

Effect of strategic responses on performance in Higher Education Institutions in Mombasa County

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ABSTRACT

The purpose of this research was to determine the effect of strategic responses on Performance in higher education institutions in Mombasa County. The main objective of the study was to determine the effect of strategic responses on Performance in the higher education institutions in Mombasa County. However, the study specifically sought to; assess the effect of Strategic organizational entrepreneurship, evaluate the effect of strategic alliances, determine the effect of organizational learning and assess the effect of strategic planning on Performance in higher education institutions in Mombasa County. The theories used in the study include the institutional theory, resource dependency theory and the regain fit theory. The research design adopted by this study was quantitative. The target population was the 49 institutions of higher education based in Mombasa County as at 10th May 2017. A multi stage sampling technique was employed whereby stratified random sampling and simple random sampling techniques were used to select the respondents from the study population of 50 and a sample size of 43 institutions of higher education. 3 respondents were selected from each strata hence the target respondents were 135. The questionnaire was used as the data collection instrument and administered to 3 managers hence 132 questionnaires were administered. Out of the 132 questionnaires, administered 75 questionnaires were completed. Prior to processing the responses, the filled questionnaires were edited and checked for completeness and consistency. A pilot study was used for checking of the reliability and validity of the questionnaires. The questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS), which was used for the data analysis. Specifically, data analysis and interpretation was done through descriptive statistics, measures of dispersion and inferential statistics. The findings of the study show that Strategic organizational entrepreneurship, strategic alliances, organizational learning and strategic planning have a significant effect on Performance in HEI's in Mombasa County. Analysis of the relationship between the strategic responses and Performance in the HEI's was positively correlated and statistically significant. The study concludes that in order to enhance Performance in HEI's, these strategic responses need to be adapted. The study recommends that HEI's should consider realigning their structure to accommodate the variables. Additionally, the study recommends planning that in HEI's

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1. INTRODUCTION

The business world is rapidly changing because the organization's external environment is very dynamic. Since strategic management involves: achieving strategic fit between the organization and the environment in terms of the needs and demands, organizations need to respond to the pressures from the environment, (Bryant, 2013). According to Gichuke and Okello (2015), institutional pressures that affect businesses are; regulative concerned the adherence of organizations to rules and regulations, social normative related to societal norms, professional normative which deal with professional norms and mimetic pressures that match competitors performance. In the higher education sector, the clients expectations on quality is increasing, therefore, in order for them to survive, they need to respond in ways, which helps them have a competitive advantage, (Bryant, 2013).

Higher education globally

Today, the need for high-level labour has emerged as a global trend because higher education enables development. There has been fast growth in the higher education sector since global tertiary enrolments reached 170 million in 2009, (UNESCO, 2006). According to the British council (2012), the total global tertiary enrolment was to grow by 21 million between 2011 and 2020, or 1.4 per cent per year averagely. Currently, the global trends are towards imposing higher tuition charges with an aim of reducing the cost of higher education for governments while maintaining access. Consequently, the demands placed on institutions of higher education to accommodate larger numbers of students have resulted to in growth in the numbers of higher education institutions in many countries, (Okioga, Onsongo & Nyaboga 2012). Over the years, the HEIs have become key players in the global economy. Higher education institutions have been subjected to changes, making them operate like businesses in

their delivery and market approach (Njiru, 2012). Therefore they must adjust to meet the needs of an increasingly global economy, (Gichuke & Okello, 2015). Chiuri (2015) proposes that the sustainability of these (HEIs) is determined by how they reposition themselves within the competitive environment, which can be achieved by adjusting their objectives and strategies, re-examining their operations and matching organizational strengths and resources with changes in the environment.

Higher education locally

Since 1963, the higher education sector has experienced tremendous growth, as observed by, (Clark, 2015). According to Mutali and Messah (2011), the university enrolments have been increasing by approximately 6.2% per year. For instance, the overall student enrolments shot up to 443,783 in 2014, as compared to 240,551 in 2012 (Clark, 2015). Although the non-university sector have been serving less than 10 percent of the total student population as indicated in, GoK (2007) and MoE (2012), the numbers are expected to increase (ICEF Monitor, 2015). According to Brennan (2009), until mid- 2007, there wasn't any public university within Mombasa, there were distance and open learning programs operated by Nairobi-based universities which sought to gain more market share by locating campuses near their target populations through setting up regional centres in major counties which as noted by (Wachira, 2015), were generally viewed as cash-cow entities.

According to the Kenya National Bureau of Statistics (2009), as of 2009, there were a total of seven traditional public universities and 12 university colleges. Currently, there are approximately 39 public and private universities, 14 public and private university constituent colleges and 14 institutions with letters of interim authority to operate, (Clark, 2015). Within the non-university setup, there are about 1,600 institutions. Half of them are public under various government ministries and others are private, (MoE, 2012). Based on the ministry of higher education science and technology and the commission of university education database, today they are approximately 49 institutions of higher education in mombasa county where by 11 universities, 20 colleges and 18 training institutes.

According to Chiuri (2015), HEI's are challenged by rapidly changing environmental conditions in terms of legislative changes, competition and rapid technological advancement. Like other organizations, the higher education institutions operate in changing environment; although previously, there was absence of any independent public university for a long time in Mombasa. By 2007, Kenya had sixteen private universities and of seven public universities however, there was only one university campus of University of Nairobi in Mombasa. However, in mid-2007, there was an explosion of higher education in Mombasa, due to the agitations of the younger scholars and efforts by the government (Maina, 2013). Since the first students enrolled under the free, primary education program introduced in 2003 graduated from high school in 2015 as illustrated by (Sawamura and Sifuna, 2008), the number of students seeking to join higher institutions became more. As illustrated by GoK, (2007); MoE, (2012); Maina, (2013) and Clark (2015) approximately 440,000 students are enrolled in public and private universities and approximately 50,000 in colleges and technical institutions. According to (CUE), private universities and colleges have registered a lot of growth in the past 13 years and now enrol 20% of all students. The long absence of public university at the coast opened up

opportunities for universities abroad that are now in direct competition with the local universities (Brennan, 2009). As noted by Maina, (2013) public universities are competing directly with the private, institutions in Mombasa since they enrol privately sponsored students in their campuses consequently; they have now taken to both the electronic and print media to advertise programmes.

In context of the regulatory framework: recently, according to the ICEF Monitor (2015) the CUE ordered universities to stop offering diplomas and certificates hence such the courses are supposed to be offered by colleges and technical institutes therefore, more technical institutions are coming up within Mombasa in order to cope with the rising demand. As illustrated by Bryant (2013), technological advancements have changed the higher education's landscape due to globalisation and the digital revolution. Therefore the HEI's are under a lot of pressure to add and maintain high numbers of students hence invest heavily in infrastructure, (Nganga, 2014). According to Kuria and Wainganga (2016) since key players in the education sector are keen on positioning themselves to grow their market share they make strategic choices and employ strategic responses. Often, strategic responses used in organizations improve performance however; the effect of strategic responses on performance in education sector has received little research attention. It is therefore necessary to conduct the study whose purpose is to examine the effect of strategic responses on the overall Performance in higher education institutions in Mombasa County.

Objective of the study

The study was be guided by the following specific research objectives:

- i. To assess the effect of strategic entrepreneurship on the Performance in institutions of higher education in Mombasa County.
- ii. To evaluate the effect of strategic alliances on the Performance in institutions of higher education in Mombasa County.
- iii. To determine the effect of organizational learning on the Performance in institutions of higher education institutions in Mombasa County.
- iv. To assess the effect of strategic planning on the Performance in institutions of higher education in Mombasa County.

2. RELATED LITERATURE

Theoretical framework

The theoretical framework reflects the direction taken by the researcher in terms of theory. As illustrated by Chiuri (2015), a theory is a set of proposals that explain an event by describing how the other things are linked to the event. On the other hand, (Zikmund, Babin & Griffin, 2010) asserts that theories are made through reviewing findings of similar studies, inference and knowledge of other areas related to the theory. The theories used in the study include the institutional theory, Resource Dependency theory and the regain fit theory.

Institutional Theory

This theory serves as a guide for analysing organization and environment relationships with an emphasis on the social rules, expectations, norms, and values as the sources of pressure. According to DiMaggio & Powell (1991) as cited in (Gichuke & Okello, 2015). Institutional theory is comprised of three different elements of institutions: regulative, normative and cultural-cognitive. The elements are the foundation of institutional structures, hence referred to as the

pillars of institutions by (Scott, 2001) as cited in (Lipnicka & Verhoeven, 2017). As illustrated by Gichuke & Okello, (2015) the institutional theory is a way of understanding organizations and management practices as result of social pressures. The formal organizational structures mirrors the social reality, which explains why some organizational behaviours disregard economic reasoning. Consequently, they are either a direct reflection of or a response to the environment. The analytical framework of (Oliver, 1991) cited in (Esterhazy, 2014) asserts that, even though organizations are affected by their institutional structure, they make strategic choices by manipulating their environment. The theory provides a basis adoption of alternative strategies available to organizations. The managers in institutions higher education are expected to be aware of environment since they are subjected to changes and operate like businesses as illustrated by (Njiru, 2012). The (HEI,s) must therefore reposition themselves by adjusting their objectives and strategies, re-examining their operations and matching organizational strengths and resources with changes in the environment, (Chiuri, 2015).

Resource Dependency Theory

According to Davis and Cobb (2010), the main principles that guide the theory are the social context, the organizational environment and power. Fisser (2001) as cited in (Lipnicka & Verhoeven, 2014) explains the main assumptions of this theory can be described as a series of events whereby every organization needs resources to survive leading to interdependence that causes uncertainty hence organizations change their strategy in order to survive. As illustrated by Davis and Cobb (2010) the social context is important for understanding the decision-making process in organizations. Since Organizations are seen as open systems which in order for them to exist and survive and, they need resources which may be financial or non-financial which cannot be generated internally. Therefore they must cooperate and transact with each other and other elements of the environment in order to acquire resources and ensure a stable flow of resources and services (Kairu, 2014). The environment affects organizations;

hence, resource dependence theory provides a wide range of possible adaptation strategies as illustrated in figure 2.1. The resource dependency theory is applicable in higher education institutions since they depend on resources in order to accomplish their goals (Wasiams, 2014). These resources come from outside entities such as funding from the government for public institutions, while private institutions rely on tuition and privately sponsored endowment funds. Therefore, when they reduce their financial support the HEI's must look for other sources in order to obtain a competitive edge. The reliance on outside agencies is the application of (RDT). Consequently, the managers in HEI's need to make decisions about resource acquisition and determine how the institutions should respond to the environmental pressures.

The regain fit theory

This theory proposes that organizations must adapt their structures to fit the contingency factors and the environment in order to maintain and improve performance. As illustrated by Munui (2015), the core elements of the environment are the organizational structure, and organizational performance. The regain fit theory is a higher-level theory of changes in the structure of organizations; it involves an organization, which is in fit, but contingency change puts the organization in misfit, and performance suffers. As a result, the organization makes a structural adaptation to achieve a new fit and performance recovers. According to Chiuri (2015), fit and misfit are semi-permanent states, which push for structural adaptation to fit hence leading to further expansion. Therefore, organisations need to move from mechanistic to organic structures in order for them to respond to market changes in the environment. This theory is applicable to the education sector because the industry is very dynamic due to constant environmental changes. As pointed out by (Smart, 2012) the management of many institutions today involves modifying existing structures and processes or developing new ones to deal with changes. Managers in higher education can use this concept to, reduce operational costs, respond to environmental changes and take advantage of new opportunities.

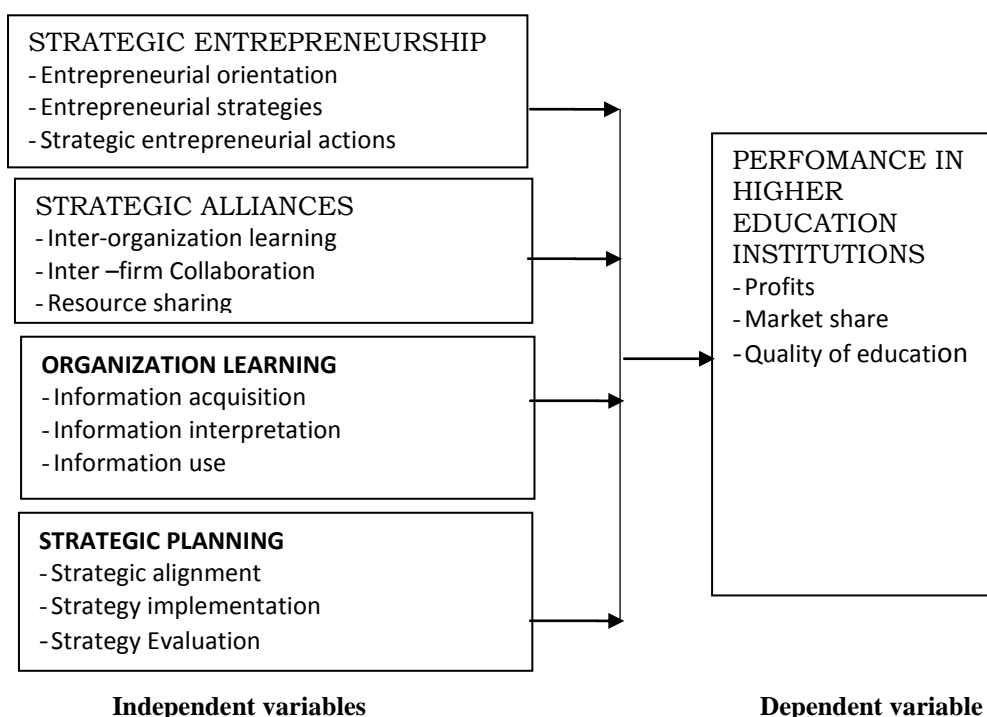


Figure 1. Conceptual framework.

Conceptual framework

Odhiambo and Waiganjo (2014) assert that a conceptual framework as a graphical representation of the relationships of the variables of study while (Theuri, 2015) view it as the relationship between the variables.

The study adopted the conceptual framework illustrated graphically in figure 1. In this study, the independent variables will be the strategic responses; strategic entrepreneurship, strategic alliances, organizational learning and strategic planning while the dependent variable is performance. Below is the conceptual framework illustrated graphically.

Strategic entrepreneurship and HEI's organizational performance

External environmental factors make the opportunity cost of HIE's very high and hence the emphasis on entrepreneurship in HIE. Although the role of HIE's is to impart knowledge, they need to be entrepreneurial organisations in order to position themselves strategically as engines of sustainable technological development and economic growth (Pilegaard, Moroz, & Neergaard, 2010). Strategic entrepreneurship is a combination of entrepreneurial (i.e., opportunity-seeking actions) and strategic (i.e., advantage-seeking actions) regimes in order to improve organizational performance. The idea behind strategic entrepreneurship (SE) is that opportunity seeking and advantage seeking are processes that need to be considered jointly. Strategic entrepreneurship is concerned with how firms' strategic intent facilitates continuous leveraging of entrepreneurial opportunities for advantage seeking purposes (Foss & Lyngsie, 2011). Strategic entrepreneurship involves strategic entrepreneurial events that include activities for differentiating and transforming the firm from its past to match the industry standards (Kuratko and Audretsch, 2013). Basically, it is developing new activity for an established organization through actions that lead to new products, services and/or processes which consists of risk taking, pro-activity and innovativeness, (Kising'u, 2014).

In higher education institutions, entrepreneurship can be used as a strategic response to ensure sustainability in terms of income (Njiru, 2012) hence a strategic approach. According to Gibb, Hofer & Klofsten (2015), there is a variety of ways in which higher institutions of education can act entrepreneurially which include; resources management, building organisational capacity, involving external stakeholders into their leadership and governance, creating and nurturing synergies between teaching, research and their societal engagement, and how they promote entrepreneurship through education and business start-up support.

In this study, the indicators of strategic entrepreneurship involve; Entrepreneurial orientation which involves the behavioural intentions toward entrepreneurship that are measured by: autonomy, innovativeness, risk taking, reactivity and competitive aggressiveness with the HIE's, (Covin & Wales, 2012). The Entrepreneurial strategy indicator is about how the HIE's Integrate their mission for economic and social development whereby economic development is achieved through targeted support to Research and Innovation and supporting economic transformation and knowledge-driven growth. (Nwaogu, 2014). The Strategic entrepreneurial actions indicator is through strategic coordination whereby individuals engage in different entrepreneurial actions. Within HIE's strategic entrepreneurial actions include establishment of partnerships, Entrepreneurial Learning at all levels, promoting links

between education and business and the community, linking research, education and industry activities together to affect the whole knowledge ecosystem. Nwaogu, E. E. (2014). According to Bikse, Lusena, Rivza & Volkova, (2016). Strong ties with its external stakeholders and delivery of entrepreneurial outcomes that make an impact on people are some of the actions within HIE's while Sperrer, Müller & Soos (2016) suggests that Measuring the impact of the entrepreneurship is also important.

Strategic alliances and HEI's organizational performance

An alliance is a fusion between organizations involving, short-term and long-term cooperation. As a strategic response, it enables an organization achieve its objectives regardless of environmental changes. The changes between the organizations are in terms of vertical integration and interdependence (Eckel & Hartley (2008). COPAC (2000) cited in Makau (2012) views it as a cooperative arrangement which enables partners to achieve together goals that they could not achieve alone hence mechanisms for producing more powerful and effective modes for competing in a globalized world. Strategic alliances also affect the partnering organizations performances, through enhancement due to access to diverse information and capabilities with minimum costs of redundancy, conflict and complexity.

Although this concept is still developing, Strategic alliances are gaining prominence on in HEI's as a way of leveraging limited resources. As illustrated by Noftinger (2004) cited in Eckel and Hartley (2008) the alliances are through exchange agreements, shared resources, coordinated curricula and joint research. In this study the inter-organization learning in HIE's achieved through the exchange programs and agreements illustrated by Noftinger (2004) cited in Eckel and Hartley (2008). These capabilities enable the institutions to adapt to their internal and external environment by facilitating the required changes or transformations and development in organizations. Rus, Chirica, Rațiu, & Baban (2014). Today most inter-firm collaboration HEI's collaborate with other institutions and industries to enhance performance by building alliances with other academic institutions which involve linkages between local HEI's and their foreign counterparts. (Muchiri, Pintelon, Gelders and Martin, 2010).

Organizational learning and HEI's organizational performance

In organizational learning the organization learns and develops new knowledge through creation, acquisition and integration of knowledge into strategy, systems, structures and culture which contributes to better organizational performance, (Argote, 2011). McGill et al. (1992), as cited by Armstrong (2007), defines organizational learning as the ability of an organization to gain from experience through experiments, observation and analysis. As a strategic response, it aligns strategic actions to the changes in the business environment in order to survive and succeed. The aim of organizational learning is to develop an organization's resource through investing in people in order to develop the human capital required and to increase the stock of knowledge and skills (Agui, 2013).

Most HEI's have been effective at creating or acquiring new knowledge but less effective in applying the knowledge hence they do not engage in organizational learning effectively. Therefore, in this study HIE's the indicator include information acquisition whereby in order for HIE'S they must acquire new ideas that lead to improvements in the way it conducts its business through (Veisi, 2010). The

information interpretation indicator is important since higher education is in an age of accountability and they are expected to provide numerous data. Therefore, they need to interpret and use data effectively for internal decisions or public accountability (Alexander, 2000 & Ohmann, 1999) as cited in (Bauman, 2005). They also need to use the information acquired better in order to remain competitive and sustainable hence making the information use indicator in this important since the information is used to improve the HIE's (Agui, 2013). Organization learn can therefore be achieved by managing their knowledge assets well, making investments in technology and training staff on how to collect, interpret, and use important information related to its operation, (Turyasingura, 2011).

Strategic planning and HEI's organizational performance

Strategy according to (Hooley, Peircy, & Nikolaud, 2008) is a framework for guiding and determining the nature and direction of an organization over a long term. Consequently, strategies are the organizations game plan for strengthening the Performance in the organization and achieving a sustainable competitive advantage. According to (Pearce & Robinson, 2008) strategic Planning is an organizational process that is vision driven which aims to develop the organization. According to (Gates, 2010) the strategic planning process examines the organization's current condition, deliberates on its future and proposes how it wants to get there through ensuring that the organization activities are in line with its mission and vision. As illustrated by Armstrong (2010) strategic planning is a responsibility of senior management which involves the processes of establishing goals, making objectives, coming up with business strategies and operational plans, developing the company's structures and evaluating the company's progress. Brews and Purohit (2007), asserts that engaging in strategic planning improves firm performance hence crucial to the success of firms operating in a competitive environment.

Higher education institutions engage in strategic planning due to forces which include; decline in funding, the changing student demographics, increase in demand and competition. It is also a means to make useful, strategic changes to aid in adapting to the rapidly changing environment. Therefore, strategic planning is one of the ways that HEI's can use to prepare themselves to face the emerging challenges, (Kinyanjui & Juma 2014). This forms the basis for a formal relationship with outside bodies such as local and international government, the community, organizations and individuals who interacts with the university . A strategic plan in HEI's provides a link between academic planning, financial planning and allocation of funds. Therefore, in this context, strategic planning involves shifting the leader's position in order for them to consider the overall context and aspects of their institution. Furthermore, it identifies common directions for the department, division, school or college based on needs of the external and internal stakeholders. In order for strategic planning to be successful in these chaotic academic environments, urgent strategic planning, strategic leadership competencies and practices need to be adopted (Bassa, 2015). Strategic alignment is needed since most HIE's have already identified their vision and mission they periodically evaluate their strategies and review its strategic plan, consider emergent strategies and evolving changes. Strategic alignment involves a series of analyses including; external, internal, gap and benchmarking to handle the developing strategic issues (Srinivasa, Kumar and Aithal, 2015). According to Hinton, (2012) the HIES

should align their strategic plans to align through Strategic programming whereby specific emergent strategies are developed, implemented and evaluated including strategic goals, action plans, and tactics to challenge the intended tactics, and alter the realized strategy since Unpredicted events frequently occur that differ from the intended strategies.

Higher education institutions and organizational performance

Generally, Performance means attainment of ultimate objectives of the organization as set out in the strategic plan, related to strategic goals and measures, that are organizationally significant hence refers to how well an organization achieves its market-oriented goals as well as its financial goals. Pearce and Robinson (2003) cited in Sifuna (2014) highlights the economic goals, which define a company's performance guided by strategic direction as survival in the market, growth and profitability. Organizational performance consist of three areas of organization outcomes: financial performance (return on investment, profits, return on assets); product market performance (sales, market share) and shareholder return (economic value added, total shareholder return), (Richard, Devinney, Yip & Johnson 2009). Ultimately, Performance in an institution measured by how well the institution performs in relation to the goals it has set for itself. Since most education, institutions are for-no-profit, they use number of employees, student's numbers, number of market driven programs, success of their programs, physical expansion, increased market share and financial sustainability to assess their performance, (Chen, Wang & Yang 2009). Therefore, qualitative measures used to measure Performance in the institutions in this study is the quality of education, mode of delivery efficiency, research in relation of knowledge, quality of graduates and curriculum relevance.

3. METHODOLOGY

Kothari and Garg (2014), describes the research design as the structure where a research is carried out. As (Zikmund & Babin, 2007) explains, it establishes the relationships among the key study variables and enables quantification of data. As described by (Lavrakas, 2008) descriptive survey is a logical research method for large amounts of data from a sample. According to Christensen et. al., (2011) quantitative research is a systematic way of collecting numerical information and analysing it using statistical procedures while (Borg and Gall, 2007) asserts that the purpose of correlation research is to discover relationships between variables through correlational statistics. As illustrated by (Mugenda & Mugenda, 2003) the advantage of correlational research design is that it enables researchers to analyse the relationships among a large number of variables. This study adopted a quantitative research design because it has been widely used by many researchers within the education sector (McMillan 2015).

The population of the study was the higher education institutions in kenya and the target population was all the higher education institutions in mombasa based on the ministry of higher education science and technology and the commission of university education database. As illustrated in appendix v; they are approximately 49. These institutions are grouped into 3 sub – sectors which are the universities, colleges and training institutes. The main reason for selecting these institutions as the target population is that the institutions are based in Mombasa County and they have homogenous traits that was enable the comparison.

The study used stratified random sampling, which is a probability sampling technique in whereby subjects are selected in a way that existing subgroups in the population was reflected in the sample (Mugenda & Mugenda, 2003). Kothari (2013) noted that stratified sampling is used when a population from which a sample is to be drawn is not homogeneous. It involves separating the population into relevant strata hence the sample is likely to be representative. With a study population of 49 and a sample size of 44, the researcher applied the multi-stage sampling frame of choosing 3 respondents from every institution. Table 3.1 shows the sample size of study and distribution of questionnaires to two managers in each sampled institution. With a confidence interval of 95 percent, the sample size was also determined using the formula by Miller and Brewer (2006) as below (Saunders *et.al.* 2009).

Table 3.1. Target Population of Higher education institutions.

Stratum	Target Population	Percent distribution
Universities	11	22%
Colleges	20	41%
Training institutes	18	37%
TOTAL	49	100%

$$n = \frac{N}{1 + N(a)}$$

Where:

n = the sample size

N = the sample frame (population)

a = margin of error

$$n = \frac{49}{1 + 49(0.05)^2} = 44$$

This study, therefore, had 44 institutions of higher learning sampled for the study. Further, proportionate stratification methodology was used where the sample size of each stratum was proportionate to the population hence there were 10 universities, 18 colleges and 16 technical institutes. The respondents of this study were the firms the top managers. 3 respondents were selected from each strata from the sample hence the target respondents were 132 individuals whereby 30, were drawn from the universities, 54 from colleges and 48 from technical institutes. The individuals were comprised of the top and middle management. Top management included; vice-chancellors/deputy vice-chancellors/directors/deputy directors/college principals and registrars while the middle management included head of departments, faculty deans, deans/directors of schools/institutes and senior assistant registrars as illustrated in table 3.1. The top and middle management were chosen as respondents of this study because they are involved in decision-making and are knowledgeable on strategic management matters.

Multiple regression analysis (standard and stepwise) was used to test the type of relationships between the research variables. It also explored the relationship between the independent variables and the dependent variable used since it provides estimates of net effects and have explanatory power. Analysis of variance (ANOVA) was used to test the significance of the model and R^2 (coefficient of determination) used to measure the extent of goodness of fit of the regression model. The model that was used to test the

relationship between the independent variables and the dependent variable was a multiple linear regression model as follows.

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

Where:

Y = represents the dependent variable, (organizational performance)

β_0 = Constant or intercept (value of dependent variable when all independent variables are zero)

$\beta_1 \dots \beta_4$ are the Regression Coefficient

X_1 = Strategic entrepreneurship

X_2 = Strategic alliances

X_3 = Organizational learning

X_4 = Strategic planning

e = Stochastic term

4. RESEARCH FINDINGS

Classification of institution

Classification	Frequency	Percent
University	18	24
College	31	41.3
Institute	26	34.7
Total	75	100

Number of students

Respondents were also asked to indicate how many students were enrolled in their institutions. Table 4.1 below presents the relevant results.

Table 4.1 Number of students

No. of students	Frequency	Percent
300-400	18	24
400-500	45	60
500 and above	12	16
Total	75	100

The findings showed that majority of the institutions had 400-500 which was 60 percent had while those with 300-400 were 24 percent and 16 percent of the institutions had 500 and above.

Performance in Higher education institutions

In this section, the study sought to investigate whether Performance in corporate social responsibility follows the strategic responses. Table 4.2 shows the relevant statistical results of Performance in higher education institutions. Respondents agreed that Performance in higher education institutions was indicated by Improvement in the mode of service delivery with a mean of 4.5 strongly agreed, followed by increase in research and graduation rates with a mean of 4.4 strongly agreed. Improvement in reputation and ratings with a mean of 4.1 agreed was next, and growth in new clients followed closely with a mean of 4.0 agreed then improvement in revenue with a mean of 3.6 agreed and finally return on assets (use of institutions assets to generate revenue) with a mean of 3.4 agreed. Therefore, on average the respondents agreed on the measures of performance in higher education as being; improvement in the mode of service delivery, increase in research and graduation rates, improvement in reputation and ratings, growth in new clients, improvement in revenue and return on assets with a mean of 4.0 agreed.

These findings were consistent with the findings by Chen, Wang & Yang (2009) who reported that most education institutions are not for profit hence they use number of employees, student's numbers, number of market driven programs, success of their programs, physical expansion, increased market share and financial sustainability to assess their performance.

Table 4.2. Descriptive results of Performance in higher education institutions

No	Opinion Statement	Sample Size	Mean	Std. Deviation	Minimum	Maximum
1	Improvement in revenue	75	3.6267	0.5641	3.00	5.00
2	Return on assets	75	3.3600	0.5363	3.00	5.00
3	Growth in new clients	75	4.0400	0.3464	3.00	5.00
4	Improvement in reputation	75	4.1600	0.3691	4.00	5.00
5	Improvement in the mode of service delivery	75	4.4933	0.5295	3.00	5.00
6	Increase in graduation rates	75	4.3867	0.5426	3.00	5.00

Key: Ranked on a scale: 1.0-1.7(strongly disagree); 1.8-2.5(disagree); 2.6-3.3 (neutral); 3.4-4.1 (agree); and 4.2-5.0 (strongly agree)

Table 4.3. Factor results-Total variance explained for PERFHEI's measures.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.367	39.442	39.442	2.367	39.442	39.442
2	1.528	25.471	64.914	1.528	25.471	64.914
3	.783	13.055	77.968			
4	.580	9.664	87.632			
5	.421	7.010	94.642			
6	.321	5.358	100.000			

Extraction Method: Principal Component Analysis.

Table 4.3. Descriptive results of Strategic entrepreneurship on Performance in higher education institutions.

No	Opinion statement	Sample Size (N)	Mean	Std. deviation	Minimum	Maximum
1	Entrepreneurship is a major part of the Institution's strategy.	75	3.6400	0.5610	3.00	5.00
2	The institution's systems encourage entrepreneurship.	75	3.5733	0.5736	3.00	5.00
3	There is an institution entrepreneurial strategy.	75	3.2800	0.4810	2.00	4.00
4	There is Commitment to the entrepreneurial strategy by the management.	75	3.4267	0.5495	3.00	5.00
5	There are opportunities for staff and students to take part in entrepreneurship activities with businesses and other stakeholders.	75	4.2667	0.7229	2.00	5.00
6	There is encouragement of the contribution of external stakeholders in their entrepreneurial agenda.	75	3.8133	0.7657	3.00	6.00
7	Increased engagement in strategic entrepreneurship Activities.	75	3.8133	0.6302	2.00	5.00

Key: Ranked on a scale: 1.0-1.7(strongly disagree); 1.8-2.5(disagree); 2.6-3.3(neutral); 3.4-4.1(agree); and 4.2-5.0(strongly agree)

These findings were consistent with the findings by Chen, Wang & Yang (2009) who reported that most education institutions are not for profit hence they use number of employees, student's numbers, number of market driven programs, success of their programs, physical expansion, increased market share and financial sustainability to assess their performance.

Performance in Higher education institutions factor results

Factor analysis was used to identify the major measures driving the study variables. Table 4.3 below presents the relevant results.

The results revealed that the two major factors driving Performance in higher education institutions cumulatively accounted for 64.914 percent of the total variance in this construct. This meant that 64.14 percent of the common variance shared by the six variables could be accounted for by the two factors. A confirmatory factor analysis was done for the dependent variable, Performance in Higher education institutions. The results of this analysis are presented in Table 4.2 and five (5) out of six (6) factor loadings were above 0.4 and positive. These results validate the indicators of Performance in higher education institutions.

Effect of Strategic entrepreneurship on Performance in higher education institutions

To achieve this specific objective, the study sought to analyse how Strategic entrepreneurship affected the in

Performance in higher education institutions in Mombasa County. The effect was analysed by using; descriptive results, and factor analysis.

Descriptive of Strategic organizational entrepreneurship

The study sought to investigate the effect of strategic entrepreneurship on performance. Table 4.3 summarizes respondents' level of agreement on how strategic entrepreneurship affects performance. Most of the respondents agreed Performance in HEI's was related to the opportunities for staff and students to take part in entrepreneurship activities with businesses and other stakeholders that as shown by a mean of 4.2667. Most of the respondents agreed to the fact that Performance in HEI's was related to contribution of external stakeholders.

The entrepreneurial agenda reporting a mean of 3.8133 same as the institution's level of engagement in strategic entrepreneurship Activities. Entrepreneurship a major part of the Institution's strategy reported a mean of 3.6400. It is followed by commitment to the entrepreneurial Strategy by the management with a mean of 3.4267 agreed and lastly the entrepreneurial strategy to enable entrepreneurial development reported a mean of 3.2800. Therefore, on overall, strategic entrepreneurship had an effect on Performance in higher education institutions with a mean score of 3.688 as a neutral agreement.

Strategic entrepreneurship factor results

Strategic entrepreneurship had seven questions that were assessed for confirmatory validity for subsequent analysis. The result of the factor analysis in table 4.14 shows that there were three critical factors that were driving strategic entrepreneurship in HEI's which cumulatively accounted for 76.917 percent of the total variance in this construct. Therefore only three critical factors i.e. first factor had an eigen value =3.030, the second factor had an eigen value= 1.319 and the third had an eigen value- 1.035. Results presented in Table 4. 4 shows the components made for strategic entrepreneurship. The variable comprised of seven (7) factors. Out of the seven (7) factors, only six (5) factors were retained for subsequent analysis because they all met threshold values of 0.4 and above (David, Patrick, Phillip & Kent, 2010).

Effect of Strategic Alliances on Performance in higher education institutions

To achieve this specific objective, the study sought to analyse how strategic alliances affected the Performance in higher education institutions in Mombasa County. The effect was analysed by using; descriptive results, and factor analysis.

Descriptive of Strategic Alliances

The study sought to establish the effect of strategic alliances on Performance in HEI's. Table 4.5 shows responses on statements regarding the effect of strategic alliances on Performance in higher education institutions in Mombasa County. From the findings indicated in table 4. 5 most of the respondents agreed that Performance in HEI's

was related to Staff and students participation in seminars, workshops and conferences with partner institutions and firms. with a mean of 4.59 being obtained which indicated a strong agreement with the statement. On whether Sharing of expertise and learning resources between the partner institutions was related to, performance obtained a mean of 4.51, which indicated strong agreement with the statement.

Regarding the statement that knowledge exchange between the organizations in the alliances was related to performance reported a mean of 4.2, which indicated a strong agreement. On whether institutions engagement in strategic alliances, Collaboration is part of strategic plan and has a clear strategy and vision, commitment and transparency in financial resource shared by both parties were related to performance reported means of 3.91, 3.6 and 3.51 respectively indicating agreement. Finally, the statement on whether strategic alignment of the agreement with the core business was related to performance reported a mean of 3.24 indicating a neutral agreement.

Strategic Alliances factor results

Strategic alliances had seven questions that were assessed for confirmatory validity for subsequent analysis.

The result of the factor analysis in table 4.6 below shows that there were three critical factors that were driving strategic alliances in HEI's which cumulatively accounted for 70.568 percent of the total variance in this construct. Therefore only three critical factors i.e. first factor had an eigen value =2.400,

Table 4. 4. Factor results-Total variance explained for SE measures .

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.030	43.291	43.291	3.030	43.291	43.291
2	1.319	18.841	62.133	1.319	18.841	62.133
3	1.035	14.784	76.917	1.035	14.784	76.917
4	.629	8.985	85.902			
5	.512	7.311	93.213			
6	.314	4.487	97.700			
7	.161	2.300	100.000			

Extraction Method: Principal Component Analysis

Table 4. 5. Descriptive results of Strategic alliances on Performance in higher education institutions.

No	opinion statement	Sample Size (N)	Mean	Std. deviation	Minimum	Maximum
1	Knowledge exchange between the organizations in the alliances.	75	4.200	0.5453	3.00	5.00
2	Staff and students participation in seminars, workshops and conferences with partner institutions and firms.	75	4.586	0.5717	3.00	5.00
3	Collaboration is part of strategic plan and has a clear strategy and vision.	75	3.600	0.6151	3.00	5.00
4	Strategic alignment of the agreement with the core business.	75	3.240	0.4300	3.00	4.00
5	Sharing of expertise and learning resources between the partner institutions.	75	4.506	0.6852	2.00	5.00
6	Commitment and transparency in financial resource shared by both parties.	75	3.506	0.7420	2.00	5.00
7	Institutions engagement in strategic alliances	75	3.906	0.4403	3.00	5.00

Key: Ranked on a scale: 1.0-1.7(strongly disagree); 1.8-2.5(disagree); 2.6 3.3(neutral); 3.4-4.1(agree); and 4.2-5.0(strongly agree)

Table 4. 6. Factor results-Total variance explained for SA measures.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.400	34.280	34.280	2.400	34.280	34.280
2	1.446	20.658	54.938	1.446	20.658	54.938
3	1.094	15.630	70.568	1.094	15.630	70.568
4	.717	10.245	80.813			
5	.569	8.129	88.942			
6	.405	5.779	94.721			
7	.370	5.279	100.000			

Extraction Method: Principal Component Analysis

the second factor had an eigen value= 1.446 and the third had an eigen value- 1.094. Results presented in Table 4.16 shows the components made for strategic alliances. All the seven (7) factors, were retained for subsequent analysis because they all met threshold values of 0.4 and above (David,et all,2010).

Effect of Organizational Learning on Performance in higher education institutions

To achieve this specific objective, the study sought to analyse how organizational learning affected the Performance in higher education institutions in Mombasa County. The effect was analysed by using; descriptive results, and factor analysis.

Descriptive of Organizational Learning

The study sought to establish the effect of organizational learning on Performance in HEI's. Table 4.7 shows responses on statements regarding the effect of organizational learning on Performance in higher education institutions in Mombasa County. The respondents agreed with a mean of 4.75 that exchange of information between students, staff and management is related to Performance in HEI's, which indicated a strong agreement. The use of information from competitors and stakeholders for learning and improved service delivery in the past 3years based on acquired information reported a mean 4.43 and 4.41 respectively indicating a strong agreement. Interpretation of acquired information in meetings and reports internally reported a mean 3.72 indicating agreement. The statements on Information acquisition from external experts and similarly, stakeholder's participation in information interpretation

Organizational Learning factor results

Organizational learning had seven questions that were assessed for confirmatory validity for subsequent analysis. The result of the factor analysis in table 4. 8 below shows that there were two critical factors that were driving Organizational learning in HEI's which cumulatively accounted for 53.615percent of the total variance in this construct. Therefore only two critical factors i.e. first factor had an eigen value =2.314, the second factor had an eigen value= 1.439. Results presented in Table 4.8 shows the components made for Organizational learning. The variable comprised of seven (7) factors. All the seven (7) factors, were retained for subsequent analysis because they all met threshold values of 0.4 and above (David,et all,2010). To achieve this specific objective, the study sought to analyse how strategic planning affected the Performance in higher education institutions in Mombasa County. The effect was analysed by using; descriptive results, and factor analysis.

Effect of Strategic planning on Performance in higher education institutions

Descriptive of Strategic planning

The study sought to establish the effect of strategic planning on Performance in HEI's. Table 4.9 shows responses on statements regarding the effect of strategic alliances on Performance in higher education institutions in Mombasa County. From the findings indicated in table 4.9 most of the respondents agreed that a clear Vision and mission statements was related to Performance

Table 4.7. Descriptive results of Organizational Learning on Performance in higher education institutions.

No	Opinion Statement	Sample Size (N)	Mean	Std. Deviation	Minimum	Maximum
1	Exchange of information between students, staff and management.	75	4.7467	0.5223	3.00	5.00
2	Information acquisition from external experts	75	3.2000	0.4350	2.00	4.00
3	Interpretation information in meetings and reports internally.	75	3.7200	0.5590	2.00	5.00
4	Stakeholders participation in information interpretation.	75	3.2000	0.4932	2.00	5.00
5	Improved service delivery in the past 3years based on acquired information.	75	4.4133	0.6387	3.00	5.00
6	Use of information from competitors and stakeholders for learning.	75	4.4267	0.5495	3.00	5.00
7	Institution's engagement in organizational learning activities.	75	4.0133	0.479113295	3.00	5.00

Key: Ranked on a scale: 1.0-1.7(strongly disagree); 1.8-2.5(disagree); 2.6 3.3(neutral); 3.4 4.1(agree); and 4.2-5.0(strongly agree).

Table 4.8. Factor results-Total variance explained for OL measures.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.314	33.054	33.054	2.314	33.054	33.054
2	1.439	20.561	53.615	1.439	20.561	53.615
3	.998	14.254	67.868			
4	.738	10.539	78.408			
5	.664	9.482	87.890			
6	.466	6.657	94.547			
7	.382	5.453	100.000			

Extraction Method: Principal Component Analysis.

Table 4.9. Descriptive results of Strategic planning on Performance in higher education institutions.

No	Opinion statement	Sample Size (N)	Mean	Std. deviation	Minimum	Maximum
1	Clear Vision and mission statements	75	4.213	0.4440	3.00	5.00
2	Stakeholders are involvement in strategy formulation	75	3.626	0.6101	2.00	5.00
3	Available resources to Implement	75	3.080	0.3587	2.00	4.00
4	Total commitment to implementation of the strategic plans by the management	75	3.760	0.5413	3.00	5.00
5	Monitoring and evaluation of strategic plans.	75	3.613	0.5426	3.00	5.00
6	Constant review of overall plans after evaluation	75	3.306	0.5192	3.00	5.00
7	Institution's budgetary allocation on strategic planning	75	3.413	0.4957	3.00	4.00

Key: Ranked on a scale: 1.0-1.7(strongly disagree); 1.8-2.5(disagree); 2.6 3.3(neutral); 3.4-4.1(agree); and 4.2-5.0(strongly agree)

in HEI's reporting a mean of 4.22 indicating strongly agreed. Total commitment to implementation of the strategic plans by the management, stakeholders are involvement in strategy formulation, monitoring and evaluation of strategic plans and budgetary allocation on strategic planning reported means of 3.76,3.62,3.61 and 3.41 respectively indicating agree. Constant review of overall plans after evaluation reported a mean of 3.30 indicating neutral.

Therefore, the findings indicated that none of the respondents reported any strong disagreement and disagreement with the statements.

Strategic planning factor results

Strategic planning had seven questions that were assessed for confirmatory validity for subsequent analysis. The result of the factor analysis in table 4.10 below shows that there were three critical factors that were driving strategic planning in HEI's which cumulatively accounted for 65.170 percent of the total variance in this construct. Therefore only three critical factors i.e. first factor had an eigen value =2.097, the second factor had an eigen value = 1.261 and the third had an eigen value- 1.204. Results presented in Table 4.20 shows the components made for Strategic planning. The variable comprised of seven (7) factors. All the seven (7) factors, were retained for subsequent analysis because they all met threshold values of 0.4 and above (David,et al,2010).

Multiple linear regression analysis of strategic responses and Performance in higher education institutions

The study was set out to evaluate the overall effect of all independent variables; Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning on Performance in higher education institutions. The relevant investigation of the study was to assess the effect of strategic responses on the Performance in higher education institutions. The mean scores of Strategic organizational entrepreneurship, Strategic alliances, Organizational learning and Strategic planning were collectively regressed against the mean score of performance in Tables 4.21 and 4.22 respectively.

Model summary for SRs and Performance in HEI'S

In Table 4.11, the coefficient R was 57.8percent, which shows that the independent variables explained 57.8 percent in Performance in higher education institutions. The remaining 42.2 percent of changes was identified by other factors not captured in the model. The results further suggest that these models were good to improve the Performance in higher education institutions. The model equations; Performance in higher education institutions = $\beta_0 + \beta_1$

Strategic strategic entrepreneurship + β_2 Strategic alliances + β_3 Organizational learning + β_4 Strategic planning and Performance in higher education institutions model explained 57.8 percent as measured by the goodness of fit and hence explained 57.8 percent of the variation in Performance in higher education institutions.

ANOVA F –Test results for SRs and Performance HEI's

The ANOVA test was done to test the significance of the models and to test the existence of variable variations within the models. The ANOVA results in Table 4.12 show that the models of strategic responses (Strategic entrepreneurship, Strategic alliances, Organizational learning, Strategic planning was significant at 0.000 (F-statistic=8.799, P-value<0.05) and explained the variance in Performance in higher education institutions in Mombasa county.

Table 4.11. Model Summary-regression of strategic responses and Performance in higher education institutions.

Mode	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 ^a	.335	.297	.24465

a.Predictors: (Constant), Strategic entrepreneurship, Strategic alliances, Organizational learning, Strategic planning

Table 4.12. ANOVA results of Strategic responses and Performance in higher education institutions.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.107	4	.527	8.799	.000 ^b
	Residual	4.190	70	.060		
	Total	6.296	74			

a.Dependent Variable: Performance in Higher education institutions

b.Predictors: (Constant), Strategic organizational entrepreneurship, Strategic alliances, Organizational learning, Strategic planning

Regression Coefficients Results for SRs and Performance in HEI's in Mombasa County

Since the general objective of the study was to analyse the effect of strategic responses on the Performance in higher education institutions, the multiple linear regression models were used to assess the overall effect of independent variables on dependent variable.

Multiple regressions were used to determine whether there was a significant effect of strategic responses on performance higher education institutions in this study. The analysis in Table 4.13 presents relevant results on multiple linear regression models of all four variables namely:

Table 4.20. Factor results-Total variance explained for SP measures.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.097	29.955	29.955	2.097	29.955	29.955
2	1.261	18.009	47.964	1.261	18.009	47.964
3	1.204	17.206	65.170	1.204	17.206	65.170
4	.826	11.806	76.977			
5	.664	9.485	86.462			
6	.520	7.426	93.887			
7	.428	6.113	100.000			

Extraction Method: Principal Component Analysis.

Table 4.22. ANOVA results of Strategic responses and Performance in higher education institutions.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.842	.500		3.682	.000
	Strategic entrepreneurship(SE)	-.166	.084	-.148	-2.102	.047
	Strategic alliances(SA)	.214	.102	.240	2.092	.040
	Organizational learning(OL)	.488	.121	.491	4.022	.000
	Strategic planning(SP)	.461	.115	.422	3.999	.000

a. Dependent Variable: PERF

Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning were significant at both 5 percent and 1 percent significance level respectively. In terms of ranking, organizational learning was first, followed by formal planning, with strategic alliances and strategic entrepreneurship practice becoming third and fourth in that order. Model 1 in Table 4.13 shows that Strategic alliances, Organizational learning and Strategic planning were positively correlated with Performance in higher education institutions while strategic entrepreneurship was negatively correlated with Performance in corporate social responsibility. The Model further reports that a 0.166 point increase in strategic entrepreneurship led to a 1 point decrease in Performance in higher education institutions. A 0.214-point increase in Strategic alliances results into a increase of 1 point of Performance in higher education institutions, and a 0.488 point increase in Formal planning led to a 1 point increase of performance higher education institutions. Lastly, a 0.461 led to an increase in Strategic planning led to a 1 point an increase in Performance in higher education institutions. For every one-unit increase in the Performance in higher education institutions, there was a unit increase in strategic responses and vice versa. In summary, we can claim with 95 percent confidence that for every one-unit increase in Performance in higher education institutions strategic responses increased by between -0.166 and 0.488. The negative significant effect of strategic entrepreneurship on Performance in higher education institutions could be due to the institutions governance structures not prioritizing it at the senior management level hence not followed up by the managers. However, it should be noted that as shown in Table 4.23, the coefficient (r) or beta for Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning were (-0.148), (0.240), (0.491) and (0.422) respectively. This meant that the independent variables individually explained 14.8 percent, 24.0 percent, 49.1 percent and 42.2 percent changes or variations respectively in Performance in higher education institutions.

In the strategic responses and Performance in HEI's model, Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning were all significant. Therefore, all the four research questions were answered and the objectives accepted because the p-values were less than 0.05. In coming up with the final model, all the significant variables were retained; Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning. The effect of strategic responses on Performance in higher education institutions followed a multiple linear regression model as Performance in HEI's = $\beta_0 + \beta_1$ strategic entrepreneurship + β_2 Strategic alliances + β_3 Organizational learning + β_4 Strategic planning. Performance in HEI's = 1.8420.131 strategic entrepreneurship + 0.214 Strategic alliances + 0.488 Organizational learning + 0.461 Strategic planning. Therefore, the results of the study found a significant effect (p-value = 0.000) where p-value < 0.05. Therefore all four variables namely: strategic entrepreneurship; Strategic alliances, Organizational learning, Strategic planning were significant at both 5 percent and 1 percent significance level respectively. In terms of ranking, was first Organizational learning and closely followed by Strategic planning, then Strategic alliances becoming third and strategic entrepreneurship fourth in that order. The results of the standard multiple regression analysis indicate that when the four independent variables strategic entrepreneurship; Strategic alliances, Organizational learning,

Strategic planning are combined together have positive and significant effect on organizational Performance in higher education institutions in Mombasa county.

Discussion of key results

The key objective of the study was to assess the strategic responses (independent variable) on Performance in higher education institutions (dependent variable). The variables under considerations were Strategic entrepreneurship, Strategic alliances, Organizational learning and Strategic planning. The next section discusses the variables in full.

Strategic entrepreneurship objective

The first objective sought to assess whether strategic entrepreneurship had an effect of strategic entrepreneurship on the Performance in institutions of higher education in Mombasa County. To empirically test whether strategic entrepreneurship had a significant effect or otherwise on Performance in higher education institutions. The study applied multiple linear regression model of the independent variables against the dependent variable. There was a significant effect and positive correlation of strategic entrepreneurship and Performance in higher education institutions in Mombasa County ($\rho = 0.482$, p-value = 0.000) at 0.01 level. On the regression analysis, the coefficient of regression for strategic entrepreneurship on performance in higher education institutions had a negative and significant effect with (Beta = -0.166, p-value = 0.047) at 0.05 level. The study findings were equally supported by (Njiru, 2012) who indicated that the benefits of entrepreneurship include; cost reduction and more capital assets, which leads to improvement in performance hence In higher education institutions, can be use it to ensure sustainability.

Strategic alliances objective

The objective of the study was to evaluate the effect of strategic alliances on the Performance in institutions of higher education in Mombasa County examine whether strategic alliances objective had an effect on Performance in higher education institutions. To empirically test whether strategic alliances had a significant effect or otherwise on Performance in higher education institutions, the study applied multiple linear regression model of the independent variables against the dependent variable. There was a significant effect and positive correlation of strategic alliances and Performance in higher education institutions in Mombasa County ($\rho = 0.417$, p-value = 0.000) at 0.01 level of significance respectively. On the regression analysis, the coefficient regression of strategic alliances on performance in higher education institutions had a positive and significant effect with (Beta = 0.214, p-value = 0.040) at 0.05 level. The findings also lend support to Muchiri, *et al* (2010), in that a high degree of performance in higher education institutions had been noted in institutions that are collaborating with other institutions and industries.

Organizational learning objective

The objective of the study was to determine the effect of organizational learning on the Performance in institutions of higher education institutions in Mombasa County. The study Sought to examine whether organizational learning objective had an effect on Performance in higher education institutions. To empirically test whether organizational learning had a significant effect or otherwise on Performance in higher education institutions. The study applied multiple linear regression model of the independent variables against the dependent variable. There was a significant effect and positive correlation of organizational learning and

Performance in higher education institutions in Mombasa County ($\rho = 0.143, 0.222$ and $\rho =$, p -value = 0.000) at 0.01 level of significance. The coefficient regression of on performance if higher education institutions had a positive and significant effect with organizational learning (Beta = 0.488, p -value = 0.000) at 0.05 level. The findings further supported the views of (Veisi,2010) who proposed that since HEI'S face a lot changes they need to respond to challenges by stimulating transformational learning at individual, organizational and societal levels.

Strategic planning objective

The objective of the study was to assess the effect of strategic planning on the Performance in institutions of higher education in Mombasa County. Sought to examine whether strategic planning objective had an effect on Performance in higher education institutions. To empirically test whether strategic planning had a significant effect or otherwise on Performance in higher education institutions. The study applied multiple linear regression model of the independent variables against the dependent variable. There was a significant effect and positive correlation of strategic planning and Performance in higher education institutions in Mombasa County ($\rho = 0.143$, p -value = 0.01 and ρ at 0.000 level of. The coefficient regression of on performance if higher education institutions had a positive and significant effect with organizational learning (Beta = 0.488, p -value = 0.000) at 0.05 level. The findings were also in agreement with a study by Kinyanjui & Juma (2014) who concluded that strategic planning is one of the ways that HEI'S can use to prepare themselves to face the emerging challenges.

5. RECOMMENDATIONS

Performance in higher education institutions enables positioning of the institutions in the market. This study makes several recommendations to stakeholders including the government and the policy makers. Based on the findings of the study and according to the specific objectives, the study recommends as follows:

i. Institutions of higher education should use strategic entrepreneurship to improve their performance since it can be used as a strategic response to ensure sustainability in terms of income hence a strategic approach. HEI'S can therefore act entrepreneurially through, creating and nurturing synergies between teaching, research, business start-up support as well as knowledge exchange to enhance the innovation. Consequently, having a good entrepreneurial orientation, will lead good Performance, which can also be used as a marketing strategy to position themselves for new clients.

ii. Institutions of higher education should be keen on strategic alliances, which will most likely improve the quality of education in these institutions through inter-organization learning, inter-firm Collaboration and Resource sharing. Since a cooperative arrangement enables partners to achieve goals together it can become a mechanisms for producing an effective mode for competing in a globalized world. This will also enable them achieve global standards through access to diverse information and capabilities with minimum costs therefore enhance their performance.

iii. Institutions of higher education should consider organizational learning as a governance approach whereby they bench mark with other institutions and develop new modes and models of operation based on information acquired from competitors and stakeholders. They should also use organizational learning to develop their resources through investing in human capital but increasing the stock of knowledge and skills, which leads to improvement in the way

they conduct their business. They also need to manage their knowledge assets better in order to remain competitive and sustainable by investing in technology and training to enable collection of information related to its operation and application of the knowledge.

iv. Institutions of higher education should be systematic in strategic planning for performance by deliberately setting up a good strategies, ensuring strategy implementation and monitoring and evaluation. HEI'S, should use strategic planning as means to make strategic changes that aid in adapting to the changing environment. Therefore, strategic planning enables HEI'S to prepare themselves to face the emerging challenges and help identify common directions for the institution based on needs of the external and internal stakeholders.

Policy Recommendation

The study would assist policy makers within the higher education sector with the knowledge of strategic responses and its applicability in managing higher institutions of education. The study provides insights on how the changes in policy and regulations in the end affect HEI'S and how these institutions to respond to the changes.

Managerial Recommendations

The findings of the study provide insights for managerial action. Therefore, the results of this study were of interest to managers of HIE'S that are responsible for the strategic direction of the institutions. The first implication of the study was that managers were to respond effectively to the external pressure and changes in order to meet their objectives well. The study showed strategic responses significantly increased qualitative aspect of Performance in HIEs, which were assessed as the quality of education; mode of delivery (efficiency), research (creation of knowledge), quality of graduates and curriculum relevance. Therefore, managers need to consider Performance in institutions to be beyond financial performance to how well they achieve their goals and financial sustainability to assess their performance. Overall, the findings of this study gave managers insights on how to build, allocate and adapt their resources and capabilities in ways that allowed them to achieve their objectives in dynamic and competitive environment using strategic responses. Therefore, managers need to develop structures that enable the attainment of their objectives as set out in the strategic plan and that are organizationally significant.

Study's Contribution to theory and existing body of knowledge

This study made an important contribution to the advancement of academic knowledge on strategic responses practices and Performance in higher education institutions from the context of Kenya and particularly on HEI'S in Mombasa County. Due to the lack of scholarly contribution on strategic responses practices and Performance in HEI'S particularly, the study, therefore, encourages output that is more scholarly. In addition, this study has identified knowledge gaps and therefore contributed to the existing of knowledge in terms of which areas for further research. The study has also advanced a conceptual framework of strategic responses practices and Performance in higher education institutions and empirically tested it hence can be used as reference for future studies.

Areas of Further Research

This study offer a for further research since the selection of strategic responses practices included in the conceptual framework were not exhaustive therefore, other variables

could be considered in studying the effect of strategic responses on Performance in HEIs. Similarly, the indicators used to measure the study variables were also not exhaustive. Therefore, other researchers can also propose other measures and develop a conceptual framework that would reveal more insights on the topic. Finally, the study was based on a HEI in Mombasa County and this limits the generalizability of the results. Hence, further studies could apply the study to include the whole of Kenya.

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