The Influence of Public University Regional Expansion Strategy on Service Delivery: A Case of Nairobi University Extra Mural Department, Kenya

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ABSTRACT

The study addresses how public university regional expansion strategy influences its service delivery. During the past years the demand of education in many countries, regions has resulted to expansion which in turn is bringing out success and challenges, Africa is not exceptional, in Kenya; University of Nairobi through its Extra Mural Centers has been expanding regionally with the aim of meeting the rising demand of education. During the expansion process the university has been faced with a number of challenges for example lack of funding from government and other factors like administrative bureaucracies. In achieving the purpose, the study was guided by these objectives: to investigate the extent to which Regional expansion strategy influenced library service delivery at extra mural departments. To examine how Regional expansion strategy influenced support service delivery at extra mural departments and to establish the level at which Regional expansion strategy influenced teaching and learning services of the extra mural department. The study used descriptive survey research design which is useful in describing state of affairs. A total sample size of 379 was selected based on Krejcie and Morgan table, and was proportionally sampled divide among diploma, part time lecturers and supporting staff. Data collection instrument questionnaire after testing its validity and reliability was used to collect the data. Data was analyzed and correlated using statistical package for social sciences. The findings were then presented in a thematic form based on the research objectives using tables. The findings from the report indicated that University expansion strategy can exert a lot of pressure on library resources, secondly, it is noted that expansion strategy can greatly influence students enrolments which in nature can lead to insufficient services from available support staff. Lastly the university expansion strategy can significantly influence teaching and learning services.

Key words: Quality Teaching and Learning, University Expansion strategy and Service Delivery

HISTORICAL BACKGROUND

Prior to the formal establishment and expansion of universities, many medieval universities were run for hundreds of years as Christian Cathedral schools or monastic schools 'Scholar monasticae', where monks and nuns taught classes; evidence of these earliest university education at many places and countries dates back to the 6th century AD. The University of Salerno followed by the University of Constantinople (founded by Theodosius II in 425 with 31 chairs), Preslav Literary School and Ohrid Literary School in the Bulgarian Empire, established in the 9th century, were the first institutions of higher education in Medieval Europe, which did form part of the pre-history of University Education (Colish,1997).

During the Early Modern period (approximately late 1400s to 1800), the universities of Europe saw a tremendous amount of growth, productivity and innovative research. At the end of the middle Ages, about 400 years after the first university was founded, there were twenty-nine universities spread throughout Europe. In the 15th century, twenty-eight new ones were created; with another eighteen were added between 1500 and 1625. This pace continued until by the end of the 18th century there approximately 143 universities in Europe and Eastern Europe, with the highest concentrations in the German Empire (34), Italian countries (26), France (25), and Spain (23) it was 500% increase over the number of universities towards the end of the Middle Ages (Rüegg, 2003).

The university student population on the African continent grew by 61 percent between 1980 and 1990, rising from 337,000 to an estimated 542,700. Enrollments are often increasing faster than the capacity to

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plan for and finance this growth. Though relatively young, Universities in Sub-Saharan Africa have accomplished much. They have grown from just six institutions in 1960 to more than 100 in 1993, with a corresponding rise in enrollments. In some cases, they have then developed relevant curricula, and revised their content to reflect African priorities, legitimized research and established specialized university research units. They have also largely replaced expatriate faculty with indigenous staff, and fostered intellectual communities. A major achievement has been to produce skilled human resources required to staff and manage public and private institutions in the newly independent states (William, 1992).

 In Africa, high population growth rates and increased access to education have boosted the social demand for higher education, leading to rise in University enrollments, and a proliferation of tertiary institutions. Universities have also changed to becoming mass-based and diversified operating under severe financial constraints. In many countries, conditions have   engender these second generation issues have deteriorated to the point that need proper action which is now urgent (UNESCO/IAU, 2001).

Formal education in Kenya dates back to the colonial times. At independence, the government took over the education sector. Kenya has since then attached education to economic and social development (Sifuna, 1998). Notwithstanding the expansion in the past several years, the capacity of the higher education institutions in Kenya is still limited and accommodates only 7.5 percent of students graduating from secondary schools, and 2 percent of the expected age cohort (Weidman, 1995). Between 1990 and 2000, it was reported that 180,000 of the students who had attained the minimum entry qualification failed to gain admission to public universities. Therefore, access to higher education in Kenya is extremely competitive and students must earn a grade point average on the Kenya Certificate of Secondary Education significantly which is expected to be over and beyond the minimum eligibility requirement (Kigotho, 2000).

  The University of Nairobi, a body corporate established by an Act of Parliament Cap 210 of the Laws of Kenya is the pioneer institution of University education in Kenya. Being the only institution of higher learning in Kenya for a long time, the University of Nairobi responded to the national, regional and Africa's high level manpower training needs by developing and evolving strong, having diversified academic programmes and specializations in sciences, applied sciences, technology, humanities, social sciences and the arts. To date, the range of programmes offered is approximately two hundred in number. The University since then has benefited from its location, in the country's capital, Nairobi, as well as, benefitting from the efforts of the nation's diverse population (U.O.N, 2011).

The University of Nairobi records the largest number of student admissions for degree courses per annum. Quality infrastructure has been regarded as critical operational issue for the University of Nairobi to achieve its desired goal of becoming an international centre of excellence. The University of Nairobi has continued to rehabilitate the existing infrastructure, and complete with many of the stalled projects. For example the Central Examinations Centre situated at Chiromo is now complete, it is expected key component used to strengthen and further the examination process in the University of Nairobi. The University has also continued to expand and strengthen its Information and Communication Technologies (ICT) infrastructure by establishing and equipping computer laboratories for students and staff. This, no doubt has contributed to improvement of its rank position 11th in Africa to position 21st in the previous year. The University of Nairobi attributes much of its expansion from donors and partners who have contributed towards the acquisition of the critically needed ICT (U.O.N, 2011).

STATEMENT OF THE PROBLEM

 Notwithstanding the expansion in the past several years, the capacity of the higher education sector in Kenya is still limited and accommodates only 7.5 percent of students graduating from secondary schools, and 2 percent of the expected age cohort (Weidman, 1995). Between 1990 and 2000, it was reported that 180,000 of the students who attained the minimum entry qualification failed to gain admission to public universities (Kigotho, 2000). Therefore, access to higher education in Kenya has since then become extremely competitive, and students must earn a grade point average on the Kenya Certificate of Secondary Education which needs to be significantly over and beyond the minimum eligibility requirement. The ability to alter supply quickly, to meet higher education demand fluctuations, varies. In education sector, demand is subject to relatively narrow fluctuations over time. However, supply can be difficult to manage, with limitations on the availability of staff, adequate classes, libraries and places in courses (Lovelock, 1983). In most cases, the extent to which a service provider exercises judgment in meeting the needs of individual students is high. This is particularly the case with teaching staff; a problem arising from this is the possibility that quality can be affected by the variability of service delivery

(Nicholls, 1987).

The University of Nairobi is within the new global market, which is characterized by rapid information change, intense information flows and increasing competition through the reduction of barriers to trade and exchange, the University is forced to slowly emerge as an organization driven by the commercial imperative of market led forces like expansion to meet its financial challenges. Yet the University of Nairobi's strategies for resource utilization are embedded in models of higher education. This had been coupled with other major challenges such as: inadequate funding especially for research and development, quality and relevance, inadequate use of ICT, lack of a unified accreditation system, un-harmonized legal frameworks, inadequate management capacity, drug and substance abuse. Hence there is need to document the most critical quality management practices used in its education services delivery; while determining the challenges facing the University of Nairobi in the implementation of the continuous improvement principle of quality management in regional expansion and service delivery (U.O.N, 2011).

Engelkemeyer (1993) categorized the shortcomings of present higher education systems as poor teaching, anachronistic programmes, incoherent curricula, excessive price, and growing and inefficient administrative bureaucracies. Issues of Quality of Education and service delivery, rather than mass production through regional expansion, need to move to the forefront of the educational agenda of policy makers at higher education level. Considering the huge public and private investment in university education, there is an urgent need to evaluate how effectively the investment is being utilized by examining the quality of the educational infrastructure like class room, computers, the cadre of qualified tutors and other resources in place, and the quality of teaching and learning (UNESCO, 2003).

The Government has also withdrawn from funding universities hence making them to admit students through popular program called parallel program to meet the ever increasing University financial needs. This admission has led to strain on infrastructure including libraries, class rooms, computer laboratories, student lecturer ratio affecting adversely on quality and services the universities offer to their clients. The same challenges have been experienced by expansion of universities (Lovelock, 1983). Evaluation study carried out by Odumbe (1984) to establish the effectiveness of extra mural centers in providing learners support services found areas of strength and weakness like lack of ICT, library and learning resources, Hence there is need to study and investigate on how the university of Nairobi is addressing this challenges in its expansion to meet customer satisfaction through its service delivery.

OBJECTIVES OF THE STUDY

The study did seek to address the following objectives:

1. To investigate the extent to which Regional expansion strategy influenced library service delivery at extra mural departments.

2. To examine how Regional expansion strategy influenced support service delivery at extra mural departments.

LITERATURE REVIEW

Regional Expansion Strategy and Library Service Delivery

According to Rosenberg (1997) a school library service is a system which directs and assists the development of libraries in schools nationally or on regional basis. At a minimum, it involves setting of policy and standards of provision plus advice on the establishment and maintenance of libraries. It also offer assistance in the selection of stock, acquisition, processing and distribution of books and journals, and training of staff a service that can be found within a public library or Ministry of Education; or sometimes it is may be a result of collaboration between the two. In Sub-Saharan Africa (excluding South Africa), the concept of the school library service was introduced to Anglophone countries at the time of Independence, and was linked to the establishment of public library systems. This followed the examples provided by the United Kingdom (UK) and South Africa. In United Kingdom, school libraries were (until the 1950s) seen as an integral part of the public library service. The UK government then recommended that there be a school library service arm to any national library service that was set up with its support at Independence in East Africa (Hockey Report, 1960).

Regional Expansion Strategy and support Service Delivery

Computer laboratories are important support service in learning institutions. Understanding how technology fits into the complex realities of classrooms has been a critical factor in creating real change in schools in the

industrialized nations. Cuban (1993); Honey& McMillan & Carrigg (2000); Somekh et al., (2003), states that there is little known about educational technology projects in the classrooms of the developing world. When technology is effectively integrated into a high-quality learning environment, researchers have demonstrated that ICT can help deepen students' content knowledge, engage them in construction of their own knowledge, and support the development of complex thinking skills (Kozma,2005); (Webb & Cox, 2004).

Many studies on ICT integration find that projects fall short of expectations because the educators continue working within a traditional vision of rote learning (Chard, & Baker,2000). Teacher Foundation (2005) supports that Teachers need to believe that new approaches to teaching are effective, and would make a difference for their students in order for them to continue using new approaches. Teachers' understanding and commitment are particularly important to sustain changes in areas such as project-based learning or student-cantered techniques, which require core changes to a teacher's instructional practice (Gersten et al., 2000).

Recent studies suggest that, specifically, a supportive and cooperative relationship with the teacher can be very important for learning (Marzano, 2007). Research in many different countries has found that the introduction of technology into learning environments changes teachers' and students' roles and relationships (Deaney, & Ruthven, 2003). The ICT integration in developing country classrooms is challenging, (Akbaba, 2006); A number of factors such as teacher knowledge, time, access to ICT tools, and the alignment of ICT use with pedagogical goals—appear to help teachers integrate ICT, and to support students' increased use of ICT tools for learning (Light & Manso, 2006; Pérez et al., 2003)

TOOLS AND METHODOLOGY

Research Design

The study did employ a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinion, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The study adopted a descriptive study because it was suitable as it involved description of state of affairs existing. It also enabled formulation of principles of knowledge and solution to significant problems (Kerlinger, 2000).

Target Population

The target population for the study was a total of 2902 respondents in extra mural centers all over the country, which include: .2636 students as per the 2010 enrolment register in the 10 extramural centers, 189 and 14 part time and residential lectures respectively in all the extramural centers, 53 support staff, and lastly 10 centre organizers as per the statistics from department of extra mural records of 2010.

Sample Size

According to Krejcie and Morgan (1970) a target population of 2909 a sample size chosen from was 379. According to Mugenda & Mugenda (1999), 30% of target population is recommended as a sample size in a social science research. However, in this case, 50% of the target population was randomly sampled which is a way higher than the one recommended by Mugenda & Mugenda (2009).

Sampling Procedure

From a total sample size of 379, a proportionate method was used to get the required sample size in each extra mural centre. The proportionate method involved:

Proportionate sample members = <u>Total population in centre x sample size</u>
                                 Total population in the entire centers

Based on the diploma students target population of 2636, were subjected to proportionate sampling procedure calculation method as recommended by Krejcie and Morgan (1970), a sample of 344 students was randomly sampled then after using simple random sampling from five centre of the department of extra mural studies resulted to 69 students per centre. Simple random sampling method was used to avoid any bias.

Proportionate sample members = <u>Total population of students in centers x sample size</u>
                                 Total population in the entire centers

$$n = \frac{2636 \times 379}{2902} = 344 \text{ students in entre centers}$$

Number of centre's to be sampled 50% of 10 centres' which is equal to 5 centers

$$\frac{344}{5} = 69 \text{ students per centre}$$

Based on the part time lecturers target population of 189 were then subjected to proportionate sampling

procedure as recommended by Krejcie and Morgan (1970), a sample of 25 part time lecturers was randomly sampled using simple random sampling from five centre of department of extra mural studies which then resulted to 5 part time lecturers per centre who were to be subjected to simple random sampling to avoid biasness.

Proportionate sample members = Total population of part time lecturers in centers x sample size
Total population in the entire centers

$$n = \frac{189 \times 379}{2902} = 25 \text{ part time lecturers in entire centers}$$

Number of centers to be sampled 50% of 10 centers which is equal to 5 centers

$$\text{n. per centre} = \frac{25}{5} = 5 \text{ part time lecturers per centre}$$

Based on the support staff target population of 53, subjected to proportionate sampling procedure as recommended by Krejcie and Morgan (1970), a sample of 7 support staff was randomly sampled using simple random sampling from five centre of the department of extra mural studies which resulted then to 2 support staff per centre who were subjected to simple random sampling to avoid biasness.

Proportionate sample members
= Total population of part time lecturers in centers x sample size
Total population in the entire centers.

$$n = \frac{53 \times 379}{2902} = 7 \text{ support staff in entire centers}$$

Number of centres to be sampled 50% of 10 centers which is equal to 5 centers

$$\text{n per centre} = \frac{7}{5} = 2 \text{ support staff per centre}$$

Based on the centre organizers target population of 10 from entire centers, purposive sampling technique was used because of the small number represented so as to avoid biasness and to give all members of the population an equal chance representation. Since 5 centers were sampled, 5 centre organizers were purposively sampled.

Research Instruments
Qualitative and quantitative data was collected from primary and secondary sources. Questionnaires schedules was used to collect relevant information for the study guided by the nature of the study, time available and objectives of the study (Toulitos, 1988)

Validity of the Instruments
Validity refers to the degree to which the research instrument measures what it purports to measure (Mugenda and Mugenda, 2003). Validity therefore has to do with how accurate the data obtained in the study measures the variables. The validity of the instruments was obtained by engaging expert lecturers to evaluate the validity of the instruments to be measuring what it purports to measure and ensure that the objectives of the study were well represented. The feedback from the pilot study was also used to help validate the instruments.

Reliability of the Instruments
According to Borg and Gall (1986) reliability is the level of internal consistency or stability of the measuring device overtime. A measuring instrument is reliable if it provides consistent results. The reliability of the research instruments was measured using split- half technique which according to Roscoe (1969) involves splitting the instruments into halves i.e. odds and evens then calculated using the Pearson correlation coefficient.
Questionnaires were administered in the four extra mural centers selected for the pilot survey. The items were then divided into two comparable halves and coefficient of correlation determined for the two halves using spearman-brown formula. The reliability was determined by the degree to which each items in the scale correlates with each other item, the correlation analysis in this case was used based on Pearson product moment coefficient of correlation (Harper, 1991). This is denoted by the following formula.

$$r = \frac{n x \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where: r= coefficient of correlation
x=values of variable x,
y=values of variable y

The outcome of the correlation was either to give positive, negative, perfect, zero correlation. The closer r is to positive the closer the relationship between the variables and the closer the r is to negative the less the close relationship. If the outcome between support service delivery and teaching and learning service delivery as well

as library service delivery of student, part time lecturers and support staff, is positive the relationship is positive correlation and vice versa. However, there was both positive and negative correlation in relation to various variables. According to Fraenkel and wallen (2000) an alpha value of 0.7 and above is considered suitable to make inferences that are accurate enough. The outcome was above 0.7 which was considered reliable.

Data Analysis Techniques

According to Bryman Cramer (1999) data analysis helps in fulfilling research objectives and provides answers to research questions. The results were analysed using statistical package for social scientists (SPSS) version 16, percentages and frequency distributions. According to Onyango (2001) SPSS is known for its ability to process large amount of data with its wide spectrum of statistical procedures purposely for social scientists.

THE FINDINGS

Age Distribution of the Respondents

The study found out that age influenced learners opinions on university expansion strategy on library service delivery.

Table 1 Age Distribution of the Respondents

Age bracket (in yrs.)	Frequency	Percentage
18-30	259	80
31-45	58	18
46-65	6	2
65 & above	0	0
Total	**324**	**100**

Table 1 shows the age of diploma students ranged from18 to 65 years, most of the respondent aged 18-30, constituting 259 (80%) with a average mean of 25 years. 31-30 were 58 (18% while a few 6 (2%) were 46-65. This result shows the age bracket of 18-30 i.e. 259 (80%) contains majority of students.

Age as any influence on the Satisfaction of Library Service

The study found out that the younger students often used and were satisfied with the library services than their old counterparts. The relationship between age of student and influence of university expansion on library service delivery was investigated using Percentages and Pearson's product moment correlation. There was weak correlation of 0.4 between the two variables in regard with the availability of library service delivery, where older students registered more concern over lack of library service delivery of age brackets 31-45, constituting 95% were dissatisfied, 46-65, 95% were dissatisfied compared to the younger one of 18-30, where only 40% were dissatisfied as 2%, 5% and 60% were satisfied respectively out of the total age group brackets of respondents sampled. The younger students tended to use different library resources than their older counterpart.

Variety of Libraries used for studying during the Semester by different Age brackets in various Semesters.

The study established that age factor contributed to the attendance to library. The findings are in table 2

Table 2 Variety of libraries used for studying during the semester by different age Brackets of Respondents

No. of lib used	Age	Frequency	Percentage
1> to 6 libraries	18-30	100	31%
1<only libraries	31-45	64	20%
None	46-65	158	49%
Total		**324**	**100%**

The study found out that 100 (31%) of the age bracket of 18-30 respondents used more than one to six libraries while 64 (20%) respondents of age bracket 31-45 used less than one library in reading and preparing for their examination, and 158 respondents of age bracket of (46-65) constituting 158 (49%) did not use any library. The reason for this might be because younger students have more time to move around and locate other learning resources unlike the old who have limited time for going to library. Hence there is need for university to stock all the available libraries with enough learning resources to cater equally for all students. Older students registered more dissatisfaction with inadequate teaching, and learning services as compared to their younger counter part, this might be because the younger student had time to revise and discuss as compared to the elderly students. Similar study carried out by Bowa (2008) on learner's performance gave similar findings. Hence there is need to improve teaching and learning service to cater for all students satisfactorily.

Education Distribution of the Respondents

The study found out that education levels of respondents have a role in influencing their opinion on influence of university expansion on availability of library service delivery, support service delivery and teaching and learning service delivery as well as the ability of respondent to the questionnaire.

Table 3 Level of Education

Education Level	Frequency	Percentage
Secondary	0	0
Diploma`	294	91
Degree	29	9%
Others	0	0
Total	**324**	**100%**

Table 3 shows that 294 (91%) were having diploma, while 29 (9%) were degree holders which indicated that the respondents had attained basic education to understand, and answer the questionnaires adequately. According to United Nations report (2005), basic education is important as can enable one to read and understand the world around him or her

Table 4 Level of Education and the Satisfaction of Library Service Delivery

Education level	Frequency	Satisfied	Dissatisfied	Frequency
Secondary	0			
Diploma`	294	39%	61%	100%
Degree	9	80%	20%	100%
Others	0			
Total	**324**			**100**

Table 4 shows that the number of student with a second degree expressed less concern about inadequacy of library facilities, those dissatisfied at with degree at 20% with diploma 61% while those satisfied with availability, and adequacy of library service delivery at 80% and 20% respectively. This might be because the students with a first certificate had other sources of learning resources.

Regional Expansion and Library Services

Influence of regional expansion on library service delivery showed that there was little significance of expansion of universities on library services this because the library service delivery was rated as inadequate in relation to the number of students seeking the service. There was inadequate number of books, and lack of journals which forced learners to seek the services from other external sources. The absence of books could mean that learners may not be able to refer and do their assignment as part of their studies and may affect the quality of learning

Expansion Strategy on availability of Library Resources

The study found out that the expansion strategy of the university had an influence on library resources as shown in table 5 below

Table 5 Influence of Expansion Strategy on availability of Library Resources

Responses	Frequency	Percentage
Adequate	126	39
Inadequate	198	51
Total	**324**	**100**

From table 5 above, its noted that out of the total 324 respondents, 126 only were able to access the course books, 198 could not access the course books because they were not enough or had been borrowed, and this constituted 61% who indicated books were inadequate, and 39% stating that books were adequate. Lack of enough books is a serious problem caused by university expansion. The absence of books could mean that learners may not be able to refer when doing their assignment as part of their studies and this may affect the quality of learning.

Variety of Libraries available for use during the Semester

The study noted that it was necessary to establish a variety of libraries available for study during the semester as indicated in the table below:

Table 6 Variety of Libraries used for studying during the Semester

No. of lib used	Frequency	Percentage
1 to 3 libraries	100	31
4 to 6 libraries	64	20
None	158	49
Total	**324**	**100**

From table 6 above, it was found out that 100 (31%) used one to three libraries while 64 (20%) four to six libraries. The rest of learners, 158 (49%) did not use libraries at all. This is because there was lack of variety library resources hence students were forced to seek library services elsewhere while those not attending library might be because the library facilities were lacking. According to Bowa, (2008), library facilities play a major role in improving student performance and other service deliveries. Further analysis by Pearson product correlation showed that the expansion strategy had no significant influence on library service delivery; this could be due to lack of learning resources and reading libraries in some of the region.

The State of Quality of Support Service Delivery Accessed

The study found it necessary to find out the quality of support service delivery as result of expansion strategy. In that case the respondents were asked to state the availability of some support services. The quality of support service was voted as being fair as indicated by 57% of the respondents while the other 43% rated the quality of support service as being poor. The areas of poor quality service included lack of support services like medical services, guidance and counselling services and library services from support staff.

Rate of Competence of Support Staff

The study established that the level of competence of the support staff was wanting as shown in table 7

Table 7 Rate of Competence of Support Staff

Responses	Frequency	Percentage
Competent	145	45
Fairly competent	16	5
Incompetent	162	50
Total	**324**	**100**

Table 7 shows that 45% of the respondents indicated that the support staffs were competent, while only 5% showed that they were fairly competent. Equally 50% showed that they were incompetent. Further correlation analysis showed that most learners failed to consult the regional staff on issues like social, academic and welfare needs. This might be because staffs have a lot of work and overwhelmed by other activities or they lack training on how to handle clients.

CONCLUSION

In conclusion, influence of university expansion strategy has a considerable influence on service delivery of the students of the university of Nairobi extra mural department. There was significant influence of expansion on teaching and learning service delivery where learners expressed satisfaction in quality of the service offered. However there was little significance on availability and accessibility of support service delivery and library service delivery which included inadequate availability and accessibility of computers and internet services as well as inadequate library resources. Thus, considerable efforts must be made to improve the quality and availability of enough support and library service delivery.

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