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Abstract

Interest in creating high performance organizations (HPOs) has been growing at the Kenyan Coast and managers have been looking into practices that will help them elevate organizational performance. These organisations include Universities. Due to the changes and challenges that face the entire education system in the world, the quality of university education is a high profile issue. This research examined the effect of the high performance organizations framework in the Kenyan Coast context, particularly in the chartered public universities. The goal of the study was to evaluate whether this framework could be applied in the Kenyan Coast context and hence help improve performance of these universities. The study was based at Technical University of Mombasa, Pwani University and Taita Taveta University. Stratified random sampling technique was applied and Slovin's formula was used to arrive at the desired sample size. The research instrument used in data collection was a questionnaire which was given to the sampled population of the workers. Only one variable had a score above 80%. The model statistically significantly predicted university performance $F (5, 29) = 6.888$, $p (.000) < .05$, $R^2 = 0.543$. Out of the five variables, only Continuous Improvement added statistically significantly to the prediction, $p (.025) < .05$. Individually, Technical University of Mombasa had a higher score in university performance than Taita Taveta University, even though the score was below 70%. The overall high performance organizations score (66.10%) was below the 85% score for an accepted high performance organization. This study fills the gap between high performance organizations framework and chartered public universities at the Kenyan Coast, highlighting key areas that needs improvement, to make these universities high performance organizations.

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Keywords: *High Performance Organization Framework, Management Quality, Long-term Orientation, Continuous Improvement and Renewal, Workforce Quality.*

1.1 Introduction

According to the Commission for Higher Education (CHE) handbook (2011), public universities in Kenya are recognized through institutional acts of parliament while private universities are allowed to be established under Universities Act (Rev.2012), Part IV. The Commission for Higher Education (CHE), was renamed Commission for University Education (CUE) by an Act of Parliament, the Universities Act No. 42 of 2012. As service providers, all public universities in Kenya receive capitation from the government each year and are mandated to offer academic programmes ranging from certificate to degree courses.

In the Kenyan Vision 2030, education and training is anticipated to be the main driver in the direction of fulfilment of the social pillar. The Vision states unlimited importance on the connection concerning learning, instructing and the job opportunities plus the importance to generate industrial abilities and proficiencies. Thus, there is boundless dependence on education and training to generate a viable group of greatly skilled workers who will strengthen the countrywide determination of being a knowledge-based economy (Mukhwana, Oure, Kiptoo, Kande, Njue, Too & Some, 2016).

In their conclusion, World Bank (2019) states that, upgrading the quality and significance of Kenyan public universities will necessitate a mish mash of involvements which include; finer planning of arriving students, improved requirements of teaching staff, pioneering curricular and scholastic practices, closer associations to employers, and improved internationalization. Furthermore, Kagondi and Marwa (2017) concludes that, there is need for the government to strengthen the implementation and accountability mechanisms of the internal quality assurance practices in Kenyan public universities in order to create a culture of continuous improvement.

The universities under study were Technical University of Mombasa (TUM), Pwani University (PU) and Taita Taveta University (TTU). These universities are relatively young, given that since they were awarded their respective charters, none of them is more than ten years old. Accordingly, TUM's vision is to transform the institution into a Technical University of global excellence in advancing knowledge, science and technology. On its core mandate, TUM strives to endeavour to institutionalize and inculcate values fostering strong corporate culture while promoting quality service delivery, cohesion in the diverse community and achieving the targeted goals (TUM website, 2020).

On the other hand, PU's vision is to be a world class university in socio-economic and technological advancements, while its core mandate is to advance standard education, training, research, outreach and chances for the transformation for the development of the individual and society (PU website, 2020). As for TTU, its vision is to be a leading university in education, training, research, innovation and community outreach for continual success. Its mission is to breed leaders and professionals in engineering, science and entrepreneurship through skill initiation, distribution and implementation of socio-economic progress (TTU website, 2020).

This study investigated the effects of High Performance Organizational framework on the performance of these three chartered public universities at the Kenyan Coast. The investigation centred on the effects of the five HPO factors, which were applied as the specific objectives of this study. Since these three public universities share a similar environment both socially and economically, it was expected that they could easily achieve their respective visions and missions if they apply the HPO framework in full.

1.2 Statement of the Problem

In Kenya and East Africa in general, university education is becoming competitive each year, which is forcing the universities to upgrade not only on capacity but also on quality; offered by superior faculty members, reinforced by superior administration and superior workers, besides producing superior graduates (De Waal & Chachage, 2011). De Waal and Chachage (2011) further urged that, HPO framework be applied to appraise the strong points and perfect progression of a training institution and deliver the vital evidence on the upgrading areas the government owned university should focus. Another study by De Waal and Sultan (2012) concluded that, HPO framework might be useful to gauge the strong points, flaws and upgrading areas of a firm. They also recommended that other institutions of higher learning apply the HPO framework in their journey to turn into excellent institutions.

The HPO framework studies on the chartered public universities at the Kenyan Coast are yet to be done; hence, this study intends to link the HPO framework with these public universities in order to convert them to high performing organizations. On its application to these public universities and in the process of these universities becoming HPOs, the HPO framework will help these universities attract many world-renowned scholars and many international students, in addition to giving these universities an upper hand in government- university links and agencies- university links. Furthermore, it will help management of these universities in their inner administration to deal with their core competences efficiently. Due to this, the HPO framework will make these universities feature in the top list of world university rankings, thus becoming world class.

1.3 Objectives of the Study

The overall aim of this study was to examine the effect of the high performance organization framework on the performance of chartered public universities at the Kenyan Coast.

The study endeavored to realize the ensuing particular aims:

1. To establish the effect of Management Quality on the performance of public universities at Kenyan coast.
2. To examine the effect of Openness and Action Orientation on the performance of public universities at Kenyan coast.
3. To determine the effect of Long-term Orientation on the performance of the public universities at Kenyan coast.
4. To ascertain the effect of Continuous Improvement and Renewal on the performance of public universities at Kenyan coast.
5. To analyze the effect of Workforce Quality on the performance of public universities at Kenyan coast.

2.1 Theoretical Review

2.1.1 Scenario Planning Theory

Bowman (2016) states that, Scenario planning theory is mainly by managers of governments, NGOs, and commercial organizations as a way to deliberate the future, expansion strategy, and alleviate insecurity to produce a positive long-term effect. In addition, Aldabbagh and Allawzi (2019), states that scenario-planning do, and might play a considerable role in strategy making process and content in an organization. This can be achieved by considering strategic thinking, learning, and strategy theory development; strategic planning, strategy making and innovation; strategic foresight, and insight; strategic decision making and strategic option.

Abuzaid (2018) states that, administrators ought to affect scenario-planning practices to boost the intensities of strategic working in their organizations and that the administrators can use it in planning to increase the cognizance of their workers concerning the significance of both scenario planning and strategic performance. Thus, the success of scenario-planning largely depends on the management quality of the organization.

Scenario planning theory refines communication in the organization, leading to openness and action orientation among administrators and workers, whereby scenarios may lead to the concept of a common language for dealing with strategic concerns by starting a strategic discussion (openness) in the organization. In addition, the scenario planning helps in coordinating organizations' functions, thus, throughout the scenario process; the goals, prospects, threats, and strategies are communicated between the managers and employees. This sustains the direction and execution of events, leading to the organizational learning and the policymaking process being upgraded.

2.1.2 Deming Cycle Theory

According to Patel and Deshpande (2017), the Deming Cycle, similarly called the PDSA cycle (or PDCA), shewhart cycle or the Deming wheel of continuous improvement spiral; is a logical sequence of stages for attaining precious education and information for the persistent upgrading of a produce or procedure. A study by Realyvásquez-Vargaset *et al.*, (2018), determined that the PDCA cycle is an instrument that enables the uncovering of upgrading chances, along with the growth and execution of alike in organizations. It may further be streamlined by the application of support tools like Pareto charts and flowcharts, where the three tools assist to generally rise the competitiveness of businesses. In addition, Berman *et al.* (2018), states that, since the Deming cycle is iterative, then in the process of implementing typical quality enhancement projects in an organization, it can be repeated several times if necessary, has it is well adapted for practical training.

2.1.3 Goal- setting Theory

Goal- setting theory affirms that salary irrelevant of objectives is vital contributing factor of employees' inspiration to work and thus affect their output. To improve performance, organizations should set individual and organizational objectives which activates worker job fulfilment, and in response rise employee organizational loyalty (Yurtkoru; Bozkurt, *et al.* 2017).

Furthermore, goals are vital determining factor of employees' contentment since they assist to cultivate a logic of success and function as a reference point of self- satisfaction, with tougher objectives leading to superior successes.

Choon and Patrick (2016) states that, goal setting has a major part to participate in the link and that it has an effect on employee efficiency and eventually enhances organization success. In addition, Wang and Low (2018), states that, goal-setting theory may be beneficial in forecasting career contentment, which is a vital trait for worker output and dedication to the company.

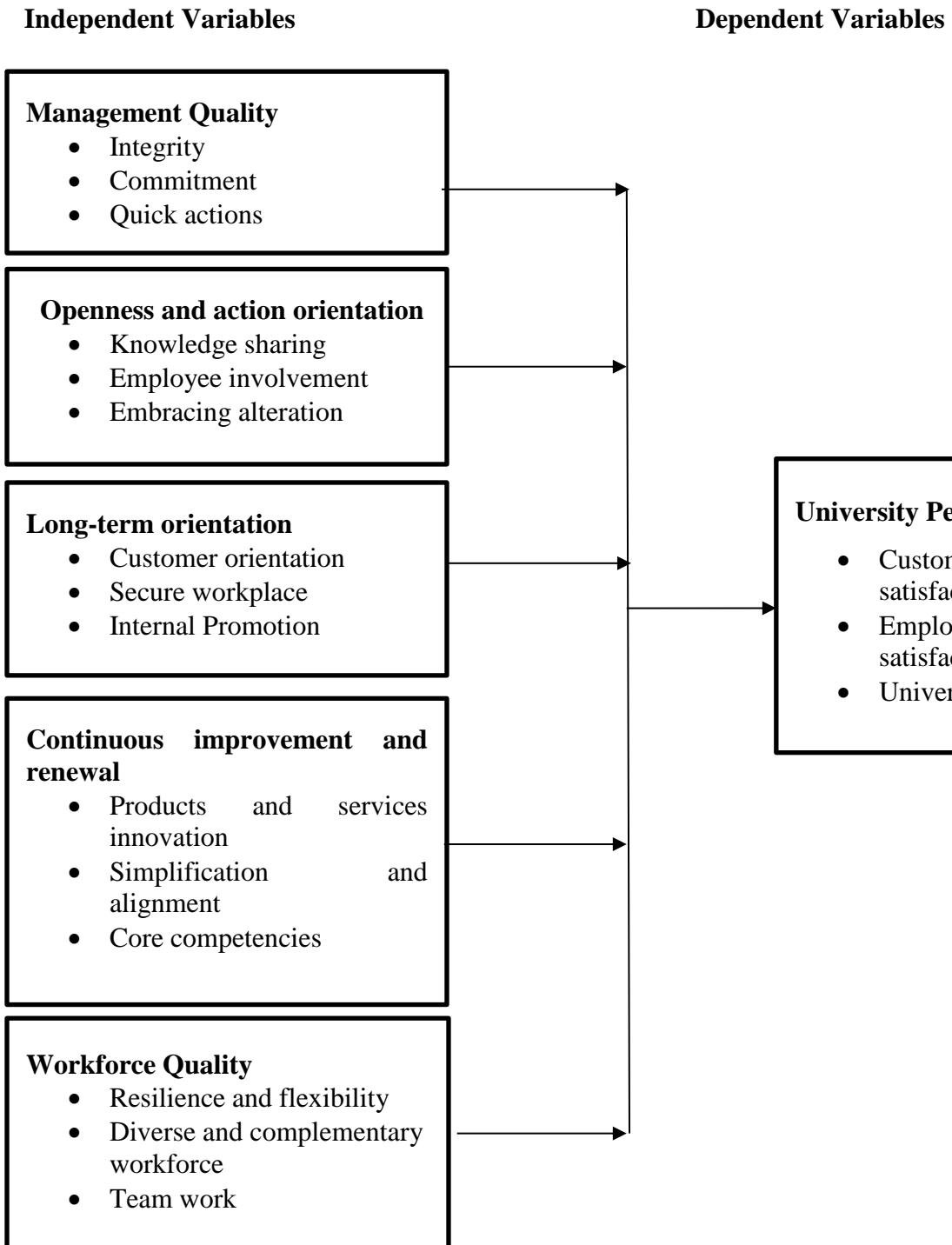
2.1.4 Kaizen Theory

Gemba Kaizen is a Japanese theory of continuous improvement intended to boost organizational procedures at the same time dropping wastage of assets. As stated by Lala; Ogada, *et al.* (2019) an organization that has incorporated this theory is continually endeavoring to perfect its practices, uphold discipline and standardization, and considers the practices in areas for elucidating complications.

Janjic, Bogicevic and Krstic (2019), concluded that, Kaizen is regarded as a valuable strategy for bettering performance and devices for perfecting the company and working environs leading to a long-term effect. It has demonstrated to be an actual instrument for altering the long-term orientation on work culture, working methods and work skill. According to Nigatu (2019), Kaizen can result in substantial alterations in cost reduction, work movement and carriage time improvement, and that organizations ought to emphasize on the sustainability of the variations via engagement of workers that nurtures bottom-up policymaking and a worker-motivated administrative style that stimulates team work and quality sensitization between workers.

2.2 Conceptual Framework

In this study, the independent variables were management quality, openness and action orientation, long-term orientation, continuous improvement and renewal, and workforce quality while the dependent variable was university performance. Figure 1 below conceptualizes the association linking independent variables and dependent variable. The independent variables were measured by constructs like senior administrator commitment, consumer orientation and worker inspiration among others. In contrast, the dependent variable operationalized as university performance, which constructs are non- financial.

**Figure 1: Conceptual Framework**

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2.3 Review of Literature of study variables

2.3.1 Management Quality and University Performance

De Waal and Wang (2017), states that belief and trust in others and reasonable treatment to everyone involved with the firm, are cheered in an HPO. In addition, the managers are expected to be trustworthy, have integrity, show commitment, passion and reverence and have an influential, action-focused policymaking approach. Furthermore, De Waal (2017) and De Waal *et al.*, (2016) states that, HPO managers value loyalty, which makes them treat their members of staff politely and uphold individual relationships with them, besides supporting and helping them in achieving desired organization results. Moreover, HPO leaders are extremely devoted to the company and have a robust number of morals and ideals, thus, becoming role models for the entire company.

2.3.2 Openness and action orientation and University Performance

According to De Waal and Mulimbika (2017), and De Waal and Wang (2017), HPO administration prices the views of staff members and contains them in all substantial organizational procedures. Additionally, HPO administration allows staff members to spend time on conversation, knowledge exchange and learning in order to cultivate novel concepts that can hike their accomplishment and make the firm a performance-driven. Moreover, administrators are individually included in investigating, thus advancing an environment of transformation in the company.

Furthermore, De Waal *et al.* (2016) states that, administrators are open to alteration and contribution from their workers, and that both administrators and members of staff are ‘incurably’ curious, thus employees can make blunders, which they must learn from.. Additionally, HPO has an open culture that inspires workers to channel their views in aspects comprising business and organization procedures.

2.3.3 Long term orientation and University Performance

An HPO matures via long standing dedication to partnership with all participants comprising sellers and buyers, and employees are inspired to grow into leaders, hence, high-potential in-house applicants fill up posts first before looking outside the organization. This creates a reliable and safe workstation (both physically and mentally), where people are permitted to participate to the greatest of their skill (De Waal & Mulimbika, 2017).

De Waal (2017) and De Waal *et al.*, (2016), states that, in a HPO, long-standing allegiance is more vital than temporary benefit, and that, participants profit from this long-standing orientation, and are guaranteed that the company is upholding equally long-standing connections with them. Furthermore, in an HPO dismissing of employees is only done as a last resort, thus, there is a safe and steady work setting, which is not just about physical personnel protection, but everybody in the company will feel secure to talk about matters and talk over these with workmates. In addition, folks are encouraged to work for the company for an extended period, so that there are sufficient prospects for career growth.

2.3.4 Continuous improvement and renewal, and University Performance

As illustrated by De Waal and Wang (2017), an HPO reimburses failing strategies by renovating them and making them distinctive and endlessly refining, streamlining and aligning its procedures and modernizing its goods and services, thus generating fresh foundations of competitive

advantage to react to market place changes. Moreover, the HPO administrates its fundamental proficiencies professionally and removes all non-core competences.

According to De Waal and Mulimbika (2017), and De Waal *et al.*, (2016), an HPO has a distinctive strategy that makes the firm unique in the industry in reaction to market advances via nonstop modernization of its products and services, and in so doing, generating new foundations of competitive advantage. In addition, an HPO makes sure that it upholds its fundamental proficiencies within the firm, while eliminating noncore competencies. Workers are always inspired to spotlight the finest of themselves, coworkers and the company apart from the HPO trying to do everything in a cleverer and smarter way than similar companies, including its goods and services, and the work procedures in the company.

2.3.5 Workforce Quality and University Performance

De Waal *et al.* (2017), states that, an HPO is always pulling together and recruiting an assorted and harmonized administration players and employees with high level of work flexibility. Additionally, the workers are stimulated to better their expertise, in order to realize bizarre outcomes, and are answerable for their performance, because of which ingenuity is amplified, producing superior outcomes.

According to De Waal (2017) and De Waal *et al.*, (2016), HPO workers are adaptable and robust, as they are taught (officially and on the job), and urged to accomplish amazing outcomes. In addition, the workers are diverse and hence complement each other, allowing them to deal with all kinds of matters and create enough substitute concepts for upgrading. Furthermore, employees in HPOs are inspired to realize superior outcomes for their department and organization, and they take accountability for the outcomes they accomplish; both constructive and destructive. HPO is choosy in hiring extremely adaptable and imaginative workers who fit in their culture and accept deviations and upgrades. Additionally, an HPO inspires its workers to disclose information, to acquire and to upgrade their expertise by providing the workers with essential teachings that are valuable to their professions, and holds them answerable for their accomplishments to stress the appreciation of ownership.

2.3.6 Measurement of University Performance

Soderlind and Geschwind (2019), states that, measurement of firm performance is influential in getting assets, making decisions, and improving organizational validity, in addition to reinforcing social scripts of rivalry and victory, as they permit contrasts and positions in the same sector. Furthermore, measurement of firm performance is crucial to administrators, as it highlights the importance of accountability (like in resource allocation), enabling outline of and domination over organizational undertakings, and the capability to direct the behaviour of employees using performance measurement systems. Additionally, Selvam; Gayathri, *et al.* (2016), states that, the determinants for company accomplishment are profitability accomplishment, growth accomplishment, market value accomplishment, customers' satisfaction, employees satisfaction, environmental accomplishment, environmental audit performance, corporate governance accomplishment and social accomplishment.

3.0 Research Methodology

3.1 Research Design

A survey research design was applied in this study and it encompassed the use of technical sampling process with a devised questionnaire to gauge the population's attributes via the application of statistical technique. Fowler (2009) states that survey research either uses questionnaires or structured interviews for data collection with the aim of simplifying the sampled data to a population. In addition, the main benefit of survey studies is that they provide information on large groups of people, with very little effort, and in a cost-effective manner. Surveys permit investigators to evaluate a comprehensive range of manners and other occurrences that can be studied in a typical real-life observation study (Marczyk, DeMatteo & Festinger, 2005).

3.2 Target Population

According to De Waal (2017), a company may assess its HPO position by partaking its administration and workers; in this case senior level management and middle level management, fill in an HPO inquiry form and then computing the mean marks on the HPO elements. It follows that the populace considered in this research was from TUM, PU and TTU, with the following managers falling under the two levels of management in consideration. These are VC, DVCs, Registrars, HR, Directors, Deans, CODs and HODs.

Table 1: Population Size

University	Total	VC	DVCs	Reg.	HRM	Directors	Deans	CODs	HODs
TUM	43	1	2	3	1	2	6	18	9
PU	49	1	3	3	1	1	8	22	11
TTU	27	1	2	2	1	1	4	7	9
Total	119	3	7	8	3	4	18	47	29

Source: University HR and websites (July 2020).

3.3 Sample Size

A sample is a fraction drawn from a section of the populace under study. The main factor that was considered in determining sample size was the total target employee population proportioned into various cadre in order to come out with true representation of the entire populace. Mugenda & Mugenda (2013), states that such a populace can enable the study to acquire enough data at reasonable charge in form of finance, time and human resources. As shown below, the Slovin' formula was used to tabulate the sample size.

$$n = N/(1 + N(e)^2)$$

Where:

n= Sample size

N= Total Populace

e= error tolerance, 0.05, confidence level being 95 percent.

Thus, $n = 119 / (1 + 119 \times (0.05)^2)$

n= 91

Table 2: Sample Size

University	Total	VC		DVCs		Registrars		HRM		Directors		Deans		CODs		HODs	
		P.S	S.S	P.S	S.S	P.S	S.S	P.S	S.S	P.S	S.S	P.S	S.S	P.S	S.S	P.S	S.S
TUM	33	1	1	2	1	3	2	1	1	2	1	6	4	18	16	9	7
PU	40	1	1	3	2	3	2	1	1	1	1	8	6	22	19	11	8
TTU	18	1	1	2	1	2	1	1	1	1	1	4	2	7	5	9	6
Total	91	3	3	7	4	8	5	3	3	4	3	18	12	47	40	29	21

Source: University HR and websites (August 2020).

3.4 Data Collection Instrument

The data collection instrument used in this study was a questionnaire. This method of data collection is cheap and efficient, and covers a larger population with less time. The questionnaires were administered and were tracked using a register; given that every participant was recorded during questionnaire submission and collection.

3.5 Data processing, analysis and presentation

Two main methods of data processing, analyzing and presentation were used in this study. These were descriptive and inferential statistics, where descriptive statistics described the population; organized, analyzed and presented data in a meaningful way, such as graphs and tables. On the other end, inferential statistics applied correlation analysis and regression analysis. All the data collected was processed by means of SPSS (Statistical Package for Social Scientists) version 20, and from the outcome we were able to analyse the results obtained. e.g. standard deviation and mean. A multiple linear regression was computed based on the model below;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where: Y = dependent variable (University Performance), β_0 = Constant $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = Coefficients of predictors, X_1 = represents Management Quality, X_2 = represents Openness and Action Orientation, X_3 = represents Long-term Orientation, X_4 = represents Continuous Improvement and Renewal, X_5 = represents Workforce Quality, ϵ = error term

4.0 Results and Discussion

The five factors and some selected characteristics of the HPO Framework were having a maximum score of 5 points. The totals of each variable (factor) was computed and a mean score was obtained for each. Each mean was then converted to a percentage value.

The overall management quality score was 80.25% (4.0127/5), which was below the HPO level (de Waal, 2012b) of 85 %, but was higher to those for Thailand (65 %) and Asia (65 %), found by

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(De Waal & Akaraborwm, 2013). This indicated the need to improve on the sub variables, so that these universities can become HPOs. The management quality coefficient of regression was 0.815, this result led to the acceptance of H_01 ; which stated that there is no significant effect of Management Quality on the performance of chartered public universities at Kenyan Coast since $(0.815 > 0.05)$. Thus, the null hypothesis was accepted while the alternative hypothesis rejected.

Openness and action orientation scored 69.33 % (3.4667/5), which was still below the HPO level of 85 %. These results were better than those by De Waal and Sultan (2012) at Palestine Polytechnic (65 %), and better than those by De Waal and Chachage (2009) at Iringa University College 51 % (in 2007) and 55 % (in 2009), and by De Waal and Akaraborwm (2013), for Thailand (61 %) and Asia (60 %). The openness and action orientation coefficient of regression was 0.921, which led to acceptance of H_02 ; which stated that there is no significant effect of Openness and Action Orientation on the performance of chartered public universities at Kenyan Coast, since $(0.921 > 0.05)$. Thus, the null hypothesis was accepted while the alternative hypothesis rejected.

Long-term Orientation score was 77.33 % (3.8667/5); which was better than the score found by De Waal and Chachage (2009), and those by De Waal and Sultan (2012), but lower than those by 79 % by De Waal and Akaraborwm (2013), for Thailand organizations. Improvement was required for the universities at Kenyan coast, since they were below the HPO level of 85 %. The long-term orientation coefficient of regression was 0.633, which led to acceptance of H_03 ; which stated that there is no significant effect of Long-term Orientation on the performance of chartered public universities at Kenyan coast, since $(0.633 > 0.05)$. Thus, the null hypothesis was accepted while the alternative hypothesis rejected.

The continuous improvement and renewal coefficient of regression was 0.025, and led to the rejection the H_04 ; which stated that there is no significant effect of Continuous Improvement and Renewal on the performance of chartered public universities at Kenyan coast, since $(0.025 < 0.05)$. Thus, the null hypothesis was rejected while the alternative hypothesis was accepted.

Continuous Improvement and Renewal score was 72.25 % (3.6127/5), which was higher than that found by De Waal and Chachage (2009) at 59 %, and that found by De Waal and Sultan (2012) at 67 %.

Workforce Quality score was higher than that found by De Waal and Chachage (2009) at 63 % and that by De Waal and Sultan (2012) at 66 %. The workforce quality coefficient of regression was 0.908, and led to acceptance of H_05 ; which stated that there is no significant effect of Workforce Quality on the performance of chartered public universities at Kenyan coast since $(0.908 > 0.05)$. Thus, the null hypothesis was accepted while the alternative was hypothesis rejected.

4.1 Regression analysis

The study adopted a multiple linear regression analysis, and the results are shown in Table 3 below.

4.1.1 Model Summary

The coefficient of determination for the research was $R^2 = .543$. The result showed that 54.3% of the university performance was attributed to the HPO factors (Workforce quality, Openness and

action orientation, Continuous Improvement, Management Quality and Long-term orientation) applied; with 45.7% attributed to other factors beyond the scope of this study.

Table 3: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 ^a	.543	.464	.47975

- a. Dependent Variable: University Performance
- b. Predictors: (Constant), Workforce Quality, Openness and Action Orientation, Continuous Improvement, Management Quality, Long-term Orientation

4.1.2 Analysis of Variance

Means of variables and Analysis of the variance (ANOVA) performed to test their general differences, shown in Table 4 below. Based on the significance level, the hypothesized variables rejected or accepted. The model showed a significance of 0.000 ($p < 0.05$). This shows that, the overall regression model statistically significantly affects the dependent variable (University performance) (Dhakal, 2018).

Table 4: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.926	5	1.585	6.888	.000 ^b
1	Residual	29	.230		
	Total	34			

- a. Dependent Variable: University Performance
- b. Predictors: (Constant), Workforce Quality, Openness and Action Orientation, Continuous Improvement, Management Quality, Long-term Orientation

From Table 4 above, the overall standard multiple regression models is significant in predicting how Workforce Quality, Openness and Action Orientation, Continuous Improvement, Management Quality, Long-term Orientation determine University Performance.

4.1.3 Regression Coefficient Summary

From Table 5 below, the study yielded a $\beta_0 = 0.921$, which was not statistically significant, $p = 0.159$. The study also yielded $\beta_1 = 0.058$, with a significant of 0.815; $\beta_3 = 0.121$, with a significant of 0.633, $\beta_4 = 0.020$, with a significant of 0.921 and $\beta_5 = 0.017$, with a significant of 0.908. All these variables did not have any statistical influence on the dependent variable, meaning that they did not have any influence on University Performance. On the other hand, $\beta_2 = 0.429$, with significant of 0.025, indicated a significant effect of Continuous Improvement on the University

performance, which shows that a change in Continuous Improvement would lead to a 0.429 change in University Performance.

Regression results on the coefficients of MQ, CI, LO, OA, and WQ were all positive. This means that MQ can improve the UP by 5.8 units; CI can also improve the UP by 42.9 units, while, LO can improve the UP by 12.1 units. Similarly, OA can improve the UP by 2.0 units, while WQ can improve the UP by 1.7 units. Thus, the regression equation for this study was;

$$Y = 0.921 + 0.429X_2 + \epsilon$$

Where;

Y = University performance

X₂ = Continuous improvement and renewal

ε = Error term

On the standardized coefficients, continuous improvement and renewal (.553) is the highest contributor.

Table 5: Regression Coefficient Summary

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	.921	.636	1.446	.159
	Management Quality (MQ)	.058	.245	.061	.815
	Continuous Improvement (CI)	.429	.182	.553	2.358
	Long-term Orientation (LO)	.121	.251	.132	.482
	Openness and Action (OA)	.020	.198	.024	.100
	Workforce Quality (WQ)	.017	.142	.016	.117
					.908

a. Dependent Variable: University performance

5.0 Conclusion and Recommendation

5.1 Conclusions

Even though the results showed management quality had a positive (r- value) relationship with the university performance, the regression coefficient showed no influence on the university performance. As a result the null hypothesis was accepted, thus management quality did not affect university performance. This study concludes that management quality does not affect university performance; instead, the improvement of chartered universities at Kenyan Coast might be due to other reasons beyond the scope of this study.

Although openness and action orientation showed a positive (r- value) relationship with the university performance, the regression coefficient showed no influence on the university performance. As a result the null hypothesis was accepted, thus openness and action orientation did not affect university performance. This study concludes that openness and action orientation

does not affect university performance; instead, the improvement of chartered universities at Kenyan Coast might be due to other reasons beyond the scope of this study.

Long-term orientation showed a positive (r- value) relationship with the university performance, but the regression coefficient showed no influence on the university performance. As a result the null hypothesis was accepted, thus long-term orientation did not affect university performance. This study concludes that long-term orientation does not affect university performance; instead, the improvement of chartered universities at Kenyan Coast might be due to other reasons beyond the scope of this study.

Continuous improvement and renewal showed a very strong positive (r- value) relationship with the university performance, and the regression coefficient showed influence on the university performance. As a result, the null hypothesis was rejected, thus continuous improvement and renewal positively affected university performance. This study concludes that continuous improvement and renewal does affect the performance of chartered universities at the Kenyan Coast.

Workforce quality showed a weak positive (r- value) relationship with the university performance, but the regression coefficient showed no influence on the university performance. As a result the null hypothesis was accepted, thus workforce quality did not affect university performance. This study concludes that workforce quality does not affect university performance; instead, the improvement of chartered universities at Kenyan Coast might be due to other reasons beyond the scope of this study.

5.2 Recommendations

In order for the universities to be HPOs, all variables should have higher scores than those found in this study, so that the overall score per individual university will reach the accepted HPO value. Thus, although in this study, the variables M Q, O A., L O and W Q found not to influence the university performance (but literature from previous studies show they add value), the study still recommends that, each university improve on them, in order to raise their individual HPO scores, to reach the accepted HPO value.

5.3 Further Research

Firstly, this study examine the HPO framework in chartered universities at the Kenyan coast, and the results suggest that there is enough evidence in relationship between the five HPO factors and the university performance. However since only two universities took part in this study, future studies to include campuses located in Kenyan Coast of other chartered universities based outside this region.

Secondly, this study was the first of its kind carried in the chartered universities at the Kenyan Coast. Thus, conduct similar research three (3) years after the completion of this study, in order to compare results of the two studies and see if there is any improvement on the HPO scores.

Thirdly, in this study only 51 respondents took part against the targeted 91 respondents. Future research to have a bigger number of respondents in order to have a well-distributed response rate.

Fourthly, since this study focused only on the chartered universities at the Kenyan Coast, future studies to include other government owned service providers based in the same region. This will give a wider perspective and a possible HPO ranking for these organizations.

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