



## NEXUS BETWEEN UPTAKE OF COURSES AND FINANCE AVAILABILITY ON SUCCESS OF EXPANSION STRATEGIES IN PUBLIC TRAINING INSTITUTIONS: A CASE STUDY OF KENYA MEDICAL TRAINING COLLEGE

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### ABSTRACT

*This study investigates the influence of uptake of courses and finance availability on the expansion strategies in public training institutions with reference to the Kenya Medical Training College. The specific objectives of the study are to: reveal the influence of uptake of courses on the success of expansion strategies in the public training institutions and; assess the influence of finances on the success of expansion strategies in the public training institutions. This study is based on the Ansoff Growth Matrix (AGM) and the theory of customer responsiveness. It adopts the descriptive survey design. The study focuses on 2393 KMTC officers from the 73 KMTC campuses in Kenya, 42 ministries of health officials in the 42 counties that have KMTC campuses and 42 local leaders from those counties that have KMTC campuses. The total targeted study participants were thus 2477. From these, 10% (248 persons) were sampled. The study used purposive and stratified random sampling techniques to obtain the study sample. Primary data was collected using structured questionnaires and interviews. Data from questionnaires were analysed using the Statistical Package for the Social Sciences (SPSS) version 24. Descriptive statistics (frequencies, percentages, and means) were used to describe the central tendencies of the data. In addition, inferential statistics (Pearson Correlation and Multiple Regression Analysis) were also used. Data from key informants were analysed using content analysis techniques. The findings show that the two study variables influenced the success of expansion strategies at KMTC campuses. In this regard, Pearson correlation shows that there was statistical significant relationship between uptake of courses ( $r=.308$ ,  $p<0.001$ ) and; finance availability ( $r=0.673$ ,  $p<0.001$ ) and success of expansion strategies. These findings show that finance availability was the strongest factor that influenced the success of expansion strategies. As such, the success of expansion strategies can only be successful if the college put in place strategies aimed at ensuring that there were sufficient finances. This could go on to enhance the development of facilities and equipping them. An effort aimed at ensuring that new campuses had a high intake of students could also contribute to the level of success of expansion strategies at KMTC. High intakes could enhance the revenue generation, further enhancing the funding and success of new KMTC campuses.*

**Key Words:** Expansion Strategies; Public Training Institutions; Kenya Medical Training College; Uptake of Courses

### I. INTRODUCTION

Expansion is a complex phenomenon that is essential for the survival of an organization. It enhances the achievement of the goals of a business while still augmenting past successes. According to Thompson and Strickland (2003), expanding a business means putting in place strategies aimed at increasing profits, maintaining existing customers while attracting new ones, maintaining competitiveness as well as improving the financial and market performance of the company. Regrettably, expansion does not always take place easily. According to Mintzberg (2003), it can be influenced by myriads of factors in the environment. These include and are not limited to political changes; economic factors, legal and regulatory demands, sociocultural factors and religious factors among others. Johnson and Scholes (2004) argue that the success of a strategy is pegged to the ability of an organization to configure its resources to achieve predetermined goals in the markets and to meet stakeholder expectations in a challenging environment.

Realizing that the implementation of expansion strategies will be met with challenges, Lewis, Goodman, Fandt and, Michlistsch (2008) argue that the best-formulated strategy would actually be worthless if it cannot be implemented effectively. In this regard, the strategy has to be integrated into every process of the organization. This means that the strategy has to be well understood by the employees of the organization and aligned with the overall goal and mission of the organization. Looking at expansion strategies in Germany, Dowling, Schmude and, Knyphausen (2010) argue that a badly designed strategy will never achieve its goals. Conversely, a well-designed



strategy has to be well implemented. Failure to do so means, that it will falter and cannot achieve the desired goals which would cost the organization tremendously in terms of cost and lost opportunities. In an analysis of organizations in Singapore, Speculand (2009), points out that the implementation of most expansion strategies is thwarted by assumptions that the implementation will automatically succeed. In this light, most leaders fail to formulate a framework to guide them and assume that the organization will readily implement the strategy and that employees will just know what to do to actualize the strategy. Historically, however, this has been proven to be a grave assumption. Any institution that does not match its growth strategies with the right implementation scheme will definitely fail.

Tibarimbasa (2010) argues that financial sustainability emanating from a high enrollment of students is vital to the success of expansion strategies and by extension the survival of new campuses in Uganda. Sufficient finances enable a campus to fulfill its missions and respond to the current challenges in an increasingly complex and global environment (Kelly, Schneider, & Carey, 2010). If the new campus does not meet its financial obligations, it could end up failing or closing altogether. In this backdrop, it is pertinent to investigate the influence of skewed intake of some courses leading to challenges related to financial sustainability and lack of finances on the success of expansion strategies at KMTC. However, no documented study has focused on these challenges at the KMTC. This creates a knowledge gap that needs to be filled with systematic studies such as this current study.

### 1.1.1 The Kenya Medical Training College

The Kenya Medical Training College (KMTC) was established in 1927. The headquarters is located along Ngong Road, next to Kenyatta National Hospital. Offering an array of health courses, the college has attracted trainees from countries such as Uganda, Botswana, Burundi, Tanzania, Namibia, and Southern Sudan among other African countries. Presently, KMTC has custom-made courses that act in response to society's growing health requirements. As a result, about 80% of Kenya's healthcare workers are a product of the college.

Due to the demand of its certificate, diploma, and higher diploma courses, KMTC has expanded to establish 73 campuses scattered in the 47 counties of Kenya. The Auditor-General, Edward Ouko (2018) reports that KMTC opened eight new constituent colleges during the years 2013/14, 2014/15, and 2015/16 contrary to Part 4.0 of the Expansion Policy Guidelines section 1 and 3 which states that infrastructure should only be developed after concept paper and proposal in compliance with the KMTC strategic plan is prepared and approved and source of financing identified.

The new colleges are Makueni, Vihiga, Chwele, Kapenguria, Migori, Bomet, Kitale, and Nyandarua. "These colleges were not budgeted for in the year when established (2014/15) and the total expenditure of KSh. 104, 870,201 incurred on the same was not included in the annual expenditure of the year." In 2017, KMTC opened Kuria, Lake Victoria, Chuka, Gatundu, Iten, Kaptumo, Makindu, Molo, Mosoriot, Mwingi, Nyahururu, Rachuonyo, Rera, and Othaya colleges. "These constituent colleges were not budgeted for during the financial year and were not included in the annual estimates for 2016/17 contrary to section 12 of the State Corporations Act. This KMTC appetite for rapid expansion could explain the college recent alert over the fall in applications for diploma and certificate courses. KMTC failed to meet its enrollment target following a sharp drop in the number of KCSE candidates scoring the "C" and above grade required for college entry. The medical college had raised alerts through MEMO's over the fall in applications for diploma and certificate courses and has launched a marketing plan through students, public, and staff members. This is a departure from past trends where KMTC had to leave out thousands of applicants.

Most of the new campuses lack human resources and basic essential infrastructure like classrooms, Laboratories, skills labs, and IT/Library services. To implement this ambitious expansion strategy, KMTC has entered into memorandums of understanding with county governments. County governments provide the infrastructure and facilities while KMTC provides the faculty, training, and equipment. The MoUs' give-and-take aspect is that KMTC trains 30 percent of students from the host county in every intake. The drop in student intake or total lack of intake of students on some campuses has brought the need to redistribute staff. The consequences of this are yet to be reported. This current study assesses the challenges facing expansion strategies that give rise to the establishment of these new campuses.

### 1.2 Statement of the Problem

The Kenya Medical Training College (KMTC) has been implementing expansion strategies which have seen it grow from 28 campuses in 2013 to 65 campuses in 2017 located in 43 out of the 47 Counties (KMTC Strategic Plan 2013-2017). However, some of the new campuses were facing unanticipated challenges. To begin with, evidence shows that some KMTC colleges were experiencing a declining number of applications for admission due to a convergence of various unanticipated reasons such as the ill-advised expansion of campuses in the recent past and; failure to have enough qualified applicants for most sought-after courses among the 18 programs on offer, Momanyi



(2018). Taking the course of Diploma in Pharmacy at Nyeri campus, for example, the total admission for the year 2018 was 27 compared to 60 in the year 2016, a drop of 50%. In this context, the success of the expansion strategies used by KMTC has often been called to question. As at the end of 2018, enrollment at KMTC campuses envisaged a rise in enrollment from 38, 000 in 2017 to 50,000. The institution also sought to increase campuses from 65 to 150. Although the Department of Finance and Accounting had managed to “improve internally generated revenue collection from Kshs. 2,927,650,737 to Kshs. 2,976,317,975 between December 2017 and December 2018” (KMTC, 2019), the increase in revenue by a mere Kshs 48,667,238 was not enough to support such ambitious expansion plans against the annual target of Kshs 292,765,073.5.

Indeed expansion means that 43 counties have a KMTC campus with some having more than one. However, some of these new campuses are also challenged by competition from private and faith-based medical colleges for a limited number of students. This poses financial sustainability challenges even though the expansion was usually supported by well-laid-out expansion strategies. As a result, some of the old KMTC campuses are faced with poor service delivery, low revenue collection, staff being left without enough students to teach and, underutilization of training facilities. The new campuses, on the other hand, are facing a lack of infrastructure, inadequate finances, and understaffing. This leads to the question, are these strategies being implemented successfully? If not, what could be the reasons?

## 1.2 General Objectives

To examine the challenges facing the expansion strategies in public training institutions

### 1.2.1 Specific Objectives

- (i) Reveal the influence of uptake of courses on the success of expansion strategies in the public training institutions;
- (ii) Assess the influence of finances on the success of expansion strategies in the public training institutions.

## II. LITERATURE REVIEW

### 2.1 Theoretical Literature Review

Increased attention has been accorded to expansion strategies by organizations. A study by Ferrer-Balas et al. (2008) shows that institutions of higher learning adopt strategies and support them with requisite resources so as to ensure their success. Failure to do so means that these strategies are likely to fail since immense challenges are facing these changes. Some of the main challenges facing growth strategies are linked to the internal and external environments in which the institutions operate (Henry, 2008). These challenges are either sociocultural, political, and economic (Mintzberg, Bruce, & Joseph, 2005). Indeed, the challenges facing expansion strategies in training institutions and the possible ways of mitigating such challenges can be explained by various theories. The main theory guiding this study is the Ansoff Growth Matrix (AGM). Other theories that guide the study are the contingency theory and the theory of customer responsiveness.

#### 2.1.1 Contingency Theory

The contingency theory is based on the assumption that organizational effectiveness is dependent on a fit or match between the type of technology, environmental volatility (such as political influence and devolution related challenges as in the case of this study), the size of the organization, the features of the organizational structure and its information system (Reid & Smith, 2000; Woods, 2009). In this regard, an expansion strategy can only be effective if it responds to the specific needs of a particular institution; new campuses of KMTC in this current study. The contingency theory is not without various limitations (Chand, 2018). These include Inadequate Literature; it is complex; it is difficult empirical testing and; it is reactive, not proactive. The contingency theory relates to this study in that it gives managers the flexibility to roll out various growth strategies so as to remain sustainable in the market. However, since it does not stipulate the strategies to use, such flexibility could be curtailed by the challenges facing the application of expansion strategies as in the case of this current study.

Conversely, it is also imperative to analyze the challenges facing training in institutions of higher learning. To begin with, the lack of courses that are responsive to student needs is a key challenge facing institutions of learning (Dutta & Islam, 2017). This is more so since it could lead to skewed uptake of students, leading to the eventual closure of the campuses due to lack of enough revenue (Bolívar et al., 2016). Conversely, the expanded campuses could place unnecessary financial burdens on the mother campuses.



### 2.1.2 Customer Responsiveness Theory

The theory of customer responsiveness casts light on how organizations respond to the needs of customers in supply chains. By having a firm understanding of the factors motivating customers to buy a product, it is possible to have strategies that meet those needs in a particular segment in the supply chain (Gattorna 1998). This theory is concerned with the fulfillment of the demands that arise in the market. As such, customer responsiveness entails identification and timely response through appropriate strategies to the needs that arise in the market. This theory relates to this current study since growth strategies should be in line with the demands of students in learning processes. In this regard, have courses that are in line with the demands of students could contribute to increased uptake of courses by students and vice versa.

Politics also contribute to the performance of organizations. In Kenya for example, political interference with procurement processes is often linked with poor actualization of expansion strategies in health facilities. In addition, politics affects resource allocation to public institutions, which could further challenge the implementation of expansion strategies (Muchomba & Karanja, 2015).

## 2.2 Empirical Literature Review

This section presents empirical literature review. This is done in line with the study objectives.

### 2.2.1 Influence of Uptake of Courses on the Success of Expansion Strategies

In Bangladesh, Dutta and Islam (2017) carried out a study aimed at establishing the responsiveness of higher education to changing job market demand. The study was based on a small-scale empirical study focused on 3 selected social science disciplines of Dhaka University. The study established that lack of proper product (course) development strategies contributed to low enrollment rates in the faculty. In Italy, Bisogno, Citro, and Tommasetti (2014) carried out a desk review of existing literature aimed at finding out how expansion strategies in institutions of higher learning affected the financial condition of universities. The findings obtained show that mother campuses were pivotal in securing the successes of their branches by instituting strategies that contributed to increased student intakes and expansion to new market segments among others. Effort was put in place to ensure that the new campuses offered courses that students demanded at affordable costs.

A study commissioned by World Bank (2011) reviewed literature on the challenges related to skewed enrollment of students in some courses in branch campuses of universities in Asian countries. The findings obtained show that although most of these campuses tend to attract many applicants, most of the applicants are from particular departments. This leads to the low performance of some departments, which may lead to loss of employment by some staff in some of these departments. Kelly, Schneider, and Carey (2010) studied student intakes and graduation rates among Hispanic populations in the United States of America. The study established that new campuses are obligated to fulfill their missions, which needs enough students' uptake of the various departments of the campus. Failure to do so would lead to the collapse or failure of the campuses altogether.

Lingenfelter (2012) carried out a desk review of extant literature on leadership policies for higher education in the USA. They established that access to the uptake of the courses deployed by universities is pivotal to the overall enrollment and growth of higher education. In this regard, the higher the uptake of the courses rolled out by universities contributes to the sustainability of the university and vice versa. Alfaro and Ketels (2016) published a paper on Singapore's Higher Education Aspiration. Data was collected from a desk review of extant literature on policy and practice of higher education in the country. They found out that uptake of courses determined the success of expansion strategies employed by institutions of higher learning. In most cases, students tended to be "most concerned and driven by the specific course of study on offer and the earning potential as graduates." The job market thus determined the uptake of specific courses on offer in institutions of higher learning.

In Uganda, Tibarimbasa (2010) studied the factors affecting the management of private universities in Uganda. The study was based on the descriptive survey research design. Data was collected using questionnaires and interviews from university staff and other education stakeholders. The findings obtained show that financial sustainability, emanating from high student intakes, is vital for the survival of new campuses. In Kenya, a study by Mwebi and Simatwa (2013) investigated the "expansion of private universities in Kenya and its implication on quality and completion rates." The study was based on the descriptive survey design with data being collected from academic registrars, deans of students, student leaders, lecturers and students using questionnaires, in-depth interviews, and document analysis. The findings obtained show that departments in institutions of learning tended to offer only marketable courses.



## 2.2.2 Influence of Finances on the Success of Expansion Strategies

Bisogno, Citro, & Tommasetti (2014) in their desk review of expansion strategies in institutions argue that financial sustainability is a major issue affecting the success of expansion strategies in institutions of higher learning. In this regard, there are instances of low intake of students in some courses as institutions expand to new markets. Although this is often compensated by ensuring that the new campuses roll out courses that are demanded by students and at affordable costs. Bolívar et al. (2016) in a desk review of extant literature focused on the European Union found out that financial sustainability affected local governments in several countries in Europe. This shows the central role played by finances in the sustainability of public institutions. If it goes unchecked, financial unsustainability could result to the closure of the new campus.

The descriptive study by Tibarimbasa (2010), on factors affecting the management of private universities in Uganda, also points out that financial sustainability is a key determinant of the success of expansion strategies undertaken by institutions of higher learning. In this regard, new campuses are obligated to have enough enrolment of students so as to generate enough revenue so as to remain operational in the new market. Gebreyes (2013) studied the revenue generation strategies in Sub-Saharan African universities. Using the resource dependence approach, the study analyzed the diversification strategies adopted by four universities in Ethiopia, Kenya, and South Africa. To this end, comparative analysis of published materials was undertaken. The study established that institutions of higher learning adopted various strategies so as to tap additional financial revenue such as offering their courses in satellite campuses.

Matsumura (2008) carried out a study on causes of poor performance in World Bank Water and Sanitation projects in the USA. The findings obtained indicate that funding affects the level to which the activities of a project are implemented. Poor performance is thus pegged to inadequate revenue. Adek (2015) investigated the influence of finances on organizational sustainability. Based on primary data using and the descriptive survey design, the findings obtained show that organizational performance is pegged to the financial resources and their utilization. In addition, the study found out that the strategies of the organization could only succeed if they were matched with the right resources.

## 2.3 Summary and Research gaps

In this study, numerous studies were reviewed. It is evident that most of the extant literature focuses on the challenges facing expansion strategies from a general perspective. No documented study focuses on the four variables under investigation in this current study under one banner. Most of the studies published in the public domain were undertaken in other parts of the world or Africa. For studies undertaken in Kenya, none of the documented studies focuses on KMTC. In most cases, these studies focus on the ministry of health or other institutions. In this regard, it is evident that it remains a tall order understanding the influence of uptake of courses and finances on the success of expansion strategies in public training institutions such as KMTC without studies such as this current one.

## III. RESEARCH DESIGN AND METHODOLOGY

This study is based on the descriptive survey design. It adopted the case study approach, which is usually an in-depth study of a particular situation (Yin, 2009); KMTC in the case of this current study. In the descriptive surveys, the study collects data through interviews and questionnaires to samples of individuals among others (Kombo & Tromp, 2006). In this kind of design, questionnaires and interviews could be used to collect information about people's attitudes, opinions or any of the variety of educational or social issues. According to Saunders, Lewis, and Thornhill (2003), "the descriptive design has an advantage in that it enables the researcher to obtain the opinions of participants with ease." The design also has an interesting attribute in that it studies "the relationship between variables as described and generalizations of principles or theory that has universal validity are developed." In investigating the challenges facing the success of expansion strategies it was deemed a suitable design.

This study targeted KMTC campuses. Presently, KMTC trains health personnel. Currently, KMTC has custom-made courses that act in response to society's growing health requirements. As a result, about 80% of Kenya's healthcare workers are a product of the college. Presently, KMTC has expanded to establish 73 campuses scattered in the 47 counties of Kenya. KMTC employs 2,393 members of staff (KMTC, 2019). The study focuses on these employees. In addition, the study targeted health directors from the ministries of health of the 42 county governments and the 42 local leaders where KMTC campuses are found. In each ministry, a director or an assistant director was targeted. This makes 84 individuals. As such, the total targeted study participants were 2,477 as shown in Table 1

**Table 1 Target Population**

Category	Target Population
KMTC members of staff	2,393
Local leaders at the counties	42
Health Directors - County Governments	42
<b>Total</b>	<b>2,477</b>

Mugenda and Mugenda (2003) points out that “a sample is a subset of a particular population while sampling is the practice concerned with the selection of individual observation intended to yield some knowledge about a population of concern especially for the purpose of statistical inference.” In this study, this entailed obtaining representatives from the 2,477 individuals targeted by the study. The sample size comprised 10% of target population. As such, the formula used in data analysis was as follows:

$$n=N*10\%$$

Where:

N = Target Population

n = Sample Size

The sample size is thus:

$$n=2477*0.1$$

$$n=247.7$$

$$n=248$$

In this regard, 248 persons were sampled. This is in line with Kasomo (2006) who pointed out that a sample size of between 10% is a good representation of the target population for a descriptive survey. The study used stratified random sampling techniques to obtain the study sample. In this regard, KMTC officials from 7 departments namely Finance; Procurement; Registrar (academic affairs); Principals of campuses; Human Resource; Administrative Services and Corporate Communications and Public Relations as well as Ministry of Health officials and local leaders were proportionately included in the study. These persons are targeted since it is expected that they understand the study subject and that they could adequately represent the study. This study used questionnaire and interviews.

A pilot study was conducted among 80 KMTC officials drawn from various departments namely Finance; Procurement; Registrar (academic affairs); Principals of campuses; Human Resource; Administrative Services and Corporate Communications and Public Relations in order to pretest the research instruments. This is in line with Mugenda and Mugenda (2012) who posits that 10 per cent of the targeted study sample is sufficient for piloting research instruments. The participants of the pilot study were other managerial level officials from the seven departments targeted by the study. The officials so included in the pilot study were drawn from campuses that were not included in the final study. Data was collected from these participants within a study period of 1 week and used to test the validity and reliability of the questionnaires.

Validity is “the degree to which results obtained from the analysis of the data actually represents the phenomenon under study” (Cooper & Schindler, 2013). Any challenges associated with understanding and responding to the questionnaires was also promptly addressed. Content validity was used to find out if the instrument would answer all the research questions, (Cooper & Schindler, 2003).

Further, the opinion of the college research and ethics review committee was sought and used to improve the questionnaire. Cooper and Schindler (2003) point out that construct validity is the extent to which a set of measured items actually reflect the theoretical latent construct that the items are designed to measure. Construct validity was ensured through the operationalization by setting the questions in the questionnaire based on the reviewed literature and the operationalized definition of the study variables.

Reliability refers to “a measure of the degree to which research instruments yield consistent results,” (Mugenda & Mugenda, 2012). In this study, reliability was ensured by pre-testing the questionnaire on officials of KMTC. These were not included in the final study. Cronbach Alpha ( $\alpha$ ), a reliability coefficient which measures reliability of related research items on a scale of 0 to 1 was calculated. Cronbach’s alpha,  $\alpha$  (or coefficient alpha), developed by Lee Cronbach in 1951, measures reliability, or internal consistency. “Reliability” is how well a test measures what it should. For example, a company might give a job satisfaction survey to their employees. High reliability means it measures job satisfaction, while low reliability means it measures something else (or possibly nothing at all).



Cronbach's alpha would tell you if the test you have designed is accurately measuring the variable of interest. The formula for Cronbach's alpha is:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N-1) \cdot \bar{c}}$$

Where:

- $N$  = the number of items.
- $\bar{c}$  = average covariance between item-pairs.
- $\bar{v}$  = average variance.

In this test, Cronbach alpha values of 0.7 and above signifies acceptable. The test was used to test the internal consistency of research items.

The researcher obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) and authority to carry out research exercise from the Director of KMTC. This permit was then presented to the various county Ministries of Health under study prior to data collection. The researcher used the drop and pick method to collect data from the KMTC officials. This was done within a period of 3 weeks. The interviews were undertaken during the same period. Specially prearranged appointments were made with the respondents before the actual interviews are conducted.

To begin with, the questionnaires were checked for completeness, accuracy, and uniformity and cleaned. The data was then coded and analyzed. The researcher used the Statistical Package for Social Sciences (SPSS version 24) to analyze the data. Descriptive statistics (weighted means, percentages, and frequencies) and inferential statistics (Pearson correlation and regression analysis) was used to analyze the data.

The regression model to be tested in this study is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \mu$$

Where:

$Y$  = Success of expansion strategies

$X_1$  = Uptake of courses

$X_2$  = Devolution of health services

$X_3$  = Politics

$X_4$  = Finances

$\beta_0$  is a constant

$\beta_1, \beta_2, \beta_3, \beta_4$  = Regression coefficients

$\mu$  = the error term

For open-ended questions, content analysis as elicited by White (2004) was used. Herein, the findings obtained were described in prose with the emergent meanings being highlighted. The findings were presented in tables and charts for ease of presentation and interpretation.

#### IV FINDINGS AND DISCUSSION

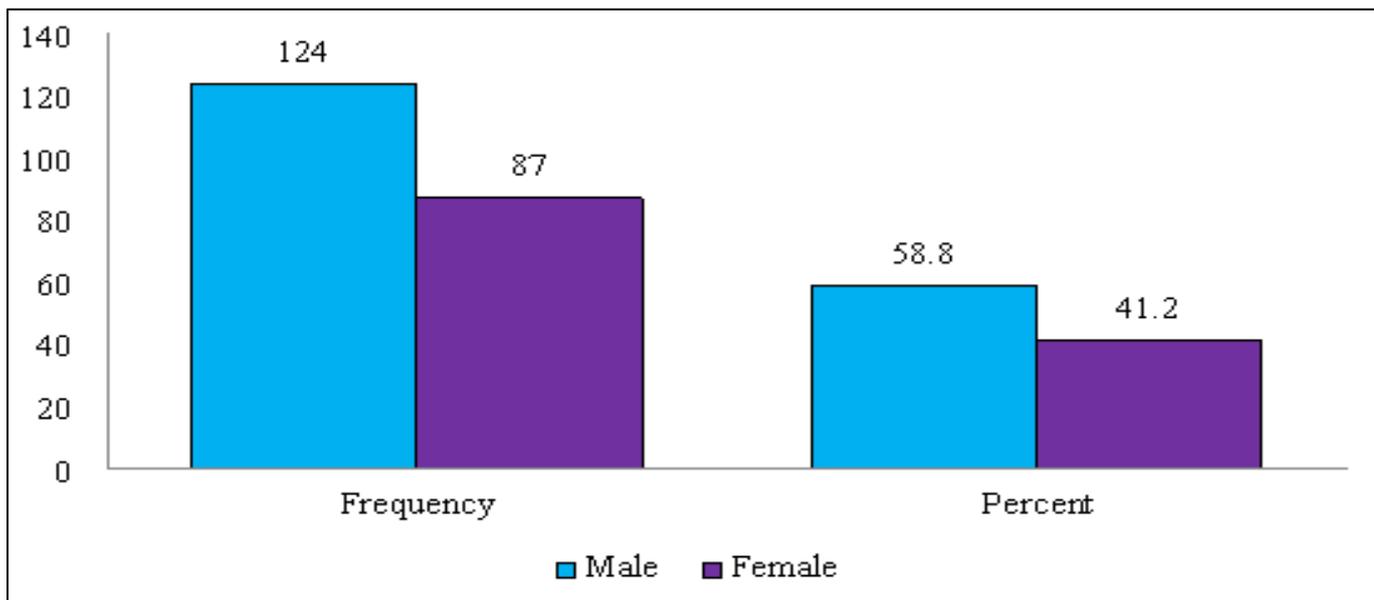
A total of 248 respondents were targeted by the study. The number of participants who responded to the study was 211. Out of these 181 filled the questionnaire while 11 were interviewed. This made an overall response rate of 85%, which was deemed sufficient for analysis.

**Table 2 Analysis of the Response Rate**

Targeted	Responded	Response Rate
248	211	85

#### 4.1 Sex of Respondents

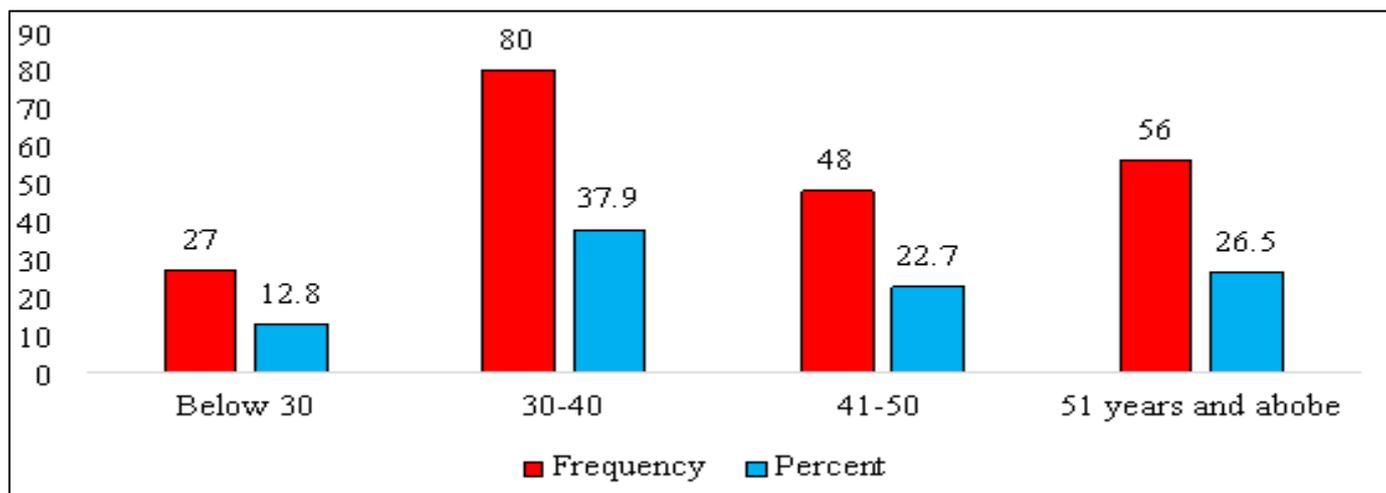
The respondents were asked to state their sex and 58.8% (124) indicated they were male while 41.2% (87) were female. These findings show that both sexes were well represented in the study.



**Figure 1 Sex of Respondents**

**4.2 Age Groups of Respondents**

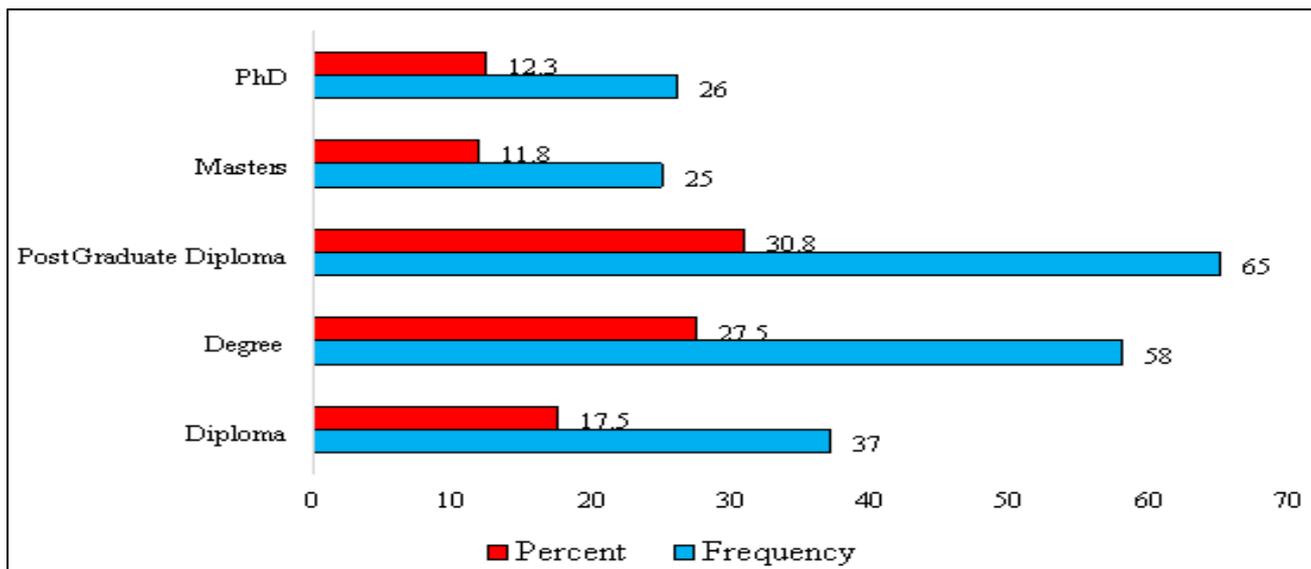
The respondents were asked to state their age groups. The majority of the respondents, 37.9% pointed out that they were aged between 30 and 40 years. These were followed by 22.7% who were aged between 41 and 50 years and 26.5% who were aged 51 years and above. The least 12.8% were aged below 30 years. These findings show that the respondents came from diverse age groups which could reduce age-related bias could be avoided.



**Figure 2 Age Groups of Respondents**

**4.3 Highest Education Levels of Respondents**

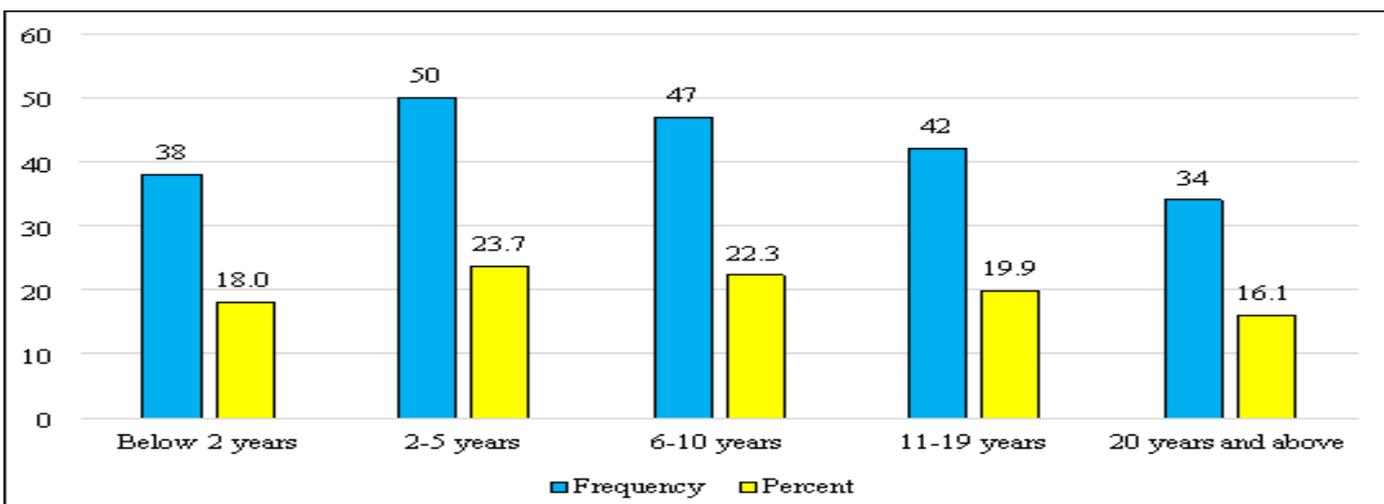
Figure 3, shows that most of the respondents, 30.8% had post-graduate education. These were followed by 27.5% who had bachelor’s degrees and 17.5% who had diplomas. The least had Master’s and Ph.D. degrees at 11.8% and 12.3% respectively. These findings show that the respondents had sufficient educational qualifications to adequately respond to the study questions.



**Figure 3 Highest Level of Education**

**4.4 Duration working with KMTC**

The respondents were asked to indicate the number of years that they had worked with KMTC. The findings show that the majority, 23.7% had worked for KMTC for 2 to 5 years. These were followed by 22.3% had worked for 6 to 10 years and 19.9% who had worked for 11 to 19 years. The least (16.1%) had worked for more than 20 years followed by 18% who had worked for less than 2 years.



**Figure 4 Duration working with KMTC**

**4.5 Uptake of Courses**

The first objective of the study was to examine the influence of uptake of courses on the success of expansion strategies in the public training institutions. The findings obtained are presented in the following section. Data was collected using Likert-scale type statements on a scale of 5-1 where 5-to a very high extent; 4-to a great extent; 3- to a moderate extent; 2-to a little extent and; 1-Not at all. The weighted means (WM) were used to indicate the levels of agreement with the statements presented. The findings obtained are presented in Table 3.

**Table 3 Uptake of Courses**



Uptake of Courses	Percentage					Weighted Mean
	5	4	3	2	1	
(i) Some of the courses offered by KMTC campuses are not responsive to changing job market demands	12.8	17.1	33.2	15.2	21.8	3
(ii) Poor course development strategies affects enrollment rates in some departments at KMTC	11.4	20.9	29.4	19.9	18.5	3
(iii) KMTC campuses does not have strong mechanisms for ensuring high student intakes for all courses rolled out	11.4	15.6	22.3	25.1	25.6	3
(iv) There is not strong effort by new KMTC campuses to offer affordable courses that are highly demanded by students	16.6	11.8	27.0	19.0	25.6	3
(v) Poor performing departments in the campus lead to loss of employment by some staff in these departments	11.4	13.7	15.2	22.7	37.0	2
(vi) Low student intake has affected the overall growth and sustainability of some KMTC campuses	34.1	20.4	19.0	9.5	17.1	3
(vii) Offering some courses that do not have high earning prospects of graduates challenges the sustainability of some KMTC campuses	21.3	21.3	19.9	14.7	17.5	3
N=211						

The findings as shown in table show 3 show that overall, the respondents tended to agree to a moderate extent (WM of 3) that some of the courses offered by KMTC campuses are not responsive to changing job market demands. This shows that some of the courses offered by KMTC campuses were not reflective of specific market realities which could affect the success of expansion strategies as posited by Alfaro and Ketels (2016) since job market prospects affected the success of courses.

The respondents (WM=3) also agreed to a moderate extent that poor course development strategies affect enrollment rates in some departments at KMTC. This corroborates the findings of Dutta and Islam (2017) that established “that “lack of proper product (course) development strategies contributed to low enrollment rates in the faculty.” In the case of KMTC, it is evident that poor course development strategies by KMTC affected the success of expansion strategies in public training institutions.

Also, the respondents tended to agree to a moderate extent (WM=3) that KMTC campuses do not have strong mechanisms for ensuring high student intakes for all courses rolled out, with most of the respondents (21%), agreeing to a strong extent with the statement. Since it is apparent that there were some mechanisms for supporting the success of the KMTC course rolled out, these findings agree with those of Kelly et al. (2010) that underline the importance of a high intake of courses on new campuses.

The majority of the respondents agreed to a moderate extent, with a WM of 3, that there was not a strong effort by new KMTC campuses to offer affordable courses that are highly demanded by students. This could affect the success of these courses as argued by Bisogno et al. (2014). The respondents agreed to a little extent (WM =2) that poor performing departments in the campus lead to loss of employment by some staff in these departments. This shows that the performance of KMTC campuses was linked with loss of employment which agrees with the World Bank (2011) report which of the same position.

Most of the respondents agreed to a moderate extent (WM=3) that low student intake has affected the overall growth and sustainability of some KMTC campuses, which corroborates the findings of Lingenfelter (2012) who found out that good uptake of the courses deployed by universities is pivotal to the overall enrollment and growth of institutions of higher learning. The respondents agreed to a moderate extent (WM=3) that offering some courses that do not have high earning prospects of graduates challenges the sustainability some KMTC campuses, which further corroborates the findings of Alfaro and Ketels (2016) who linked job market prospects with the success of courses as



well as the sustainability of higher learning. This supports the importance of sustainability in institutions of higher learning.

The respondents, as well as the interviewees, were asked to point out how the uptake of courses affects the success of expansion strategies at KMTC campuses. The findings obtained show that the campuses should be mandated to recruit their own students so as to be more successful. By lowering fees, the success of expansion strategies could be enhanced. KMTC should start by offering courses that were marketable for high students' intake. In some instances, a high intake of students strained the new campuses. This called for the need to increase the financing of these campuses for further expansion. In some instances, a low intake of students challenged the sustainability of the new campus. Conversely, more students led to an increased revenue base, which contributed to enhanced sustainability. There was also a need to involve the community as well as the respective county government officials to be involved in suggesting some of the courses that could be strategically offered on the new campuses. In this regard, expansion should be made based on demand. Since new campuses were near students, it was easy to enhance uptake. The expansion should be linked to the marketability of courses. There was also a need to expand intake from 50 to 100 for some courses. Courses should also be offered regularly for marketing and sustainability purposes.

#### 4.8 Finances

The last objective of the study was to assess the influence of finances on the success of expansion strategies in public training institutions. The findings obtained from Likert-type statements are presented in the following section.

**Table 4 Finances**

Finances	Percentage					Weighted Mean
	5	4	3	2	1	
(i) Financial sustainability is a major issue affecting the success of expansion strategies at KMTC campuses	44.1	16.6	16.6	11.8	10.9	4
(ii) Financial unsustainability has led to the closure of new KMTC departments due to inability to pay staff as well as to take care of running costs	15.2	11.4	18.5	20.9	34.1	3
(iii) New campuses have often failed to generate enough revenue so as to remain operational in the new market due to poor enrolment of students	34.6	16.6	22.3	15.2	11.4	3
(iv) Poor funding from the government has contributed to poor sustainability in new KMTC campuses	17.1	22.3	30.3	16.1	14.2	3
(v) Inability to attract funding for research and projects from other sources has challenged the success of newly expanded KMTC campuses	21.8	20.4	24.6	15.6	17.5	3
<b>N=211</b>						

As shown in Table 4, the respondents had mixed reactions regarding the influence of finances on the success of expansion strategies in public training institutions. To begin with, the respondents agreed to a great extent (WM=4) that financial sustainability was a major issue affecting the success of expansion strategies at KMTC campuses, with the majority (36.5%) agreeing with the statement to a very great extent. These findings agree with Bisogno et al. (2014) who argue that "financial sustainability is a major issue affecting the success of expansion strategies in institutions of higher learning."

However, the respondents agreed to a moderate extent (WM=3) to all the other statements presented to them. In this regard, the respondents agreed to a moderate extent that financial unsustainability had led to the closure of new KMTC departments due to inability to pay staff as well as to take care of running costs and that; new campuses had often failed to generate enough revenue to remain operational in the new market due to poor enrolment of students. These findings agree with those of Tibarimbasa (2010), who argues that "new campuses are obligated to have enough enrolment of students so as to generate enough revenue to remain operational in the new market." The respondents also agreed to a moderate extent (WM=3) that poor funding from the government had contributed to poor



sustainability in new KMTC campuses and that; inability to attract to funding for research and projects from other sources had challenged the success of newly expanded KMTC campuses which is in line with the findings of Matsumura (2008) who argues that “funding affects the level to which the activities of a project are implemented.” These findings make it apparent that finances affected the success of growth strategies as posited by this current study.

Lastly, the respondents and interviewees asked to state other ways in which finances affected the success of expansion strategies at KMTC Campuses. The responses obtained show that lack of finances led to the inability to employ enough employees to meet growth requirements. Corruption by KMTC top officials led to misappropriation of funds and affected expansion processes. Reallocation of finances to other activities also affected the implementation of vital projects in new KMTC campuses. Financial resource constraints limited the construction of facilities as well as the equipping of existing ones. It was thus untenable to acquire all the instruments required for practical lessons. This led to poor training infrastructure. Although some campuses were not facing financing challenges, others were unable to collect adequate revenue. Delay in remittance of finances from the government to campuses also affected expansion processes. Some campuses also lacked an innovative model of financing. Low uptake also led to inadequate revenue generation; affecting the success of new campuses due to the inability to fund all of its growth strategies.

#### 4.9 Success of Expansion Strategies

The dependent variable of the study was the success of expansion strategies. The findings obtained are presented in the following section.

**Table 5 Success of Expansion Strategies**

Success of Expansion Strategies	Percentage					Weighted Mean
	5	4	3	2	1	
Our campus runs smoothly without any challenges	4.7	16.6	30.8	19.0	28.9	2
There are enough facilities at our campus	7.1	10.9	21.8	21.3	38.9	2
We have enough students for all courses offered by the departments in our campus	8.5	12.8	21.8	23.2	33.6	2
All the programmes that our campus sought to run are all in place	11.4	15.2	19.0	22.3	32.2	3
No department has ever collapsed since we started	24.6	19.9	11.4	15.6	28.4	3
We are very competitive in the health personnel training market in this county	42.2	19.9	18.5	10.4	9.0	4

To begin with, the respondents agreed to a great extent (WM=4) that KMTC was very competitive in the health personnel training market in this county with the majority, 30.8% agreeing to a moderate extent to the statement. The respondents went on to agree to little extents (WMs=2) that the KMTC campus ran smoothly without any challenges and that there were enough facilities at the KMTC campus. This shows the limited success of growth strategies as argued by Muchomba and Karanja (2015) who see the presence of enough resources and facilities as indicators of growth strategies. The respondents also pointed out that they did not have enough students for all courses offered by the departments on our campus (WM of 2, agreement to a very little extent).

The respondents agreed to a moderate extent (WM=3) that all the programmes that KMTC campuses sought to run were all in place and that no department had ever collapsed since we started. This shows the considerable success of expansion strategies as posited by Kelly et al. (2010) who posits that one of the measures of success of expansion strategies was “the collapse or failure of the campuses altogether.” Based on these findings it is evident that there was mixed evidence of the success of expansion strategies since some of the departments did not have enough students which are, “indicators of a successful campus” as argued by Tibarimbasa (2010).

#### 4.10 Correlation Analysis

Pearson correlation shows that there was statistical significant relationship between uptake of courses ( $r=.308$ ,  $p<0.001$ ); devolution of health services ( $r=0.322$ ,  $p<0.001$ ); politics ( $r=0.478$ ,  $p<0.001$ ); and finances ( $r=0.673$ ,  $p<0.001$ ) and success of expansion strategies. These findings show that the finances were the strongest factor that influenced the success of expansion strategies. This was followed by politics, devolution of health services, and uptake of courses in that order.

**Table 6 Correlation Analysis**

Correlations		
		Success of Expansion Strategies
Uptake of Courses	Pearson Correlation	.308
	Sig. (2-tailed)	.000
Finances	Pearson Correlation	.673
	Sig. (2-tailed)	.000
Success of Expansion Strategies	Pearson Correlation	1
	Sig. (2-tailed)	
**. Correlation is significant at the 0.01 level (2-tailed).		
N=211		

## V. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusion

The study sought to: examine the influence of uptake of courses on the success of expansion strategies in the public training institutions and; assess the influence of finances on the success of expansion strategies in the public training institutions. The findings show that the two study variables influenced the success of expansion strategies at KMTC campuses. In this regard, Pearson correlation shows that there was statistical significant relationship between uptake of courses ( $r=.308$ ,  $p<0.001$ ) and finances ( $r=0.673$ ,  $p<0.001$ ) and success of expansion strategies. These findings show that the finances were the strongest factor that influenced the success of expansion strategies. As such, the success of expansion strategies can only be successful if the college put in place strategies aimed at ensuring that there were sufficient finances. This could go on to enhance the development of facilities and equipping them. Furthermore, an effort aimed at ensuring that new campuses had a high intake of students could contribute to the level of success of expansion strategies at KMTC. High intakes could enhance the revenue generation, further enhancing the funding and success of new KMTC campuses.

### 5.2 Recommendations

In the following section, the study recommendations are presented. This is done based on the study objectives.

#### 5.2.1 Uptake of Courses

There was a need to carry out thorough research before rolling out of courses to establish the relative importance and demand of the courses that are offered at KMTC. This would enable the enactment of policies that could enhance the uptake of all the courses rolled out. The appeal of the courses being offered at KMTC could also be enhanced by hiring enough lecturers and making sure that the courses offered to meet the expectations of students and that they were responsive to market demands. Efforts should also be made to ensure that new campuses operated within their capacity before rolling out new ones to check wastage of resources. There was also a need to seek enough funding to reduce the cost of the courses on offer at KMTC.

#### 5.2.2 Finances

There was a need to put enough effort into the public relations department aimed at enhancing enrollment in all-new campuses to ensure that enough revenue was generated. Transparency in the allocation of financial resources was necessary to check wastage. This could be achieved through specially formulated monitoring and evaluation frameworks. This could also be achieved through policies that emphasized on financial transparency in the finance department. Various income generating activities need to be put in place to supplement the revenue collected. The resource mobilization office should strategize on how to loop in more development partners and stakeholders to augment the efforts currently in place. Collaboration with international funding should also be undertaken by the college management to ensure that there was adequate funding for classrooms, laboratories, and functional libraries in newly established campuses.

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