practices that have been researched are not strongly associated with higher firm performance. The results of the research study by McKinsey Consultants did not demonstrate the effect

of best practices on firm performance, but rather demonstrated the effects of the investors' perceptions of the existence of best practices on specific measures of performance, the stock prices (Felton, Hudnut and van Heeckeren, 1996, Hawkins, 1997). More rigorous academic research on directors' effects on performance, focusing on board size, outside director representation, director equity, director background and experiences, CEO duality – where CEO also occupies board chair role), board involvement in strategy making, board power, and other board attributes were done, producing mixed results – not lending clear support to any board attributes as being important determinants of organisational performance (Finkeelstein and Hambrick, 1996). The reasons for the mixed result include methodological and conceptual issues. Another study found out that firms with more of outside directors perform worse than other firms; and that firms with a higher proportion of insider directors perform as well as firms with a higher proportion of outside directors (Bhagat and Black, 1999). Wagner, Stimpert and Fubara (1998) carried out meta-analysis of 29 empirical studies and found out that the greater presence of outsiders (non-executive directors) and of insiders are empirically associated with high performance. Studies are too narrow aiming, ignoring other systematic factors to relate board attributes directly to organisational performance. Given the importance of strategic management for organisational performance, it is necessary for studies of governance, as well as boards of directors in carrying out their role, to have a clear strategic focus. This would draw attention to the fact that a director's role is not simply to be a monitoring mechanism over management (as advocated by agency theory); but also to offer expertise and advice (consistent with stewardship theory) and to offer linkages with external resources (consistent with the resource dependence perspective) (Dalton et al., 1999).

### **2.3.2 Human resources systems**

The concept of the Human Resources (HR) systems a strategic asset has implications for both the characteristics and the effects of such a system. Strategic assets are “the set of difficult to trade and

imitate, scarce, appropriable, and specialised resources and capabilities that bestow the firm's competitive advantage" (Amit & Shoemaker, 1993). Unlike capital investment, economic scale, or patents, a properly developed HR system is an "invisible asset" (Itami, 1987) that creates value when it is so embedded in the operational systems of an organisation that it enhances the firm's capabilities. Studies show that there is a link between HR and performance, suggesting that HR decisions do influence value creation. The HR function and the HR system contribute to the implementation of the operating and the strategic objective of firms. This is one of the core roles of HR in an organisation which acts not only as strategic lever that can have economically significant effects on a firm's bottom line, but also as a focus towards value creation. Recent theoretical work in business strategy has given a boost to the prominence of HR in generating sustained competitive advantage. According to the resource based view of the firm (e.g. Barney, 1986, 1991, 1995), firms can develop sustained competitive advantage only by creating value in the way that is rare and difficult for competitors to imitate. Researchers still have much to learn about what constitutes a high performance strategy as studies of the so called high performance work systems vary significantly as to the practice and sometimes even as to whether a practice is likely to be positively or negatively related to high performance. For example, Arthur's (1994) high performance employment system, which he termed a "commitment" system, specifies a low emphasis on variable pay, whereas the high performance employment systems defined by Huselid (1995) and MacDuffie (1995) have strong emphases on variable pay. Another example would be HR strategies that rely on internal promotion and provide access to employee grievance procedures. Huselid (1995) and Pfeffer (1994) described such practices as high performance. Other studies (Arthur, 1994; Ichniowski et al., 1994) have included these practices as elements of more rigid HRM systems often associated with less productive unionized environments. Huselid and Becker (1995) termed these two practices "bureaucratic HR" and found them to have economically and statistically significant, negative effects on firm profitability. Future work on the strategic perspective of HR systems must elaborate on the relationship between a firm's

HR systems and the firm's bottom line or profitability. Unless and until researchers are able to elaborate and test more complete structural models – for example, models including key intervening variables – it will be difficult to rule out alternative casual models that explain observed associations between HR systems and firm performance.

### **2.3.3 Operations**

A company can size extraordinary opportunities only if it is very good at the ordinary operations. – Marcel Telles. An organisation's operations function is concerned with getting things done; producing goods and/ or services for customers. Every organisation has an operations function because every organisation produces some type of products and/ or services. However, not all types of organisation will necessarily call the operations function by this name. An organisation's operations are strategically important precisely because most organisation activity comprises the day-to-day activities within the operations function. It is the myriad of daily actions of operations, when considered in their totality that constitute the organisation's long-term success or even survival. Organisational success is only likely to result if short-term operations activities are consistent with long-term strategic intentions and make a contribution to competitive advantage. Three core functions of any organisation include (i) the marketing (including sales) function which is responsible for communicating the organisation's products and services to its markets in order to generate customer request for service; (ii) the product/ service development function, which is responsible for creating new and modified products and services in order to generate future customer request for service; (iii) the operations function, which is responsible for fulfilling customer requests for service through the production and delivery of product and services. A broad definition of operations views the operations function as comprising all activities necessary for day to day fulfilment of customer request, from sourcing product and services from suppliers and transporting products and services to customers. The broad definition of operations brings within the sphere of operations management the product/ service development, marketing, and



accounting and finance activities. The objective of the operations function is to produce the goods and services required by customers whilst managing resources as efficiently as possible. Slack et al. (2004) argues that there are five operations performance objectives namely; cost – the ability to produce at low cost; quality – the ability to produce in accordance with specification and without error; speed – the ability to do things quickly in response to customer demands and thereby offer short lead times between when a customer orders a product or service and when they receive it. The other objectives are dependability – the ability to deliver product and service in accordance with promise made to customers; flexibility – the ability to change operations. Flexibility can comprise up to four aspects: i) the ability to change the volume of production; ii) the ability to change the time taken to produce; iii) the ability to change the mix of different products or services produced and finally iv) the ability to innovate and introduce new products and services.

**Table 2.1 Operations excellent and competitive factors**

EXCELENT OPERATION PERFORMANCE IN:-	GIVES THE ABILITY TO COMPETE ON:-
1. Cost	Low price
2. Quality	High quality
3. Speed	Fast delivery
4. Dependability	Reliable delivery
5. Flexibility	<ul style="list-style-type: none"> <li>• Frequent new products/ Services</li> <li>• Wide range of products/ Services</li> <li>• Changing the volume of product/ service deliveries</li> <li>• Changing the timing of product/ service deliveries</li> </ul>

Source: (Author, 2013)

Excelling at one or more of these operations performance objectives can enable an organisation to pursue business strategy based on a corresponding competitive factors. It is important to note that the success of any particular business strategy depends not only on the ability of operations to achieve excellence in the appropriate performance objectives, but crucially on customers valuing the chosen competitive factors on which the business strategy is based. Matching operations excellence to customer requirements lies at the heart of any operations based strategy. It is unlikely that any single

organisation can excel simultaneously at all of the five operations performance objectives. Trying to do so is likely to lead to confusion if operations managers pursue different objectives at different times. This lack of clarity is likely to lead to suboptimal performance and result in a failure to excel in any of the operations performance objectives. Consequently, organisations need to choose which performance objectives they will give priority to. This may result in having to trade-off less than excellent performance in one aspect of operations in order to achieve excellence in another. The concept of trade off in operations objectives was first proposed many years ago by Skinner (1969). He argued that operations could not be “all things to all people”. What was needed was to identify a single goal or “task” for operations; a clear set of competitive priorities to act as the objectives. The task would then act as the criterion against which all decisions and actions in operations could be judged.

#### **2.3.4 Work or Organisational structures**

Organizational structure is normally described as the way responsibility and power are allocated, and work procedures are carried out among organizational members (Nahmet al., 2003).

Organizational structure includes the nature of layers of hierarchy, centralization of authority, and horizontal integration. It is a multi-dimensional construct in which concerns work division especially roles or responsibility including specialization, differentiation or departmentalization, centralization or decentralization, complexity; and communication or coordination mechanisms including standardization, formalization and flexibility. The main feature of new organizational structures is the flexibility and the ability to acclimatize to the changing environment (Sakalas and Venskus, 2007), to encourage harmony and collaboration (Goldet al., 2001). Organizational structure has relevant and predictable effect on a wide range of organizations (Csaszar, 2008), organizational form changes have a significant impact on service provision and investments, changes in organizational form affect performance directly (Ciliberto, 2006). The level of centralization or flatness influences the performance outcomes (Teixeira et al., 2008). There is a negative relationship of vertical integration

decisions on performance in the short-term, but greater performance gains over the product life cycle with higher levels of vertical integration in the auto industry (Novak and Stern, 2008). As organizational structure is an important factor in knowledge management, learning organization is impossible to realize without respective organization management structures (Sakalas and Venskus, 2007). Some scholars simulate the influence of interpersonal network structure on organizational-level learning: modest amounts of cross-group linking were associated with higher equilibrium performance levels (Fang et al., 2007). Different kinds of organizational learning relate to performance, the interactions between the practice of intra-organizational learning and the engagement in inter-organizational learning have moderating effects on performance of the contracting organizations (Wong and Cheung, 2008). Social and market learning moderates the relationship between Internationalization and multinational enterprises' performance (Hsua and Pereirab, 2008). Relationship learning is positively related to relationship performance (Lai et al., 2009). Organizational learning in the strategic purchasing units positively influences the cycle time performance in the purchasing process (Hult et al., 2002). Customer- and learning-oriented organizational value system is more likely to develop and improve firm performance (Yilmaz et al., 2005). Learning orientation stimulates the market-oriented behaviour and that it also positively affects the establishment of long-term relationships with strategic clients (Vijande et al., 2005). Knowledge sharing and learning behaviours are positively associated with business process improvement and product and service offerings and they in turn are positively related to organizational performance (Law and Ngai, 2008). Organizational learning influences organizational performance positively, both directly and indirectly through organizational innovation and organizational innovation influences organizational performance positively (Morales et al., 2007).

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

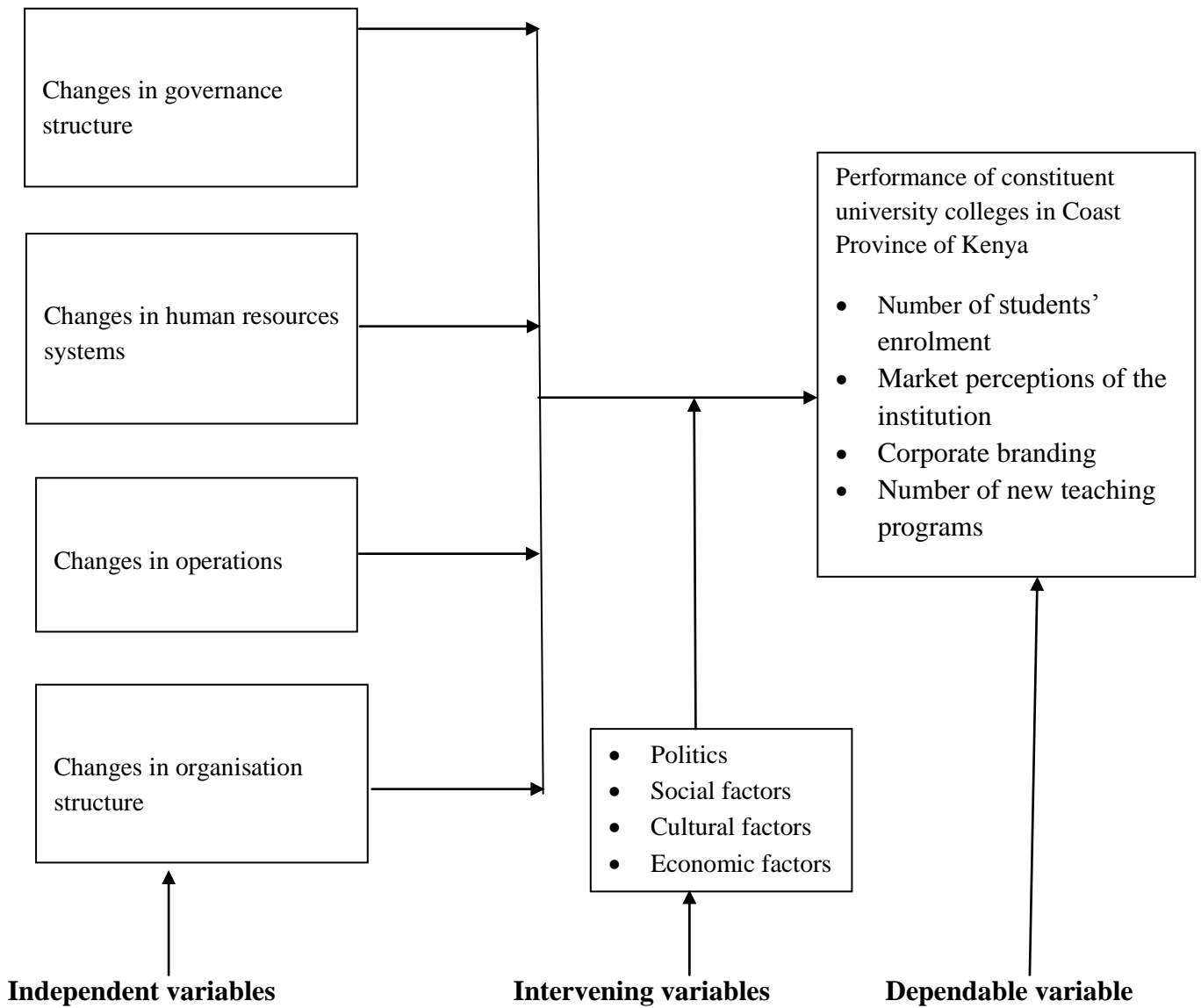
Early theoretical models on structural changes focused on country economic performance improvement. This can be linked to organisational performance. However, criticism on these theories

lead to other development theories which focused on the idea that structural change must occur for economic progress to occur in capitalist economies which are relevant to modern explanations of development and the importance of large service sector as an indicator of development. Structural change can also be induced through the technology side of an economy. Good corporate governance is assumed to bring high returns for shareholders of a company. Codes of best practices for directors of a company recommend separating the roles of CEO and the Chairman, having a balanced board in terms of skills and competences as well as in terms of insider/ outsider representations, having independent directors, establishing audit and other committees, having robust and transparent process for director appointment and carrying effective performance evaluation. However, there was no link found between best practices and firm performance. There was only investor perception of existence of best practices on specific performance measure. There is a link between human resource system and firm performance in that human resources decision influences the value creation of a firm. This is because human resource function and the human resource system contribute to the implementation of the operating and strategic objectives of the firm. An organisation's operations are strategically important precisely because every organisation must produce some types of products and or services, which leads to organisational success in business.

## **2.5 Conceptual framework**

The relationship between structural changes of governance structures, human resource systems, operations and organisation structures on the performance of constituent university colleges at the Coast provinces. This could be conceptualised as shown below.

**Figure 2.1: Conceptual framework**



Source: (Author, 2013)

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter outlines the methodology the researcher used to carry out the study. It covers the research design, the target population and the sampling strategy. It also contains a section on how data was collected and analysed and a section of expected output.

#### 3.2 Research design

In this study, the researcher used descriptive survey design where the researcher posed a series of questions using questionnaire to willing participants and summarised their responses with percentages and frequency counts using SPSS. The researcher then drew inferences about the population of staff from constituent university colleges from Coast province of Kenya from the responses of the sample.

#### 3.3 Target population

The population of interest was all the constituent colleges and recently upgraded University College in Coastal area of Kenya which are Taita Taveta University College, Pwani University College and Technical University of Mombasa. In each institution, data was obtained randomly from staff in various departments. The population of staff is about one hundred and fifty staff in Taita Taveta University College, three hundred and fifty in Pwani University College and about six hundred and thirty staff in Technical University of Mombasa.

**Table 3.1: Target population**

Item#	University	Population frequency	Percentage %
1	Taita Taveta University College (TTUC)	150	13.3
2	Pwani University College (PUC)	350	31.0
3	Technical University of Mombasa (TUM)	630	55.7
	<b>TOTAL</b>	<b>1,130</b>	<b>100</b>

Source: (Author, 2013)

### 3.4 Sampling design

A sample size of 10% of staff was taken from the above target population of 1, 130 staff from the three University colleges. To ensure fair representation and generalization of findings to the general population, probability sampling techniques was used. The choice of 10% for staff is considered adequate and representative because, according to Kothan (2002), a representative sample is one that is at least 10% of the population of interest. This was done as indicated in the table below:

**Table 3.2: Sample design**

Item#	Department	Population frequency	Sample ratio	Sample Size
1	Taita Taveta University College (TTUC)	150	0.1	15
2	Pwani University College (PUC)	350	0.1	35
3	Technical University of Mombasa (TUM)	630	0.1	63
	TOTAL	1,130	0.1	113

Source: (Author, 2013)

### 3.5 Sampling technique

The researcher used a probability sampling in data collection where every member of the population is given an equal chance to appear in the final sample that is drawn. A simple random sampling was used where the sample was obtained and a simple random sample drawn in which members of the population had an equal chance of being sampled. The chance of members of the population to be picked in the sample was 10% of the total population size.

### 3.6 Data collection instruments

The researcher collected data by administering a questionnaire. The questionnaire use structured questions, consisting of thirty (30) questions divided into five sections “A”, “B”, “C”, “D” “E” and “F”. Section “A” consisted of three questions on general information of the respondents. Section “B” has six questions covering questions on performance of constituent colleges while “C”, “D”, “E” and “F” consists of five, six, five and five questions respectively covering the first, second, third and fourth research questions respectively. The questionnaire has both open ended and closed questions on issues related to the problems. For the close ended type questions, the respondent was asked to mark the

appropriate box matching the correct answer. For the open ended type questions, the responded was required to give opinions. A pilot study was also done to check on the relevance of the instruments.

### **3.7 Reliability and validity of data collection**

To ensure reliability of the instrument used for data collection to ensure the instrument yields the same results on repeated trials, the researcher did a retest method in which the same test was given to the same people after a period of time and then test the reliability of the instrument by examining the consistency of the responses between the two tests.

For the validity, the researcher used a well designed instrument for data collection to provide good grounds for testing the research questions or answering the research questions. The researcher had adequate plan of procedure for data collection and analysis in order to evaluate a particular theoretical perspective accurately and purposefully.

### **3.8 Data analysis and presentation**

In this study, the researcher used both descriptive and inferential statistics to analyse the results and draw conclusions. Descriptive statistics was used to summarize data in a more meaningful way, which allows simpler interpretation of the data. The researcher was able to determine measures of central tendency, describing the central position of a frequency distribution for a group of data using SPSS, using a number of statistics, including the mode, median, mean and standard deviation. The researcher was also able to determine the measure of spread of the group of data. The measures of spread will help to summarize how spread out these scores on the group of data are, using a number of statistics, including the range, quartiles, absolute deviation, variance and standard deviation. In using descriptive statistics, the researcher summarized the group of data using a combination of tabulated description (i.e., tables), graphical description (i.e., graphs and charts) and statistical commentary (i.e., a discussion of the results).



In data analysis of answering objective questions, the researcher used inferential statistics of regression analysis form to make a predictions or inferences about the population from observations and analyses of the sample taken. My regression analysis has more than one independent variable, and the regression equation was in the form:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where Y = Dependable variable, organisational performance

$\alpha$  = Constant

$X_1, \dots, X_4$  = independent variables, governance structure, human resource systems, operations and work structures;

$\beta_1, \dots, \beta_4$  = Coefficient of independent variables

$\epsilon$  = Error term

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

#### **4.1 Introduction**

The main objective of the study was the factors affecting the performance of constituent university colleges in Coast province of Kenya.

##### **4.1.1 Response rate**

The study targeted to collect data from 113 respondents drawn from staff in constituent university colleges from Coast province, namely Taita Taveta University College, Pwani University College and Technical University of Mombasa in order to study the factors affecting the performance of constituent university colleges in Coast province of Kenya. However, 140 questionnaires were distributed, 70 to TUM, 40 to PUM and 30 to TTUC. A total of 102 questionnaires were successfully completed and returned, making a response rate of 72.85%. This is considered higher response rates which assure more accurate survey results (Aday 1996; Babbie 1990; Backstrom and Hursh 1963; Rea and Parker 1997). The high response was due to more time given to the respondents to return the questionnaires and also getting staff from these university colleges to help in distribution and collection thereafter of the questionnaires.

##### **4.1.2 Reliability analysis**

The reliability of the questionnaire was done using the some few responded questionnaires from one University Colleges selected randomly. The test was to seek answers to the question; does the questionnaire consistently measure whatever it measures? Data collected was analyzed using SPSS (Statistical Package for Social Sciences). The reliability coefficient (alpha) of 0.802 for all variables was achieved, which represents that the questionnaire had near total absence of errors as shown in the tables below.

**Table 4.1: Reliability Analysis**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		Number	%
Cases	Valid	51	98.1
	Excluded <sup>a</sup>	1	1.9
	Total	52	100.0

*a. Listwise deletion based on all variables in the procedure.*

**Reliability Statistics**

Cronbach's Alpha	N of Items
0.802	30

**4.2 Demographic information**

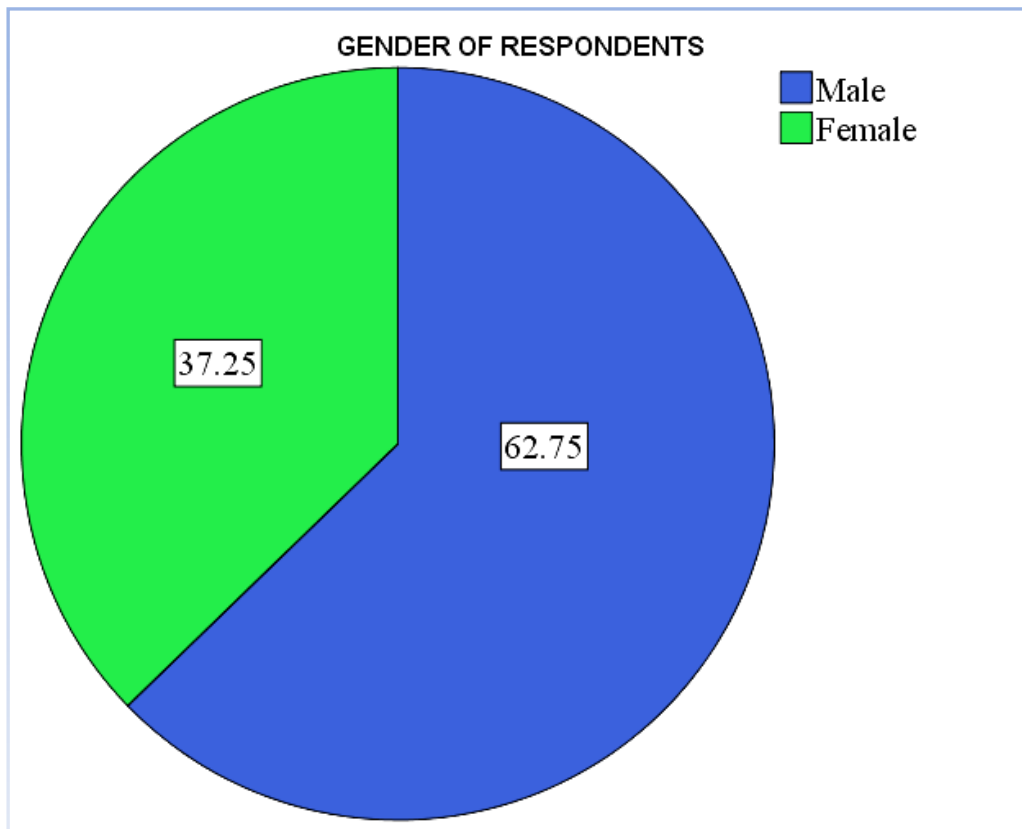
Demographic information is designed to help survey researchers to determine what factors influence respondent's answers, interests, and opinions. Asking a respondent what their highest level of education completed is a demographic question asked in surveys. Respondents who completed a degree at a college or university may answer questions differently than those whose education ended in high school.

**4.2.1 Gender of the respondents**

In this study, the researcher sought to find out the gender of the respondents.

**Table 4.2: Gender of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	62.7	62.7	62.7
	Female	38	37.3	37.3	100.0
	Total	102	100.0	100.0	



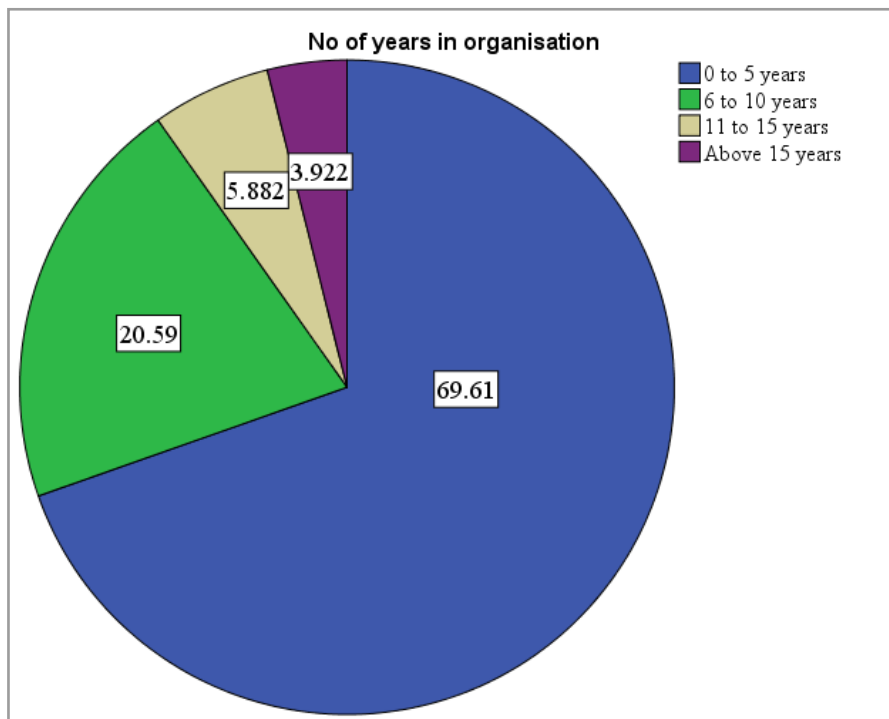
**Figure 4.1: Gender of respondents**

In this research, 62.75% or 64 of the respondents were male while 37.25% or 34 of the respondents were female. This is closer to the gender balance requirement as enshrined in Kenya constitution which requires that one third to be female. This implies the gender equality was observed when choosing the respondents.

#### **4.2.2 Number of years respondents have served in the institution**

**Table 4.3: No of years respondents have served in the institution**

	Frequency	Percent	Valid Percent	Cumulative Percent
0 to 5 years	71	69.6	69.6	69.6
6 to 10 years	21	20.6	20.6	90.2
Valid 11 to 15 years	6	5.9	5.9	96.1
Above 15 years	4	3.9	3.9	100.0
Total	102	100.0	100.0	



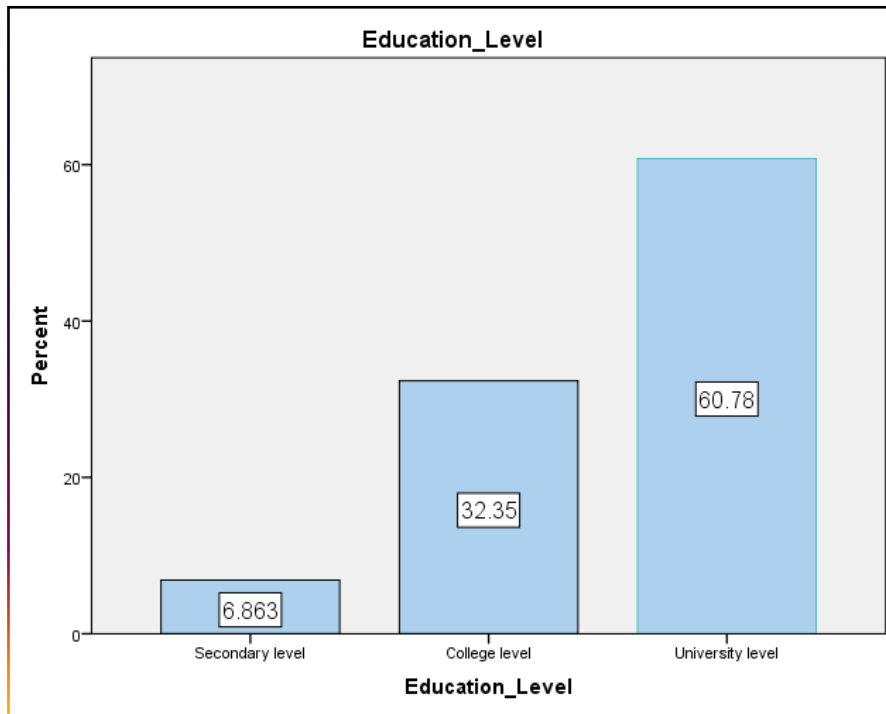
**Figure 4.2: Number of years respondents have served in the institution**

From the research findings, 69.61% of the respondents have served in their institution for between 0 to 5 years, 20.59% have served between 6 to 10 years. The respondents representing 5.88% have served between 11 to 15 years while only 3.92% have served above 15 years in the institution where they are working. This implies that most of the workers in these constituent university colleges were recently employed.

#### 4.2.3 Highest level of education attained by the respondents

**Table 4.4: Level of education attained by respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Secondary level	7	6.9	6.9	6.9
College level	33	32.4	32.4	39.2
University level	62	60.8	60.8	100.0
Total	102	100.0	100.0	



**Figure 4.3 Level of Education attained by respondents**

The study established that 60.78% of the respondents have attained university level of education, 32.35% have attained college level of education and only 6.86% have attained secondary level of education. This implies that the respondents understood well the questionnaires, given their high percentage with high level of education at college and university level.

### **4.3 Performance of constituent colleges in Coast province measured using specific parameters**

#### **4.3.1 Corporate Branding of the institution as a measure of performance**

**Table 4.5: Corporate Branding as a measure of performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
I do not know	2	2.0	2.0	2.0
Brand not known	4	3.9	3.9	5.9
Valid Brand very little know	49	48.0	48.0	53.9
Brand very well known	47	46.1	46.1	100.0
Total	102	100.0	100.0	

From the study of the performance of constituent colleges in Coast province, 46.1% of the respondents rated their institution brand name is well known, 48% saying that very little is known about their brand

name, 3.9% said their brand name is not known and 2% said they did not know about their brand name.

#### 4.3.2 Marketing of teaching programs as a measure of performance

**Table 4.6: Marketing of teaching programs as a measure of performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do not know	10	9.8	9.8	9.8
	No	22	21.6	21.6	31.4
	Yes	70	68.6	68.6	100.0
	Total	102	100.0	100.0	

From the study, 68.6% of the respondent confirmed that their institution market teaching programs to their potential customers, 21.6% of the respondent saying their institution do not market their programs while 9.8% of the respondent do not know if marketing is done or not.

#### 4.3.3 Development of new teaching programs as a measure of performance

**Table 4.7: Development of new teaching programs as a measure of performance**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I do not know	11	10.8	10.9	10.9
	No	20	19.6	19.8	30.7
	Yes	70	68.6	69.3	100.0
	Total	101	99.0	100.0	
Missing	System	1	1.0		
Total		102	100.0		

From the study, 68.6% of respondents confirmed that their institution developed new teaching programs since they were elevated to its new status of constituent college/ full charter, 19.6 of the respondents saying their institutions have not developed new programs, while 10.8% said they do not know. There was one non-responsive.

#### 4.3.4 Uniqueness of the new programs developed

**Table 4.8: Uniqueness of new teaching programs developed as a measure of performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	14	13.7	13.7	13.7
I do not know	13	12.7	12.7	26.5
Valid No	29	28.4	28.4	54.9
Yes	46	45.1	45.1	100.0
Total	102	100.0	100.0	

From the study, 45.1% of the respondents said the new programs developed were unique from that offered by competition, 28.4% said they were not. The respondents who did not know about the uniqueness of the new programs developed were 12.7% and 13.7 were non-responsive.

#### 4.3.5 Student enrolment as a measure of performance

**Table 4.9: Increase in number of students' enrolment as a measure of performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	1	1.0	1.0	1.0
I do not know	3	2.9	2.9	3.9
Valid No	12	11.8	11.8	15.7
Yes	86	84.3	84.3	100.0
Total	102	100.0	100.0	

From the study, 84.3% of the respondents confirmed that student enrolment increased since their institutions were elevated to the new status of constituent colleges/ charter, 11.8% said the student enrolment had not increased, with 2.9% saying they do not know. Non-response was 1%.

#### 4.3.6 Other factors considered as measure of performance

In this study some of the thematic responses considered that performance of constituent colleges in coast province can also be measured by the performance of students in the job market compared to other universities, the availability of sufficient student accommodation facilities, collaboration with



other institutions, research carried out by the institution, sponsorship given to students and the national and global ranking of the institution.

#### 4.4 How performance of constituent colleges is affected by governance structures

##### 4.4.1 Governance structures in branding of the institution

**Table 4.10: Governance structures in corporate branding and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	2	2.0	2.0	2.0
I do not know	6	5.9	5.9	7.8
Valid No	26	25.5	25.5	33.3
Yes	68	66.7	66.7	100.0
Total	102	100.0	100.0	

In this study, 66.7% of the respondents think that management of their institution is putting some effort to promote corporate branding, while 25.5% think the management is not put much effort. Those who do not know are 5.9% of the respondents while 2% were non-responsive.

##### 4.4.2 Governance structures in marketing of the institution programs

**Table 4.11: Governance structures in marketing and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	4	3.9	3.9	3.9
I do not know	9	8.8	8.8	12.7
Valid No	7	6.9	6.9	19.6
Yes	82	80.4	80.4	100.0
Total	102	100.0	100.0	

From the study, 80.4% of the respondents agree that their institutions' management has authority to make decisions on the marketing of its programs to potential customers while 6.9% do not agree. Those who do not know were 8.8% of the respondents while 3.9% were non-responsive.

#### 4.4.3 Governance structures in developing new teaching programs

**Table 4.12: Governance structures in developing new programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	2	2.0	2.0	2.0
I do not know	7	6.9	6.9	8.8
Valid No	11	10.8	10.8	19.6
Yes	82	80.4	80.4	100.0
Total	102	100.0	100.0	

From the study, 80.4% of the respondents agree that their institution’s management is involved in making decisions concerning the development and introduction of new teaching programs while 10.8% disagree. Some 6.9% of the respondents however do not know, while 2% was non-responsive.

#### 4.4.4 Governance structure in increase in number of student enrolment

**Table 4.13: Governance structure in increasing number of student enrolment and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	4	3.9	3.9	3.9
I do not know	11	10.8	10.8	14.7
Valid No	15	14.7	14.7	29.4
Yes	72	70.6	70.6	100.0
Total	102	100.0	100.0	

From the study, 70.6% of the respondents agree that management is involved in making decisions concerning the development and introduction of new teaching programs in their institution while 14.7% disagree with that. Some 10.8% of the respondents however do not know, while 3.9% was non-responsive.

#### 4.4.5 Other governance structures factors considered as a measure of performance

Some other factors considered as measure of performance under governance structure include how much influence in their decision the constituent college get from mother university, the extent to which

top management involve other staff in decision making process and the extent of training of top management in corporate governance.

#### 4.5 How performance of constituent colleges is affected by the Human Resources Systems

##### 4.5.1 Importance of human resource systems

**Table 4.14: Importance of human resource systems to meet organisations objectives**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	3	2.9	2.9	2.9
I do not know	2	2.0	2.0	4.9
I strongly disagree	1	1.0	1.0	5.9
Valid I do not agree	3	2.9	2.9	8.8
I somehow agree	20	19.6	19.6	28.4
I strongly agree	73	71.6	71.6	100.0
Total	102	100.0	100.0	

From the study, 71.6% of the respondents strongly agree that good human resource systems will contribute to the institution’s implementation of its operating and strategic objectives, with 19.6% of the respondents somehow agreeing to this fact. Only 2.9% do not agree with this fact, while 1% of the respondents strongly disagree. Non responsive was 2.9% while 2% do not know.

##### 4.5.2 Human resource systems in carrying out brand awareness of the institution

**Table 4.15: Human resource systems dealing with brand awareness and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	5	4.9	4.9	4.9
I do not know	18	17.6	17.6	22.5
Valid No	30	29.4	29.4	52.0
Yes	49	48.0	48.0	100.0
Total	102	100.0	100.0	

From the study, 48% of the respondents agree that their institutions have staff with skills and experience to carry out brand awareness, with 29.4% disagreeing. There was a 4.9% non-responsive and 17.6% of the respondents who do not know about this fact.

### 4.5.3 Human resource systems in carrying out marketing of programs

**Table 4.16: Human resource systems dealing with marketing of programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	3	2.9	2.9	2.9
I do not know	15	14.7	14.7	17.6
Valid No	26	25.5	25.5	43.1
Yes	58	56.9	56.9	100.0
Total	102	100.0	100.0	

From the study, 56.9% of the respondents agree that their institutions have staff with skills and experience to carry out marketing of the teaching programs while 25.5% disagree. Some 14.7% however did not know about this fact, with 2.9% non responsive.

### 4.5.4 Human resource systems in development of new teaching programs

**Table 4.17: Human resource systems dealing with development of new teaching programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	4	3.9	3.9	3.9
I do not know	10	9.8	9.8	13.7
Valid No	10	9.8	9.8	23.5
Yes	78	76.5	76.5	100.0
Total	102	100.0	100.0	

From the study, 76.5% of the respondents agree that their institutions have staff with skills and capabilities to develop new teaching programs, while only 9.8% disagreed. Also 9.8% of the respondents did not know about this fact, while 3.9% were non responsive.

#### 4.5.5 Human resource systems in dealing with increase in number of student enrolment

**Table 4.18: Human resource systems dealing with increase in number of student enrolment and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	3	2.9	2.9	2.9
I do not know	9	8.8	8.8	11.8
Valid No	25	24.5	24.5	36.3
Yes	65	63.7	63.7	100.0
Total	102	100.0	100.0	

From the study, 63.7% of the respondents agree that their institutions have staff with skills and experience to deal with increase in the number of student enrolment while 24.5% of the respondents disagree. Some 8.8% of the respondents did not know about this fact while 2.9% were non-responsive.

#### 4.5.6 Other human resource systems factors considered as measure of performance

Some other factors considered by the respondents as measure of performance under human resources systems are the shared values and culture of the mother university, the number of experienced staff, especially the teaching professors in academic division, the existence of staff development programs/ scholarships for staff, proper placement of staff according to their skills and qualifications, having proper human resources experts in the departments and being an equal opportunity employer.

### 4.6 How performance of constituent colleges is affected by its operations

#### 4.6.1 Operation functions in brand awareness

**Table 4.19: Operations function in brand awareness and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	24	23.5	23.5	29.4
Valid No	31	30.4	30.4	59.8
Yes	41	40.2	40.2	100.0
Total	102	100.0	100.0	

From the study, 40.2% of the respondents agreed that their institutions have an operation function dealing with branding while 30.4% of the respondents disagreed. Another 23.5% of the respondents did not know if their organization had an operation function dealing with branding of the institution, while 5.9% were non-responsive.

#### 4.6.2 Operation functions in marketing of programs

**Table 4.20: Operations function in marketing of programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	15	14.7	14.7	20.6
Valid No	28	27.5	27.5	48.0
Yes	53	52.0	52.0	100.0
Total	102	100.0	100.0	

From the study, 52% of the respondents agree that their institution has an operation function dealing with the marketing of the teaching programs while 27.5% disagree. The respondents who do not know about this fact are represented by 14.7% while 5.9% were no responsive.

#### 4.6.3 Operation functions in developing new teaching programs

**Table 4.21: Operations function in development of new teaching programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	12	11.8	11.8	17.6
Valid No	21	20.6	20.6	38.2
Yes	63	61.8	61.8	100.0
Total	102	100.0	100.0	

From the study, 61.8% of the respondents agree that their institution has an operation function dealing with the development of new teaching programs while 20.6% of the respondents disagree. Some 11.8% of the respondents do not know about this fact, while 5.9% were non-responsive.

#### 4.6.4 Operation functions in increasing number of student enrolment

**Table 4.22: Operations function in increasing number of student enrolment and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	14	13.7	13.7	19.6
Valid No	22	21.6	21.6	41.2
Yes	60	58.8	58.8	100.0
Total	102	100.0	100.0	

From the study, 58.8% of the respondents agree that their institution has an operation function to implement plans to increase the number of student enrolment while 21.6% disagree to this. Some 13.7% of the respondents do not know about this fact, while 5.9% were non-responsive.

#### 4.6.5 Other operations factors considered as measure of performance

The respondents gave other factors like coordination of department operations, existence of operations policies, and level of bureaucracy in operations as other measures of performance.

### 4.7 How performance of constituent colleges is affected by its organisation structures

#### 4.7.1 Organization structure in corporate branding

**Table 4.23: Organisation structure in corporate branding and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	21	20.6	20.6	26.5
Valid No	24	23.5	23.5	50.0
Yes	51	50.0	50.0	100.0
Total	102	100.0	100.0	

From the study, 50% of the respondents agree that their organization have organization structures to deal to corporate branding while 23.5% disagree. Some 20.6% of the respondents do not know about this fact while 5.9% were non-responsive.

#### 4.7.2 Organization structure in marketing of programs

**Table 4.24: Organisation structures in marketing of programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	29	28.4	28.4	34.3
Valid No	17	16.7	16.7	51.0
Yes	50	49.0	49.0	100.0
Total	102	100.0	100.0	

From the study, 49% of the respondents agree that their institutions have organization structures to deal with the marketing of their institutions’ programs while 16.7% disagree. Some 28.4% of the respondents said they do not know about this fact while 5.9% were non responsive.

#### 4.7.3 Organization structure in developing new teaching programs

**Table 4.25: Organisation structures in developing new teaching programs and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	21	20.6	20.6	26.5
Valid No	14	13.7	13.7	40.2
Yes	61	59.8	59.8	100.0
Total	102	100.0	100.0	

From the study, 59.8% of the respondents agree that their institutions have organisation structures to deal with the development of new teaching programs while 13.7% disagreed. Some 20.6% of the respondents did not know about this fact while 5.9% were non-responsive.



#### 4.7.4 Organization structure in increasing number of student enrolment

**Table 4.26: Organisation structures in increasing number of student enrolment and performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	6	5.9	5.9	5.9
I do not know	22	21.6	21.6	27.5
Valid No	18	17.6	17.6	45.1
Yes	56	54.9	54.9	100.0
Total	102	100.0	100.0	

From the study, 54.9% of the respondents agree that their institutions have organisation structures to help in the implementation of plans to increase the number of student enrolment while 17.6% disagree. Some respondents accounting for 21.6% did not know about this fact, while 5.9% were non responsive.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter will present the summary of the research findings, major conclusions drawn from the research findings and recommendations derived from the conclusions for practice or improvement and for further studies.

#### **5.2 Summary of findings**

The study found out that performance of constituent university colleges in Coast province can mainly be measured by the number of increase in student enrolment which is mainly influenced by the marketing of the institution's programs and also development of new teaching programs. Other factor which may be considered to measure performance include the performance of students in the job market compared with other universities, the availability of sufficient student accommodation facilities, collaboration with other institutions, research carried out by the institution, sponsorship given to students and the national and global ranking of the institutions. The study also confirmed the existence of governance structures, human resource systems, operations functions and organisation structures influencing the performance of the institutions in the categories mentioned above in different levels.

##### **5.2.1 Performance of constituent colleges measured using specific parameters**

The study established that increase in number of student enrolment, followed by the development of new teaching programs and then marketing of the institutions program when present in constituent colleges in Coast province, this would be considered as good performance. Corporate branding does not count very much, probably because these institutions are government own.

### **5.2.2 Performance of constituent colleges and governance structures**

The study revealed the importance of governance structures which was seen by its existence in all the parameters used in the measure of performance, namely corporate branding, marketing of programs, development of new programs and in increasing the number of student enrolment.

### **5.2.3 Performance of constituent colleges and human resource systems**

The study found out that human resource systems are considered highly to contribute to institution meeting their objectives. The existence of staff with skills, experience and capabilities in those categories used in the measure of performance like corporate branding, marketing of programs, development of new teaching programs and increase in student enrolment affected the performance of the constituent colleges.

### **5.2.4 Performance of constituent colleges and operation functions**

The study found out that existence of operations functions mostly in marketing of programs; development of new teaching programs and in increasing number of student enrolment affected the intuitions positively in these areas. Lack of operation function to deal with corporate branding can be explained by the fact that these institutions are mostly owned by the government.

### **5.2.5 Performance of constituent colleges and organisation structures**

The study revealed the existence of organisation structure in corporate branding, marketing of the programs, development of new teaching programs and increase in student enrolment which implies that they affects the rating of good performance in these areas.

## **5.3 Conclusion**

The findings of this study confirmed that performance of constituent colleges as measured by their corporate branding, the marketing of the programs offered by the institutions, the development of new

teaching programs, and the increase in number of student enrolment is affected by governance structure, human resources systems, operations and organisation structures these areas.

The study also revealed other areas which can be considered as measures of performance of constituent colleges. These are the performance of students in the job market compared to other universities, the availability of sufficient student accommodation facilities, collaboration with other institutions, research carried out by the institution, sponsorship given to students and the national and global ranking of the institution.

The study also found out that some other factors can be considered as measure of performance under governance structure. These includes how much influence in their decision the constituent college get from mother university, the extent to which top management involve other staff in decision making process and the extent of training of top management in corporate governance.

Some other factors were also found in the study which can be considered as measure of performance under human resources systems. These are the shared values and culture of the mother university, the number of experienced staff, especially the teaching professors in academic division, the existence of staff development programs/ scholarships for staff, proper placement of staff according to their skills and qualifications, having proper human resources experts in the departments and being an equal opportunity employer.

The study also found out other factors in operations like the coordination of department operations, existence of operations policies, and level of bureaucracy in operations as other measures of performance.

#### **5.4 Recommendations**

The recommendation to the stakeholders in higher education, including TUM, PUC and TTUC amongst others is that they should consider the governance structure, human resources systems, operations and organisation structures when considering expansions to constituent colleges. These can be focused mainly in areas of corporate branding, marketing of programs, development of new programs and in increasing the number of student enrolment, which shall contribute to the successful performance of the institutions. Other areas to be considered include the performance of students in the job market compared to other universities, the availability of sufficient student accommodation facilities, collaboration with other institutions, research carried out by the institution, sponsorship given to students and the national and global ranking of the institution.

#### **5.5 Suggestion for further research**

A similar study could be carried out in constituent university colleges in other provinces in Kenya to find out if the same results will be obtained. In the suggested further research, the additional criteria for measure of performance of constituent university colleges may be included to explore their effects on performance.

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## APPENDICES

### Appendix 1: Questionnaire

This survey instrument was developed to capture data on the factors affecting performance of constituent colleges in Coast province of Kenya. The data obtained from this exercise will be used solely for a research project for fulfilment of the requirements of Master degree in Business Administration, School of Business, at Kenyatta University. Your institution has been identified as a key respondent. In this regard, you are kindly requested to participate in this survey.

**PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING  THE RELEVANT BLOCK OR WRITING DOWN YOUR ANSWER IN THE SPACE PROVIDED.**

This survey is anonymous, and the results will be aggregated for analysis purposes.

### SECTION A

#### GENERAL INFORMATION

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1. Gender

Male                       Female

2. No of years served in the institution

0 to 5 years     5 to 10 years       10 to 15 years       over 15 years

3. Highest education attained

Primary Education     Secondary Education     College level       University

Others .....



**SECTION B**

**This section of the questionnaire explores the performance of constituent colleges in Coast province**

*The performance here is measured by the corporate branding of the institution, the marketing of the programs offered by the institution, the development of new teaching programs, the uniqueness of the new programs developed and the increase in number of student enrolment.*

4. How would you rate your institution corporate branding?

- Very well known brand name                       Very little known brand name
- Not known brand name                                       I do not know about the brand name

5. Does your institution do marketing of the teaching programs to its potential customers?

- Yes                       No                       I do not know

6. Has your institution developed any new teaching programmes since it was elevated to its new status?

- Yes                       No                       I do not know

7. If yes to question 6, are the new programs developed unique from that offered by competition?

- Yes                       No                       I do not know

8. Has the number of student enrolment increased since your institution was elevated to its new status?

- Yes                       No                       I do not know

9. In your opinion, which other criteria would you measure performance of your institution besides the above stated? .....

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**SECTION C**

**This section of the questionnaire explores how the performance of constituent colleges in Coast Province is affected governance structures.**

*Governance in higher education is said to involve the authority to make decisions about fundamental policies and practices in several critical areas concerning the colleges/ universities.*

10. Do you think your institution management is putting any effort to promote the corporate branding of the institution?

- Yes                       No                       I do not know

11. Does your institution management have authority to make decisions on the marketing of its programs to potential customers?

- Yes                       No                       I do not know

12. Is your institution management involved in making decisions concerning the development and introduction of new teaching programs?

- Yes                       No                       I do not know

13. Is your institution management involved in making decisions concerning the increase in number of student enrolment?

- Yes                       No                       I do not know

14. In your own opinion, in which other way do you think the performance of your institution is affected by its governance structure? .....

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**SECTION D**

**This section of the questionnaire explores how performance of constituent colleges in Coast Province is affected by the human resource systems.**

*A properly developed HR system is an “invisible asset” that creates value when it is so embedded in the operational systems of an organisation.*

15. Do you agree that a good human resource system will contribute to the institution’s implementation of its operating and strategic objective?

- I strongly agree       I somehow agree       I do not agree  
 I strongly disagree       I do not know

16. Does your institution have staff with skills and experience to carry out brand awareness of your institution?

- Yes       No       I do not know

17. Does your institution have staff with skills and experience to carry out marketing of your programs?

- Yes       No       I do not know

18. Does your institution have staff with skills and the capabilities to develop new teaching programs?

- Yes       No       I do not know

19. Does your institution have staff with skills and experience to deal with increase in the number of student enrolment?

- Yes       No       I do not know

20. In your own opinion, in which other way do you think the performance of your institution is affected by its human resources system? .....

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**SECTION E**

**This section of the questionnaire explores how the performance of constituent colleges in Coast Province is affected by its operations.**

*Each organisation has an operations function which is concerned with getting things done for example producing goods and/ or services for customers, marketing (including sales), and financing function among others.*

21. Does your institution have an operation function dealing with the branding of your institution?

- Yes                       No                       I do not know

22. Does your institution have an operation function dealing with the marketing of your programs?

- Yes                       No                       I do not know

23. Does your institution have an operation function dealing with the development of new teaching programs?

- Yes                       No                       I do not know

24. Does your institution have an operation function to implement plans to increase the number of student enrolment?

- Yes                       No                       I do not know

25. In your own opinion, in which other way do you think the performance of your institution is affected by its operations? .....

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**SECTION F**

**This section of the questionnaire explores the relationship between the performance of constituent colleges in Coast Province and its organisation structures.**

*Organizational structure is normally described as the way responsibility and power are allocated, and work procedures are carried out among organizational members.*

26. Does your institution have organisation structures to dealing with corporate branding of the institution?

- Yes                       No                       I do not know

27. Does your institution have organisation structures to deal with the marketing of the institution programs?

- Yes                       No                       I do not know

28. Does your institution have organisation structures to dealing with the development of new teaching programs?

- Yes                       No                       I do not know

29. Does your institution have organisation structures to help in the implementation of plans to increase the number of student enrolment?

- Yes                       No                       I do not know

30. In your own opinion, in which other way do you think the performance of your institution is affected by its organisation structures? .....

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