

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/237635582>

University Education Liberalization Process and Challenges in Kenya: Options for Strategic Planning and Management

Article

CITATION

1

READS

565

1 author:



Elijah Siringi

Management University of Africa

19 PUBLICATIONS 46 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



Gender Responsive Budgeting [View project](#)



blue economy [View project](#)

University Education Liberalization Process and Challenges in Kenya: Options for Strategic Planning and Management.

Dr. Siringi, E. M.

Department of Economics and Business Studies

Faculty of Art and Social Sciences

Maseno University

Abstract

Worldwide, higher education is undergoing major changes in its structure and organization. Kenyan universities are benchmarking with top universities in the world, struggling very hard to compete for limited resources. This transformation in combination with a growing demand for continuing professional education and strengthened demands by employers for tailored education and training has caused significant shifts in higher education. “Doing more with less” and “doing things smarter” are becoming fashionable guiding principles in university management and governance. Globalization is identified as a fundamentally important 'driver' of these educational reforms that cut a cross at both the local and international levels. University managers are therefore compelled to assume new roles for which the past had not prepared them for, while they are expected to perform and deliver in a competitive and complex working environment. This paper argues that these challenges require a new approach of strategic planning and management to keep pace with the changing globalization and liberalization of University Education. This will ascertain quality of university education that may be compromised in the process. Furthermore, universities would have an opportunity to reposition themselves as distinct academic entities in order to reap global opportunities without inhibiting economic growth, slowing down poverty reduction and undermining the civil society.

Key Words: Liberalization, Globalization, Strategic Planning, Management, Education Reforms.

Background

Universities the world over, are undergoing unprecedented change and confronting multiple challenges brought about by the vast and complex processes of globalisation and liberalisation. These challenges in one hand are; heightened competition, surging numbers of students in the face of declining funding from the public purse, insufficient remuneration for academic and other members of staff, complex environmental influences and persistent economic impacts that continue to create constant change conditions in many organizations as well as multifaceted consequences of globalization (Mok, 2003)). On the other hand, higher education is in a realm of new opportunities relating to complex technologies that are improving the ways in which knowledge is produced, managed, disseminated, accessed and controlled (Teekens, 2002). African universities in particular, are struggling to emerge from a decade of crisis. A number of

challenges – rapid growth, the brain drain, frequent labour strife, campus closures, institutional deterioration, waning relevance and declining educational quality – have produced a generation of graduates feared to be less capable and qualified than they were ten years ago. Powerful internal and external forces – political, pecuniary and paradigmatic – are reconfiguring all aspects of university life constituted around the triple mission of teaching, research and service. Governments, bureaucrats, and university administrators alike have suggested the death of one era (that of the traditional university sector) and the birth of another (that of the global and potentially virtual higher education business).

For the purposes of this paper, we will consider the ever-expanding literature on globalization in the context of three different schools of thought. The first school is built on the acceptance that the world of tomorrow will be significantly different to the world of today and that globalization is new and different. The second school argues that, under a set of very different operating conditions, in order to be successful managers one must behave in a very different manner to how they behaved in the past. The third school focuses on specific managerial responses to a globalizing world that explains to firms what they have to do to deliver that success. Central to the review of the literature is the notion of globalization as a specific management issue; both explicitly and implicitly, much of the literature offers the message that with the right kind of management, globalization offers an endless series of opportunities to be grasped rather than threats to be avoided. The revolutionary school of management (Adcroft et al., 2004a, b) reflects the perceived need for organizations to reinvent themselves in the face of turbulence created by technological change and globalization.

In as much as globalization and liberalization of higher education is at its critical point of implementation level it is important to think critically and articulate the impact of this policy change. Perhaps it is imperative to pose these crucial questions. Can liberalization of university education compromise the quality of education? How are African universities trying to balance the demands of autonomy and accountability, expansion and excellence, equity and efficiency, diversification and differentiation, internationalisation and indigenisation in the face of liberalization and privatisation, and as they address the new challenges of knowledge production and dissemination, of Africanising global scholarship and globalising African scholarship? What strategies and management planning policies have the universities in Kenya put in place to reposition

themselves as distinct academic entities in the changing academic environment? What policy intervention is needed to enhance sustainable development in order to reap global opportunities without inhibiting economic growth, slowing down poverty reduction and undermining civil society? The need for redefining the role and defending the importance of universities has never been greater. University education reform must therefore be among the most important policy agenda items for any African country, including Kenya. As a public policy area, university education cannot be immune of such concepts as accountability, performance based assessment, quality assurance and market relevance that prevail in a wider policy context of public sector reforms and governance

The goal of this paper is to provide a critical appraisal of the evolving globalization challenges and opportunities in university education with a view to determine alternative intervention policies and strategies for sustainability and development.

Specific objectives of this paper endeavors to; appraise globalization challenges and the paradigm shift in university education; analyze the implications of liberalization of university education in Kenya and, determine optimal strategies and management policies Kenyan universities have put in place to reposition themselves as distinct academic entities in response to increasing globalization and liberalization process in higher education.

Globalization Challenges and University Education

The rapid expansion of university education has led to a number of challenges. According to UNESCO World Conference on Higher Education (1998), low funding from the exchequer, increased enrolment, limited access compared to the population level, increased enrolment without commensurate improvement in available facilities, gender inequality, and a low research capacity, are some of the problems facing universities in the region. These problems have led to fears that quality of education is in a downward trend in most of these universities.

Research and Publications

Research is one of the core pillars of the university system. Publication of research findings in reputable journals is one of the ways in which these findings are widely disseminated to stakeholders. Studies show that research and publishing by faculty has sharply dropped over the last few years. Due to heavy teaching responsibilities – brought about by the rising student numbers, plus the need to moonlight so as to make some extra

money to supplement the meagre pay. This means that faculties are not keen on undertaking meaningful research and publishing their work.

Leadership and Management

Globally, the environment of higher education is facing relentless and rapid change. These circumstances underscore the crucial role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels cope with momentous and rapid change. Those in higher education management and leadership positions are finding it essential that they understand shifting demographics, new technologies, the commercialization of higher education, the changing relationships between institutions and governments and the move from an industrial to an information society. Particularly in the developing world, higher education institutions must be poised to create the human capital necessary to keep pace with the knowledge revolution. Current leaders must be trained, new leaders prepared, and students identified who will both lead and study higher education for the future

Remuneration of University Staff.

Universities, especially public ones, have almost exclusively depended on the government for remunerating their staff. This has led to a situation where staff are not paid the equivalent of their counterparts in the more developed societies. Many professors have therefore decamped to other countries in search of better pay, affecting the teaching needs of Kenyan universities. Demand for better pay has often led to standoffs between the government and the university academic staff union (UASU).

Financing

Public universities in Kenya have traditionally relied on Government funding to carry out their activities. Due to the harsh economic situations witnessed by the region over the recent past, Government support to these institutions has seen a steady decline, and the universities have been forced to operate under very tight budgets. The situation has not been made any better by the structural adjustment programmes prescribed by our bilateral partners. The universities have therefore been forced to rethink their strategy, and possibly look for extra sources of financing including establishing income-generating activities.

Information and Communication Technologies (ICT) Capacity and Utilization

The swiftness of ICT developments, their increasing spread and availability, the nature of their content and their declining prices, are having major implications for learning. There is need to tap the potential of ICT to enhance data collection and analysis, and to

strengthen management systems in educational institutions; to improve access to education by remote and disadvantaged communities; to support initial and continuing professional development of teachers; and to provide opportunities to communicate across classrooms and cultures. Most universities in Kenya have very limited access to modern computing and communications technology, so it is increasingly difficult for teachers and students to keep abreast of current developments in their academic areas.

Quality and standards

Although it is readily accepted that academic quality – how good the academic programmes are in relation to agreed-upon standards – is an important component of higher education. Universities worldwide are in a fix, caught between severe budget cuts and a flood of students in search of useful degrees. In Kenya, overcrowding, low budgets and staff retention problems have contributed to inefficiency and declining academic standards.

Jobs

Students lucky enough to get a university degree have no guarantee of finding employment. Whereas in the 1970s, university graduates were able to step into managerial-level civil service posts, today's job prospects are less obvious, due to tough structural adjustment programmes and recruitment restrictions.

Further Training

Staff recruitment is another area which lags behind and impacts negatively on teaching and research. Up to two-thirds of university teachers have had no initial pedagogical training. Most of these institutions are relying on individuals who have not acquired their highest level of academic training as lecturers. To improve their efficiency and effectiveness in delivering their services, staff, and especially the academic staff, must be trained continually in relevant areas. Universities must have a clear training policy, outlining their strategy for human resource development, instead of the ad hoc procedures currently followed in most of these institutions.

Student Welfare

A crucially important component of any university system – and which is often ignored in most university decisions – is the student welfare. National and institutional decision-makers must place students and their needs at the centre of their concerns, and must consider them as major partners and responsible stakeholders in the renewal of higher education. This must include student involvement in issues that affect that level of

education, in evaluation, the renovation of teaching methods and curricula, and in the framework of policy formulation and institutional management. As students have the right to organize and represent themselves, their involvement in these issues must be guaranteed.

Gender Equity

The participation of women in higher education is very low in Kenya, in large part because of traditional cultural values that emphasize women's roles as wife and mother. Women in Kenya are underrepresented in HE institutions as students and as workers. While gender disparities in students' enrolment exist at all levels of HE, they are particularly wide at higher degree levels and in science, mathematics and technology oriented subjects. At the same time, women are underrepresented in teaching and in the administration of these institutions. Further, women academics are concentrated in the lower ranks of the hierarchy and in the traditional 'female' social science and education disciplines while as administrators they are few and far in between in the higher ranks of HE administration.

Internationalization

The dawn of a global knowledge society with information-driven economies and expansions in international higher education markets is placing new demands on them to search for more innovative approaches in academic course provisions; revenue generation; uncertain educational quality; institutional governance, and human resource management and to address longstanding difficulties caused by rapid enrolments; financial constraints; frequent labour strife and brain drain.

Access

Admission, especially into Kenyan public universities under Government subsidy has become extremely difficult for most qualifying students. Every year, many students attain the university cut-off grades but due to limited resources in the public universities, only a few manage to get themselves absorbed. The rest, who in most cases cannot afford the high fees, charged by private institutions both locally and overseas, end up frustrated in their bid to acquire higher education. For instance, the decision of Joint Admission Board (2006) to raise university entry cut off point to B+ of 70 marks in seven subjects at the KCSE from 67 marks in the year 2005 is purportedly pegged on accommodation facilities that exist in the public universities. This decision has far reaching implications. A huge

number of students found themselves locked out only to allow 10,211 students of the total of 68, 030 qualified for admission in 2006 (Macharia, 2006).

In an attempt to reduce the problem of access, the public universities in the region are opening up their doors to other students under private sponsorship (commonly referred to as the parallel degree programme). This programme has also seen these institutions generate some extra finance that is ploughed back into their recurrent and development expenditure. There have been reports of conflicts, however, between the Government- and privately-sponsored students. The former feel that the latter are not qualified to join universities and may therefore water down university standards, while at the same time causing unnecessary congestion at the hitherto revered institutions (Chacha, 2001)

Strategies for Repositioning Universities as Distinct Academic Entities.

Jonathan Smith as quoted by Ogot (2004) points out that; the University Unit of a product is its difference. The goal of the university is not some passive form of tolerance, but rather to achieve active modes of reflections which seek to clarify interpretative choices, which must be made, as well as the consequences these will entail. It must, however, be acknowledged that higher education, as the principal venue for knowledge creation and dissemination, occupies a very special space in any society's development agenda, as it has the function of fostering the capacity of individuals and communities to embrace democratic principles, to uphold human rights, and to promote sustainable development. Particularly in Africa and the rest of the developing world, higher education institutions must be poised to create the human capital necessary to keep pace with the knowledge revolution (Chacha, 2001). This paper recommends adoption of the following strategies for repositioning of universities in the current changing academic environment.

The Need for Teaching and Learning Quality Process Reviews

Teaching and learning quality process reviews (TLQPRs) focus on the aspects of teaching and learning processes worked out in individual higher education institutions. It is based on the belief that the primary mission of local universities lies in their obligation to assure and enhance the quality of teaching and learning. TLQPR is categorized as a "quality-process review", which means that it is "an externally driven meta-analysis of internal quality assurance, assessment and improvement systems". Unlike assessment, "these reviews do not evaluate quality itself" but instead the focus is on the processes that are believed to produce quality" (Massy, 1997, p. 253). It should be noted that, this paper

focuses on four aspects in relation to teaching and learning processes in University education:

1. **Curriculum design:** By what processes are curricula designed, reviewed and improved?
2. **Implementation quality:** How well do faculty members perform their teaching duties?
3. **Outcomes assessment:** How do staff, departments, schools and the institution monitor student outcomes and link outcomes to the improvement of teaching and learning processes?
4. **Resource provision:** Are the human, technical and financial resources needed for quality made available when and where needed?

In addition to looking at the processes and sub-processes which are supposedly institutionalized by the universities in Kenya to facilitate learning and promote quality teaching, questions concerning four cross-cutting “meta-areas” that pertain to the institutions’ quality assurance and improvement environment are raised:

- **Quality-program framework:** Do the institution and its schools, departments, and other operating units have well-articulated written mission, vision and policy statements pertaining to quality and quality assurance? Do teachers and administrators know the content of these statements, and can they describe how they implement their content?
- **Formal quality program activities:** Do the institution and its schools, departments, and other operating units have formal programs to assure quality levels and spur continuous teaching and learning quality improvement?
- **Quality-program support:** Does the institution fund projects and activities and undertake new initiatives in teaching and have units organized to aid regular teaching and administrative staff in performing their duties? Does it fund special projects outside the teaching development centre?
- **Values and incentives:** Does the institution’s motivational environment – its intrinsic and extrinsic reward structure – furthers the assurance and improvement of teaching and learning quality? (Massy, 1997, p. 258).

The need for Management Reviews and University Governance Review

The origin of the Management Reviews (MRs) can be traced to the growing financial constraints facing universities in the globalisation era. The reviews cover all the management processes and systems in the areas of academic administration, research

administration, maintenance and development of the estate, procurement, student support services, human resources, IT, and finance. They are qualitative in nature and seek to promote self-assessment and self-improvement within the institutions through dialogue, discussion, and analysis of issues with the consultants and members of the Review Panels. They also seek to promote the sharing of experiences and best practices (UGC Secretariat, 1999a.). The intention is to help universities improve their administration via good management, to provide a review of the performance of each individual university, and to provide some accountability for the performance of the system to the main sponsor - government and the public (Massy et al., 1999, pp. 6-7). More specifically, each institution has gone through rigorous evaluations in six areas of management practices, namely, development of a strategic plan, resource allocation, implementation of plans, roles, responsibilities and training, service delivery, and management information systems.

It is clear that the higher education governance model has changed to a “corporate governance model” whereby the government has become the educational service coordinator and facilitator instead of monopolizing the service provider role. It is clear that Universities are now experiencing a corporatization process (Mok, 2001). By “corporatization”, I refer to the way that higher education institutions are now run and governed, like business or market-like entities. University Vice Chancellors and professors are becoming business executives or chief executive officers and their major concerns are closely related to resources and efficiency instead of academic values and intellectual concerns. Seen in this light, we must be well aware of the far-reaching significance and particular attention must be paid to both positive and negative consequences of such types of higher education reform strategies in the 21st century.

The need for International Benchmarking and internationalization

Kenyan universities have tried to benchmark with top universities in the world. Universities in Kenya have competed not only with overseas universities but they also try to show how good they are in various university ranking exercises or university league tables. The ranking report reveals unfortunately poor performance in Kenyan Universities. This paper opines that there are lessons to be learnt in the ranking criterion and has had a significant impact on the performance of universities worldwide. It must be noted that only nine universities from Kenya were ranked in the top hundred universities in Africa. Of the six public universities at least five were within the top hundred, except one- Maseno University. It is also interesting to note that private universities had

performed well in this ranking, but majority of these universities did not appear in the list of top hundred universities in Africa. See table.1.

Table 1: Top 100 Universities in Africa in Global Ranking as at 2006.

Rank	University	World Rank	Rank	University	World Rank
1.	University of Cape Town	546	51	Technikon Witwatersrand	6,011
2.	Stellenbosh University	548	52	Sokoine University of Agriculture	6,090
3.	University of Pretoria	554	53	Ecole Du Patrimoine Africain	6,121
4	University of Witwatersrand	636	54.	University of Malawi	6,159
5.	Rhodes University	683	55	University of Ouagadougou	6199
6.	University of the Western Cape	894	56	University of Fort Hare	6,254
7.	University of South Africa	1,256	57.	University of Ibadan	6,254
8.	University of Quazulu-Natal	1,478	58	University of Senghor	6321
9.	American University in Cairo	1518	59	University of hargeisa	6329
10	University of the Free State	1933	60.	United States Inter. University	6347
11	North West Uni. Potchefstroom	2029	61	Moi University	6353
12.	University of Port Elizabeth	2,217	62	Mangosuthu Technikon	6416
13.	University of Dar es Salaam	2566	63	Monash South Africa	6,429
14.	Port Elizabeth Technikon	2764	64	Arab Open University	6,523
15.	University of La Reunion	2891	65.	University of Abuo Beker Belkaid	6524
16.	University of Zimbabwe	3318	66	National University of Lesotho	6,579
17.	Cape Technikon	3498	67	October 6 University	6591
18.	University of Namibia	3,612	68	University of Swaziland	6624
19.	Makerere University	3,628	69	Obfemi Awolowo University	6645
20	University of Cheikh Anta Diop	3641	70	Jomo Kenyatta Univ. Of Agri. And Technology.	6674
21.	Polytechnic of Namibia	3612	71	Kabarak University	6699
22.	University of Mauritius	3799	72	Ssiut University	6,705
23.	Nelson Mander Metropolitan Uni.	4,397	73	Kwame Nkrumah Uni. Of Sci. and Technology	6714
24	Arab Academy for Sci. and Tec.	4446	74	Mohammed First University	6749
25	University o Eduardo Mondlane	4457	75	Uni. M'hamed Bougara De Boumerdes	6751.
26	Tshwane University of Technology	4,484	76	University of Alger	6,756
27	University of Nairobi	4508	77	Kenyatta University	6,761
28	University of Johannesburg	4,611	78	University of Benin	6,769
29	Cairo University	4,748	79	University of NorthWest Mafikeny	6817
30	Germany University in Cairo	4,791	80	University of Yaounde	6,829
31	University of Zululand	4,806	81	University of Batna	6,860
32	University of Botswana	4,818	82	Universite Djiliajliabes	6,906
33	Kigal institute os Sci. Tech,& Mngt	4,963	83	Strathmore University	6,926
34	Ecole Mohamadia D' Dgenieurs	4,997	84	Botswana College of Agriculture	6,969
35	Universite Cadiyyad	5,038	85	Helwan University	6,982
36	National university of Rwanda	5,140	86	Daystar University	7,006
37	Al Akhwayn University	5,301	87	University of Venda	7,059
38	Durban Institute of Technology	5,313	88	Africa University	7,084

39	Burao University	5,353	89	Uganda Christian University	7,179
40	Addis Ababa University	5,355	90	University of Lagos	7,181
41	Mansoura University	5,374	91	South Valley university	7,253
42	North- West University	5,411	92	University of Blida	7,294
43	University of Ghana	5,420	93	Vall University of Technology	7,337
44	Medical University of South Africa.	5,572	94	Central univ. of Tech Free State	7,359
45	University of the North	5,578	95	Modern Sciences & Arts Univ.	7,362
46	Universite De Nouakchott	5,703	96	Universite Chouab Doukkali El Jadida	7,364
47	University of Khartoum	5,741	97	Egerton University	7,366
48	Al Azhar Al-Sharif Islamic Res.Academy	5,849	98	University of Jos	7,369
49	Peninsula Technikon	5,875	99	Minia Universty	7,434
50	Mogadishu University	5,927	100	Inst. De Formation en Tech. Alimentaire	7,468

Source: Wachira Kigotho (2006): Kenyan Universities Score poorly in Global Ranking. The Standard Newspaper, Tuesday, February p.6.

The level of internationalization in Kenyan universities is analyzed as blow.

Kenyatta University

This University does have formal international linkages. Currently the newly established Centre is managing these Linkages and International Programmes. The university has active linkages with South African universities, namely with the Nelson Mandela Metropolitan University. The programme provides for exchange of ideas, exposure to different cultures from Africa and Kenya in particular, and enabling of appreciation of problems and situations from a different perspective. In turn, Kenyan students have the opportunity to interact with students from different cultures (www.ku.ac.ke/academic/summerprogramme).

Egerton University

This university does have formal international linkages. Currently the Centre for International Linkages and Studies Abroad, established in May 2002 is managing these linkages. The university has active linkages with two different institutions in the USA, one in China, one in Austria and locally with the Kenya Medical Training College. The linkages objectives focus on the enhancement of academic exchange, research collaboration, as well as staff and student exchange (www.egerton.ac.ke/research_extension/)

Moi University

Established in 1984, this university does have formal international linkages. Currently the International Programmes Office is managing these linkages. The university has active linkages with Japan, and exchange programmes with the USA, and the Netherlands.

University of Nairobi

This university does have formal international linkages. Currently the International Programmes Office is managing these linkages. This is one of the few institutions with a full fledged office. The university has active linkages with, and exchange programmes with the USA, and the Netherlands.

Maseno University

This university has linkages with USA- university of Ohio, Italy, China and South Africa. The exchange programmes are running well.

The Catholic University of Eastern Africa

This university does have formal international linkages. Currently these linkages are being managed by the Office for Academic Linkages. The university has four active linkages with Belgium, Slovakia, USA, and Britain. (Personal communication, Rev Dr. Peter I Gichure, 28 April 2006)

The need to launch Online and Distance Learning Programmes.

Few universities have online and distance learning programmes running in Kenya. University of Nairobi and Kenyatta University pioneered in this area. Maseno University, Moi, Egerton and Jomo Kenyatta University of Agriculture and Technology are in advanced stages of collaboration to launch the programmes. This area has been identified as potential for university investment as it follows suit to internationalisation of university education. Notably, the average Internet use in Africa is still way below that of the developed world at one Internet user to every 200 Africans as opposed to one to two people in the North America and Europe (Bollag, 1999b).

The need to establish Campuses for Parallel Degree Programmes

In order to compete effectively and increase the market share in university education a number of universities in East African region have established what is called “Town or City Campuses” to tap resources in potential urban and commercial centers. The agony about this potential area of investment is continuous criticism and tough questions raised about the credibility and quality of town campus programmes or courses by the public. We recommend that Universities need strategic policy of quality standards in these programmes.

The need for Restructuring of University Departments into Schools and Institutes of Excellence.

For purposes of phasing out redundancies in various departments and particularly those departments that do not attract students, many universities have engaged in the process of restructuring departments into schools and centers of excellence. Though fear may be

raging upon lecturers about the restructuring processes in different universities in Kenya, the idea is geared towards perfect service delivery and cutting down costs in universities.

The need for Collaboration in Research and other Exchange Programmes.

Nowadays, all university academics have to “justify their existence” by keeping up their research profile and teaching performance. In line with this phenomenon, public universities as well as private universities in Kenya have attempted to benchmark their achievements and performance with the international academic community. Priority areas have been identified such as quality teaching, research performance in collaborative and exchange programmes with overseas institutions of excellence. Lecturers and students are beneficiaries of partnerships that are geared towards enhancing exposure to international programmes and resource utilization and development. For instance, Lake Victoria Basin Research initiative (VicRes) has collaborations with inter- University council of East Africa carry multidisciplinary research within the Lake Victoria Basin. This collaboration has been successful in incorporating all universities in East Africa to participate in partnership research in the region see table 2. It should be noted from the table that most private universities rarely emphasize research.

Table.2. Kenyan Universities Collaborative Research Funded by VicRes (Amount in US\$)

Institution	2003	2004	Total
Egerton University	31,412	26,008	57,420
Jomo Kentatta University of Agric. & Technology	23,898	26,130	50,028
Kenyatta University	66,614	102,016	168630
Maseno University	10,452	84,159	94611
Moi University	16442	20,852	37,294
University of Nairobi	21,654	58358	80012
Catholic University of East Africa	-	8,128	8,128
Daystar University	-	-	-
Scott Theological College	-	-	-
University of East Africa, Baraton	-	-	-
United States international University	-	-	-
African Nazarene	-	-	-
Kiriri Women’s University of Science and Technology	-	-	-
Kabarak University	-	-	-
Kenya Methodist University	-	-	-
Strathmore University	-	-	-
The Aga Khan University, Nairobi	-	-	-
Nairobi International School of Theology	-	-	-
East Africa School of Theology	-	-	-
Kenya Highlands Bible College	-	-	-
Nairobi Evangelical Graduate School of Theology	-	-	-
Pan Africa Christian College	-	-	-
St Paul’s United Theological College	-	-	-

Source: IUCEA/ VicRes (2006) Annual Report. p. 13.

The need for Human Resource Development among University Staff

Successes in organizations come to those that consciously design it painstakingly, plan for it and persistently work at making their designs and plan a reality. To meet these goals, organizations require focusing on the need to empower their workforce as per the changing business conditions in the market. Capacity building geared towards human development is a reality for better performance and efficiency in the global business world. For universities to reposition themselves as distinct academic entities, development of human resources is a fundamental principle for success

3:11.The need for creating internal income to sustain activities of the University.

In response to declining funds from the exchequer to meet university budget, some universities in Kenya engage in what they call small businesses. University of Nairobi, Maseno, Egerton, JKUAT and Moi University engage in such businesses. Tremendous performance has been recorded in this area of investment particularly at Maseno University's strategic Hotel and farm investments, Nairobi University, JKUAT's farm machinery investments, agricultural activities and other enterprise and Egerton University's dairy farm and factory for milk processing unit.

The need to enhance administrative and institutional support structures

This is a good strategic area of priority for universities to explore in Kenya. This may include critical areas such as improvement of financial systems to support university development, monitoring and evaluation systems to ascertain quality service delivery, staff development and staff welfare in order to have a growth- oriented process in the university. .

The need to improve administrative systems

The administration units need to be streamlined to reduce time lag between decisions and implementation. To enhance information flow, this paper recommends WAN and LAN covering the whole university and connecting all departments.

The need to expand physical Development of support facilities.

These are critical strategic areas that focus on accommodation for students, health clinics services, recreational facilities, infrastructures development for teaching and so on. Universities are compelled to expand these physical support facilities in order to meet globalization challenges.

Conclusion

This paper attempts to analyze the paradigm shift in university education in the liberalization and globalization period. The paper reveals that Kenyan universities are operating in very different markets than they did even a decade ago and that their overall success or failure is likely to be determined by how well they make the transition from local to regional to global players. While competition and competitiveness remain the mantra of traditional market advocates, the frenzy for optimal return on financial capital today threatens health and sustainability on all levels, not only of individual institutions but of their members and indeed the larger social and natural systems in which they are embedded. “Improve your bottom-line” is the key word for universities in the 21st century. “Doing more with less” and “doing things smarter” are becoming fashionable guiding principles in university management and governance in a globalised business environment. Survival for Universities in this competitive business environment will entirely depend on how well they have strategically positioned themselves in the market. The author recommends good governance through strategic planning and management as milestones in university education. Good governance in university will entail being responsible to stakeholders by protecting the university reputation, establishing clear responsibilities based on the university mission and vision, clear and transparent decision making and work procedures. It also means treating stakeholders equitably, avoiding conflict of interest between management and university objectives, fostering the university’s sustainable educational growth and research development. This paper concludes that successes in organizations come to those that consciously design it painstakingly, plan for it and persistently work at making their designs and plans a reality. This opens a window for options of strategic planning and management. Development of a consummate strategic plan is by no means an easy task. The task requires input from all stakeholders. On this footing we recommend that Universities should explore the methodology of strategic planning and management for sustainability in the current turbulence of globalization and competition in the market.

Reference:

- Adcroft, A., Willis, R. and Dhaliwal, S.** (2004b), “Missing the point? Management Education and Entrepreneurship”, *Management Decision*, Vol. 42 Nos 3/4.
- Bollag, B. (1999b)**, “Reforms in higher education disappoint Eastern Europeans”, *The Chronicle of Higher Education*, December 3.
- Chacha, Nyaigotti(2001)**.Higher Education in Africa: The Emerging Issues. *Surfing internet*
- Chacha, Nyaigotti(2004)**.Reforming Higher Education in Kenya Challenges, Lessons and Opportunities. *Surfing internet*
- Kenyatta University International Summer Program.** [On-line]. Available: www.ku.ac.ke/academic/summerprogramme,
- Macharia, D (2006)**, *New Cut- off Mark Makes Varsity Entry Tougher.* *Daily Nation*, No. 14515, Tuesday, June 20th, 2006 p. 1.
- Massy, W.F. (1997)**, “Teaching and learning quality process review: the Hong Kong programme”, *Quality in Higher Education*, Vol. 3 No. 3, pp. 249-62.
- Mok, K.H. (2001)**, “Academic capitalization in the new millennium: marketization and corporatization of higher education in Hong Kong”, *Policy & Politics*, Vol. 29 No. 3, pp. 299-316.
- Mok, K.H. (2003)**, “Similar trends, diverse agendas: higher education reforms in East Asia”, Globalization, *Societies & Education*, Vol. 1 No. 2, pp. 201-21
- Ogot, B (2004)** Universities in the 21st Century. Paper presented in the Vice Chancellors Workshop at Arusha-Tanzania. Inter- *University council for East Africa News letter.2004*
- Wachira Kigotho (2006)** Kenyan Universities Score poorly in Global Ranking. *The Standard Newspaper*, Tuesday, February p.6.
- Teekens, H. (2002)**, Teaching and Learning in the International Classroom, Nuffic, *The Hague.*
- University Grants Committee (UGC) Secretariat (1999a)**, *Management Review of City University of Hong Kong*, University Grants Committee, Hong Kong..