
**INFLUENCE OF MANAGERIAL CAPABILITY ON
INTERNATIONALIZATION STATUS OF PUBLIC UNIVERSITIES IN
KENYA**

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Abstract

The purpose of the study was to analyse the influence of managerial capability on internationalization status of public universities in Kenya. The study was conducted in 31 public chartered universities in Kenya and employed a descriptive research design. A cross-sectional survey involving both analytical and descriptive methods to address the objectives of the study was used. To analyse quantitative data, descriptive factor analysis and inferential statistics (correlation and regression) were used. Regression results showed that managerial capability had a significant and positive influence on internationalization status. The study found that managerial capability had a significant and positive influence on internationalization status of public universities. Therefore the research determined that managerial capability had a significant and positive influence on internationalization status. The study concluded that managerial capability can be unbundled into strategic thinking, shared- vision and decision making abilities. This indicates that the decision making abilities of managers, creating and sharing their strategic vision with the rest as well as the capacity to think strategically, to solve problems are important managerial capabilities required in universities. The study also recommends the management to offer strong leadership support for internationalization processes within their institutions. This is because the management is able to control decisions on how organizational capabilities are utilized by the firm and how best the available resources can be deployed across the firm both locally and globally.

Keywords: Internationalization status, organizational capabilities, managerial capability

1.0 Introduction

1.1 Background to the Study

Internationalization refers to the process of assimilating a global or international concept into the goal, task or transmission of university education so as to boost the quality of the education as well as the research for all employees and scholars so as to make an impact to the larger society (De Wit, Hunter, ErgonPolak & Howard, 2015). Internationalization is a manifold and multi-

layered process of infusing international, cross-cultural, and international content and approaches into the operations and goals of tertiary institutions and programmes (Hudzik, 2011). Further, Hudzik (2011) describes a complete internationalization as an obligation, established through execution, to incorporate transnational and comparable dimensions in the teaching, research and service goals of universities. NAFSA (2011) acknowledged that internationalization is a fundamental dynamic in tertiary institutions and defined it as the deliberate attempt to inculcate and incorporate transnational, cross-cultural and universal approaches into the philosophy and ethos and outputs of higher education. Zhou (2016) has described internationalization of education as constituting a dynamic system and hence it is a primary vehicle of higher education which, requires a reassessment from a holistic and dynamic angle.

Currently, there has been more attention being paid to enhancing the international dimension of teaching and research so that domestic students and academics can be better equipped to contribute to their country's effectiveness and competitiveness on the international stage. This is because, internationalization in education is commonly seen as having the ability to provide programmes that are of high standards to students (Njuguna & Itegi, 2013). In addition, strategic co-operations for cross border migration of scholars and staff in addition to cooperative research and academic activities are viewed as dynamic strategies for fostering international relations and financial co-operations.

In spite of the above profound differences denote the internationalization of higher education in that only limited nations dictate the international science and technological scene. Further, Njuguna and Itegi (2013) indicated that these new technologies are predominantly in the possession of international educational organizations in the developed world. Subsequently African nations rely on these dominant educational giants.

Knight (2013) noted that, there is a growing call towards an economy that is knowledge driven. In addition, transitions in demographics, movement of human capital and rising transactions in the service are key determinants that are propelling countries to emphasis on attracting human resources through internationalization. Knight further noted that there is a lot of competition among countries to source the most talented international students and academics to enhance science and technology as well as the monetary attractiveness. This, Knight (2013) noted is evidenced by modifications in staffing policies, motivations and strategies of migration policies to appeal and maintain international scholars and faculties seen as capable of improving the manpower in a country. Knight further notes that great emphasis has been laid on internationalization to enable scholars become more competent to strengthen their nation's attractiveness internationally.

Internationalization has grown to be an important force in shaping the higher education sector (Shisia et al., 2014). This calls for enhancement of the higher education sector as universities have been found to be core in solving socio-cultural, financial and ecological problems facing the communities through their core functions of education, research, invention and information advancement (Karimi, 2015). Childress (2016) observed that policy makers in universities have advocated for internationalization to ensure that they equip their scholars with requisite competencies to succeed in a much more globalized 21st century. Despite this, Childress notes that much of what has been put down on paper in terms of internationalization goals has not been implemented. This is because, despite internationalization goals being rife in modern

universities, there are numerous challenges that deter its proper implementation within institutions.

One such challenge in internationalization is occasioned by the make-up of higher education institutions which are difficult to transform. Universities are made up of many distinct units with different arrangements in academic and co-curricular service provisions (Adapa, 2014) and coordination and harmony in implementation of internationalization initiatives is thus difficult. Subsequently, these intricacies in the governance and administration of universities act as deterrents to the process. Curbing these challenges so as to press forward the goals of internationalization in universities requires the putting in place of internationalization strategies as one of the drivers to catalyze development in the sector. Internationalization hence is regarded as being one of the forces of change in institutions that necessitates alteration of mindsets from that of looking internally to concentrating more on the outer and wider global setting, Childress (2016).

The university industry in Kenya just like as in the rest of the continent has been facing numerous challenges ranging from low research output, poor staff compensation, lack of resources, shortcomings in the quality of academic programme, weak governance and administrative systems among others (Odhiambo, n.d). This is also cited by Koskei (2013) who noted that Kenyan Universities encounter financial constraints, have low motivation of staff, high unemployment rate for graduates, dilapidated physical facilities, under equipped laboratories and under stocked libraries as well as loss of staff to other countries. In spite of the numerous benefits of internationalization these hurdles affect the effective performance of universities internationally.

1.2 Statement of the Problem

Universities are encouraged to adopt competitive advantages by incorporating organizational capabilities in a bid to ensure they are able to propel and sustain their internationalization status. Furthermore, universities are progressively more and more being interrogated on their capability to counter the dynamic changes in the commercial, technical and societal arena with researchers underscoring the need to comprehend internal capabilities as a strong determinant of successful performance. For public universities to flourish sustainably in the rapidly changing and fiercely competitive global landscape, they must develop innovative strategies to maintain their educational significance. It has been proven that organizational capabilities have an impact on the growth and implementation of an organization's strategy on internationalization. The current scenario in Kenya universities depicts a picture of a low status of internationalization. This is evidenced by the perennial poor regional and global rankings. Notably, only six out of the over 74 universities in Kenya made it to the top 200 rank in Africa according to the latest webometrics report of July, 2020. Furthermore, the situation is even worse globally where only the University of Nairobi made it to the top 1000 rank at position 957. In comparison, South Africa had over 20 universities emerging in the top 200 in Africa. In yet another ranking by Nature Index 2018 Rising Stars ranking undertaken by the highly reputed international journal, 'Nature' no Kenyan university is featured in the top 25 institutions in the continent. Moreover,

only five of Kenyan universities were featured in the University Ranking by Academic Performance (URAP) in their latest report released in June, 2020.

1.3 Objectives of the Study

The main objective of the study was to analyze the influence of managerial capability on internationalization status of public universities in Kenya.

2.0 Literature Review

2.1 Theoretical Framework

2.1.1 Dynamic Capability Theory (DCT)

This hypothesis was pioneered by Teece, Pisano and Shuen (1997) who referred to it as the capability of a firm to incorporate, construct and redesign external and internal proficiencies to counter quickly evolving contexts. In advancement of the theory, Helfat et al. (2009) also provides insightful knowledge about the need for an organization to appreciate its dynamic capabilities. Capabilities are seen as a pool of advanced, mastered, modelled, routine behaviors through which a firm can thrive favourably compared to its rivals (Jaworski & Kohli, 2013). This is supported by Hou (2008) who attested that capabilities that are dynamic are those that involve the accumulation of assets for instance innovation, aptitudes and information based assets. The theory basically analyses how organizations incorporate, form, and redesign their interior and exterior dedicated capabilities into different abilities that coordinate their fluctuating condition (Teece, Pisano & Shuen, 2010).

Further, the theory assumes that better dynamic capability firms will outpace organizations with less dynamic capabilities. This theory's rationale is to explain how organizations utilize dynamic capabilities to develop and maintain operative functionality above other organizations through reacting to and instituting contextual adjustments. This theory has strengthened RBV by focusing on the evolving character of an organizations capabilities in respect of the contextual transformations by identifying the particular organizational. Dynamic capabilities see the top management convictions for the advancement of the firm as a key thing in creating dynamic capabilities (Helfat&Peteraf, 2009).

This theory has particularly targeted the human resource aspect of the institution to seek to link their expertise and capabilities to the final service/output. For the universities to implement these internationalization strategies, the management needs to ensure that the staff are on their high-performance levels with regard to the skills and expertise needed to implement these strategies. Some of these skills needed and proposed by the theory include the technical skills, human resource management skills, digital skills, strategic skills, financial management as well as risk management skills. Darshana, Noor and Marlin (2017) affirm that recent studies have shown that there is an affirmative linkage between dynamic capabilities and internationalization. In addition, the scholars contend that in rapidly evolving global landscape, dynamic capabilities positively influence the implementation of internationalization (Darshan, Noor, & Marlin, 2017). This theory explained the managerial capabilities variable. It explained

how the managers should apply their expertise to enhance implementation of internationalization.

2.2 Empirical Literature

Maitland and Sammartino (2015) sought to understand how managers in multinational enterprises make decisions on internationalization. The study targeted and surveyed all the 55 senior executives and board members engaged in a foreign direct investment decision. The study noted that an organization's decision to internationalize was an opportunity for the managers to decide on the best internationalization strategy to take. Their study portrayed that there is essence in integrating managerial decision models, perceptions and reasoning procedures in the conceptual framework for internationalization. The study also established that as managers evaluate internationalization possibilities, their cognitive processes influence the type of data they seek, how they collect and evaluate this data which in the long run affects the internationalization strategy chosen.

Yonezawa (2017) using the qualitative method of case study sought to understand the management of internationalization in universities in Japan. The study specifically looked into the impact of Institutional Structures and Cultures. The targeted respondents included 103 chief executives and top management. By considering different factors, the finding of the case analysis suggested that the link in the structure of the institution and educational internationalization management culture was significant. More so, the universities' customs studied demonstrated that organizational mechanisms of managing internationalization do contribute to an enabling environment. The organizational authority applied by the chief executive and if the top management relates to the internationalization office, leads to a culture that is specialized in supporting the promotion of internationalization activities throughout the university.

Kumari (2017) established the relationship between leadership in higher education and internationalization efforts in community-based colleges. This investigation was conducted with two national organizations members involved in efforts of campus internationalization and considered to be leaders at their respective community colleges nationally. The study was descriptive in nature with voluntary and anonymous survey instrument being administered online. The results indicated that the professional and personal traits best suited for this leadership position with regard to internationalization in community college entails include management experience in and articulation of ideas. Thus understanding the role of leaders of internationalization will enable institutions comprehend the unique profile, roles, and responsibilities as well as expertise and individualized traits exemplified by these front runners. It also enables senior leadership of the institutions to understand the kind of support required and challenges faced by such individuals to ensure comprehensive internationalization efforts take off and are successful at their respective community colleges.

Tamrat and Teferra (2018) sought to investigate the internationalization of Ethiopian Higher Education Institutions. Primary data that was used was gathered from nine (9) public and six (6) private institutions using questionnaire and focus group discussion. The study indicated that institutions consider internationalization as an important activity for the purposes of promoting

teaching and resource mobilization, international research projects, and academic quality and standards. However, in most of the surveyed universities, internationalization was found to be more of an ad hoc and reactive process than a systematically administered proactive undertaking. Thus the study recommended the need for cohesive policies, strategic directions, and operational efficiencies both at national and institutional levels.

Ismail and Hassan (2013) endeavoured to ascertain the internationalization and networking role of technical universities in the competence development of academic staff. The study accumulated the data from analysis and thorough reading from reports, papers, journals and articles by previous authors and researchers. Reports by the Human Resource Development (HRD) indicate that networking has a significant role towards sustainable development. Increase in the capability of staff through knowledge, the strengths of an individual are depicted by their skills and competences helping an organization to rate their capability and value in their job performance. The networking and internationalization impact can only be positively viewed, more so with regard to the quality and standards of offered programs, if all the Asian countries partners are proactive and show their commitment.

3.0 Research Methodology

The study was conducted in 31 public chartered universities in Kenya and employed a descriptive research design. A cross-sectional survey involving both analytical and descriptive methods to address the objectives of the study was used. The survey was guided by the positivist philosophical presentation. The respondents in each institution comprised of the Registrars of Academic Affairs and Administration, Directors of Research, ICT and International Programmes and Linkages, the Managers of Finance, Human Resources and Public Relations. The researcher conducted a census survey by covering all the units in the population. The study utilized only primary data which was assembled by administering semi-structured questionnaires which were 248 in total. Regression was further used to show the association between the variables.

Model output used;

$$Y = \beta_0 + \beta_1 X_1 + e$$

Where;

Y= the dependent variable

X_i =Managerial Capability

β = Regression constant (the value of Y when $X_1 = 0$)

4.0 Results

4.1 Descriptive Results

Both the dependent and the independent variable descriptive analysis was conducted.

4.1.1 Internationalization Status

This segment comprises descriptive analysis for internationalization status. On the statement that the university has active collaborations and linkages with universities in other countries, 87(46.3%) of the respondents strongly agreed with the line statement, 58(30.9%) agreed with the line statement, 14(7.4%) moderately agreed, 7(3.7%) disagreed with the line statement while 22(11.7%) strongly disagreed with the line statement (mean response of 3.96, standard deviation of 1.32). On the statement that the university has communication channels with international partners, 82(43.6%) of the respondents strongly agreed with the line statement, 50(26.6%) agreed with the line statement, 28(14.9%) moderately agreed, 4(2.1%) disagreed with the line statement while 24(12.8%) strongly disagreed with the line statement (mean response of 3.86, standard deviation of 1.35). On the statement that the university has communication channels with international partners, 67(35.6%) of the respondents strongly agreed with the line statement, 49(26.1%) agreed with the line statement, 47(25%) moderately agreed, 6(3.2%) disagreed with the line statement while 19(10.1%) strongly disagreed with the line statement (mean response of 3.74, standard deviation of 1.26). Further, on the statement that the university has international academic staff, 49(26.1%) of the respondents strongly agreed with the line statement, 63(33.5%) agreed with the line statement, 28(14.9%) moderately agreed, 26(13.8%) disagreed with the line statement while 22(11.7%) strongly disagreed with the line statement (mean response of 3.48, standard deviation of 1.33).

Further, on the statement that the university has partnered with international professional bodies, 58(30.9%) of the respondents strongly agreed with the line statement, 68(36.2%) agreed with the line statement, 29(15.4%) moderately agreed, 14(7.4%) disagreed with the line statement while 19(10.1%) strongly disagreed with the line statement (mean response of 3.70, standard deviation of 1.26). This infers that the higher number of respondents agreed with the line statement and the responses were highly varied from the mean.

Further, on the statement that the university has affiliations with international networks, 87(46.3%) of the respondents strongly agreed with the line statement, 53(28.2%) agreed with the line statement, 23(12.2%) moderately agreed, 2(1.1%) disagreed with the line statement while 23(12.2%) strongly disagreed with the line statement (mean response of 3.95, standard deviation of 1.32).

On the statement that the university holds international research conferences, 98(52.1%) of the respondents strongly agreed with the line statement, 42(22.3%) agreed with the line statement, 25(13.3%) moderately agreed, 15(8%) disagreed with the line statement while 8(4.3%) strongly disagreed with the line statement (mean response of 4.10, standard deviation of 1.16).

On the statement that the staff in the university have joint publications with international researchers, 92(48.9%) of the respondents strongly agreed with the line statement, 52(27.7%) agreed with the line statement, 14(7.4%) moderately agreed, 9(4.8%) disagreed with the line statement while 21(11.2%) strongly disagreed with the line statement (mean response of 3.98, standard deviation of 1.33).

The aggregate mean was 3.85 implying that the higher number of respondents agreed with the line statements on internationalization status. In addition, the standard deviation was 1.29 implying that most responses varied from the mean

Table 1: Internationalization Status Descriptive Analysis

| Inquiry | 1 | 2 | 3 | 4 | 5 | Mea n | Std. Dev |
|--|---------------|---------------|---------------|---------------|---------------|------------------|---------------------|
| The university has active collaborations and linkages with universities in other countries | 22 (11.7%) | 7 (3.7%) | 14 (7.4%) | 58 (30.9%) | 87 (46.3%) | 3.96 | 1.32 |
| The university has communication channels with international partners | 24 (12.8%) | 4 (2.1%) | 28 (14.9%) | 50 (26.6%) | 82 (43.6%) | 3.86 | 1.35 |
| The university promotes study opportunities to enhance enrolment of international students | 19 (10.1%) | 6 (3.2%) | 47 (25%) | 49 (26.1%) | 67 (35.6%) | 3.74 | 1.26 |
| The university has international academic staff | 22 (11.7%) | 26 (13.8%) | 28 (14.9%) | 63 (33.5%) | 49 (26.1%) | 3.48 | 1.33 |
| The university has partnered with international professional bodies | 19 (10.1%) | 14 (7.4%) | 29 (15.4%) | 68 (36.2%) | 58 (30.9%) | 3.70 | 1.26 |
| The university has affiliations with international networks | 23 (12.2%) | 2 (1.1%) | 23 (12.2%) | 53 (28.2%) | 87 (46.3%) | 3.95 | 1.32 |
| The university holds international research conferences | 8 (4.3%) | 15 (8%) | 25 (13.3%) | 42 (22.3%) | 98 (52.1%) | 4.10 | 1.16 |
| Staff in the university have joint publications with international researchers | 21 (11.2%) | 9 (4.8%) | 14 (7.4%) | 52 (27.7%) | 92 (48.9%) | 3.98 | 1.33 |
| Average | | | | | | 3.85 | 1.29 |

4.1.2 Managerial Capabilities

This section contains descriptive analysis for managerial capabilities. On the statement that objective judgement and evaluation by the management helps in identifying the best strategy for internationalization, 44(23.4%) of the respondents strongly agreed with the line statement, 82(43.6%) agreed with the line statement, 32(17%) moderately agreed, 19(10.1%) disagreed with the line statement while 11(5.9%) strongly disagreed with the line statement (mean response of 3.69, standard deviation of 1.12).

On the statement that effective allocation of resources (financial, employees) by the management has helped in achieving the internationalization goals, 42(22.3%) of the respondents strongly agreed with the line statement, 66(35.1%) agreed with the line statement, 34(18.1%) moderately

agreed, 22(11.7%) disagreed with the line statement while 24(12.8%) strongly disagreed with the line statement (mean response of 3.43, standard deviation of 1.30).

On the statement that the vision articulated by the management has enhanced internationalization of the university, 70(37.2%) of the respondents strongly agreed with the line statement, 64(34%) agreed with the line statement, 32(17%) moderately agreed, 3(1.6%) disagreed with the line statement while 19(10.1%) strongly disagreed with the line statement (mean response of 3.87, standard deviation of 1.23).

Further, on the statement that the management has communicated clear strategies to improve internationalization of the university, 51(27.1%) of the respondents strongly agreed with the line statement, 62(33%) agreed with the line statement, 49(26.1%) moderately agreed, 3(1.6%) disagreed with the line statement while 23(12.2%) strongly disagreed with the line statements (mean response of 3.61, standard deviation of 1.25).

In addition, on the statement that the institutional culture provides an enabling environment for internationalization, 56(29.8%) of the respondents strongly agreed with the line statement, 49(26.1%) agreed with the line statement, 48(25.5%) moderately agreed, 15(8%) disagreed with the line statement while 20(10.6%) strongly disagreed with the line statement (mean response of 3.56, standard deviation of 1.28).

In addition, on the statement that the organizational structure has promoted internationalization, 40(21.3%) of the respondents strongly agreed with the line statement, 77(41%) agreed with the line statement, 38(20.2%) moderately agreed, 14(7.4%) disagreed with the line statement while 19(10.1%) strongly disagreed with the line statement (mean response of 3.56, standard deviation of 1.20).

Further, on the statement that the quality and standards of programmes offered have enhanced internationalization status of the university, 52(27.7%) of the respondents strongly agreed with the line statement, 74(39.4%) agreed with the line statement, 32(17%) moderately agreed, 11(5.9%) disagreed with the line statement while 19(10.1%) strongly disagreed with the line statement (mean response of 3.69, standard deviation of 1.22).

In addition, on the statement that the organizational structure has promoted internationalization, 55(29.3%) of the respondents strongly agreed with the line statement, 62(33%) agreed with the line statement, 28(14.9%) moderately agreed, 26(13.8%) disagreed with the line statement while 17(9%) strongly disagreed with the line statement (mean response of 3.60, standard deviation of 1.29).

Table 2: Managerial Capabilities Descriptive Analysis

| Inquiry | 1 | 2 | 3 | 4 | 5 | Mean | Std.Dev |
|--|---------------|---------------|---------------|---------------|---------------|-------------|----------------|
| Objective judgement and evaluation by the management helps in identifying the best strategy for internationalization | 11 (5.9%) | 19 (10.1%) | 32 (17%) | 82 (43.6%) | 44 (23.4%) | 3.69 | 1.12 |
| Effective allocation of resources (e.g. financial, employees) by the management has helped in achieving the internationalization goals | 24 (12.8%) | 22 (11.7%) | 34 (18.1%) | 66 (35.1%) | 42 (22.3%) | 3.43 | 1.30 |
| The vision articulated by the management has enhanced internationalization of the university | 19 (10.1%) | 3 (1.6%) | 32 (17%) | 64 (34%) | 70 (37.2%) | 3.87 | 1.23 |
| The management has communicated clear strategies to improve internationalization of the university | 23 (12.2%) | 3 (1.6%) | 49 (26.1%) | 62 (33%) | 51 (27.1%) | 3.61 | 1.25 |
| The institutional culture provides an enabling environment for internationalization | 20(10.6%) | 15 (8%) | 48 (25.5%) | 49 (26.1%) | 56 (29.8%) | 3.56 | 1.28 |
| The organizational structure has promoted internationalization | 19 (10.1%) | 14 (7.4%) | 38 (20.2%) | 77 (41%) | 40 (21.3%) | 3.56 | 1.20 |
| The quality and standards of programmes offered have enhanced internationalization status of the university | 19 (10.1%) | 11 (5.9%) | 32 (17%) | 74 (39.4%) | 52 (27.7%) | 3.69 | 1.22 |
| Ability to acquire and evaluate information concerning internationalization | 17 (9%) | 26 (13.8%) | 28 (14.9%) | 62 (33%) | 55 (29.3%) | 3.60 | 1.29 |
| Average | | | | | | 3.63 | 1.24 |

4.2 Factor Analysis

4.2.1 Factor Analysis for Internationalization Status

The communality for internationalization status in Table 3 below shows the communalities which represent the relation between the variable and the other variables.

a) Communalities for Internationalization Status

From the results, all the other statements had a factor loading above 0.4 and thus were all included in further analysis.

Table 3: Communalities for Internationalization Status

| | Initial | Extraction |
|--|----------------|-------------------|
| The university has active collaborations and linkages with universities in other countries | 1 | 0.744 |
| The university has communication channels with international partners | 1 | 0.813 |
| The university promotes study opportunities to enhance enrolment of international students | 1 | 0.654 |
| The university has international academic staff | 1 | 0.409 |
| The university has partnered with international professional bodies | 1 | 0.662 |
| The university has affiliations with international networks | 1 | 0.457 |
| The university holds international research conferences | 1 | 0.613 |
| Staff in the university have joint publications with international researchers | 1 | 0.495 |

Principal component analysis with orthogonal (Varimax) rotation, was conducted to assess how the component loaded.

b) Total Variance for Internationalization Status

Principal component analysis with orthogonal (Varimax) rotation, was conducted to assess how the component loaded. Outcomes displayed that one component was rotated based on the eigenvalues higher than one measure. The total variance explained by the one component extracted is 60.579.

Table 4: Results of Total Variance for Internationalization Status

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|------------------|----------------------------|----------------------|---------------------|--|----------------------|---------------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 4.846 | 60.579 | 60.579 | 4.846 | 60.579 | 60.579 |
| 2 | 0.939 | 11.734 | 72.314 | | | |
| 3 | 0.718 | 8.976 | 81.29 | | | |
| 4 | 0.485 | 6.057 | 87.347 | | | |
| 5 | 0.374 | 4.674 | 92.021 | | | |
| 6 | 0.285 | 3.558 | 95.579 | | | |
| 7 | 0.212 | 2.655 | 98.234 | | | |
| 8 | 0.141 | 1.766 | 100 | | | |

c) Scree Plot for Internationalization Status

The study obtained scree test results are presented in Figure 1 here below. The aim of the scree plot for internationalization status was to determine which factors to drop from further analysis.

According to the scree plot one component can be retained since the curve is leveling off after the first component. The scree plot thus confirms retaining one components as observed in the total variance explained with eigenvalues >1.

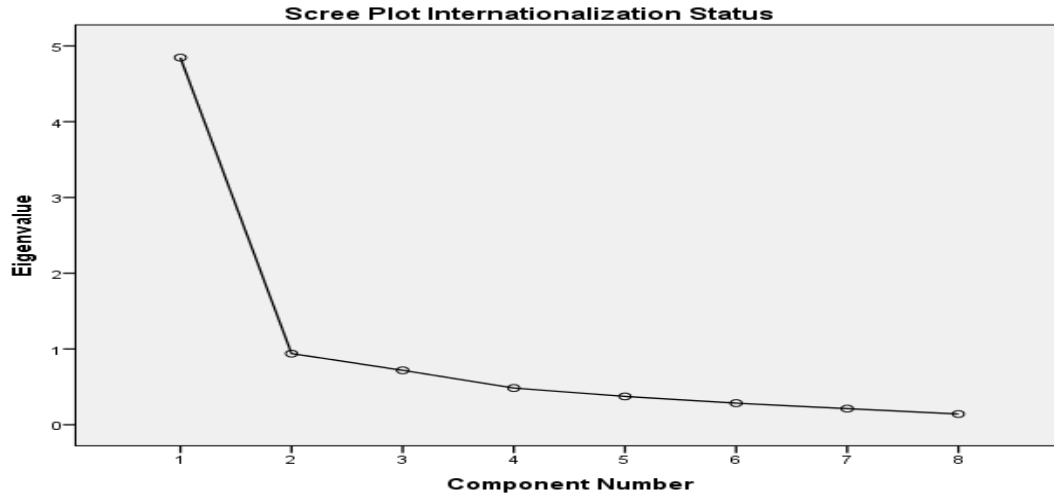


Figure 1: Scree Plot Internationalization Status

d) Rotated Component Matrix for Internationalization Status

The rotation of internationalization status components aided in reducing the number of factors on which variables were under investigations. The results in Table 5 below imply that all the financial capability measures have close relationship and therefore can easily be combined into one factor.

Therefore, the study results had only one factor of financial capability which consisted of internationalization status statements.

Table 5: Results of Rotated Component Matrix for Internationalization Status

| | Component |
|--|------------------|
| The university has communication channels with international partners | 0.901 |
| The university has active collaborations and linkages with universities in other countries | 0.862 |
| The university has partnered with international professional bodies | 0.813 |
| The university promotes study opportunities to enhance enrolment of international students | 0.809 |
| The university holds international research conferences | 0.783 |
| Staff in the university have joint publications with international researchers | 0.704 |
| The university has affiliations with international networks | 0.676 |
| The university has international academic staff | 0.64 |

4.2.2 Factor Analysis for Managerial Capability

Principal component analysis with orthogonal (Varimax) rotation was conducted to assess how the component loaded.

a) Communalities for Managerial Capability

Table 6: Communalities for Managerial Capability

| | Initial | Extraction |
|--|----------------|-------------------|
| Objective judgement and evaluation by the management helps in identifying the best strategy for internationalization | 1 | 0.397 |
| Effective allocation of resources (e.g. financial, employees) by the management has helped in achieving the internationalization goals | 1 | 0.659 |
| The vision articulated by the management has enhanced internationalization of the university | 1 | 0.636 |
| The management has communicated clear strategies to improve internationalization of the university | 1 | 0.729 |
| The institutional culture provides an enabling environment for internationalization | 1 | 0.618 |
| The organizational structure has promoted internationalization | 1 | 0.587 |
| The quality and standards of programmes offered have enhanced internationalization status of the university | 1 | 0.561 |
| Ability to acquire and evaluate information concerning internationalization | 1 | 0.686 |

b) Total Variance for Managerial Capability

Outcomes displayed that one component was rotated based on the eigenvalues higher than one measure. The total variance explained by the one component extracted is 60.898.

Table 7: Results of Total Variance for Managerial Capability

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|------------------|----------------------------|----------------------|---------------------|--|----------------------|---------------------|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 4.872 | 60.898 | 60.898 | 4.872 | 60.898 | 60.898 |
| 2 | 0.859 | 10.738 | 71.636 | | | |
| 3 | 0.623 | 7.794 | 79.43 | | | |
| 4 | 0.436 | 5.447 | 84.877 | | | |
| 5 | 0.407 | 5.084 | 89.96 | | | |
| 6 | 0.342 | 4.275 | 94.235 | | | |
| 7 | 0.257 | 3.206 | 97.441 | | | |
| 8 | 0.205 | 2.559 | 100 | | | |

c) Scree Plot for Managerial Capability

The study obtained scree test results are presented in Figure 4.6 here below, by plotting the latent roots, eigenvalue, against the factors in order of extraction. The aim of the scree plot for managerial capability was to determine which factors to drop for further analysis.

According to the scree plot one component can be retained since the curve is leveling off after the first component. The scree plot thus confirms retaining one components as observed in the total variance explained with eigenvalues >1.

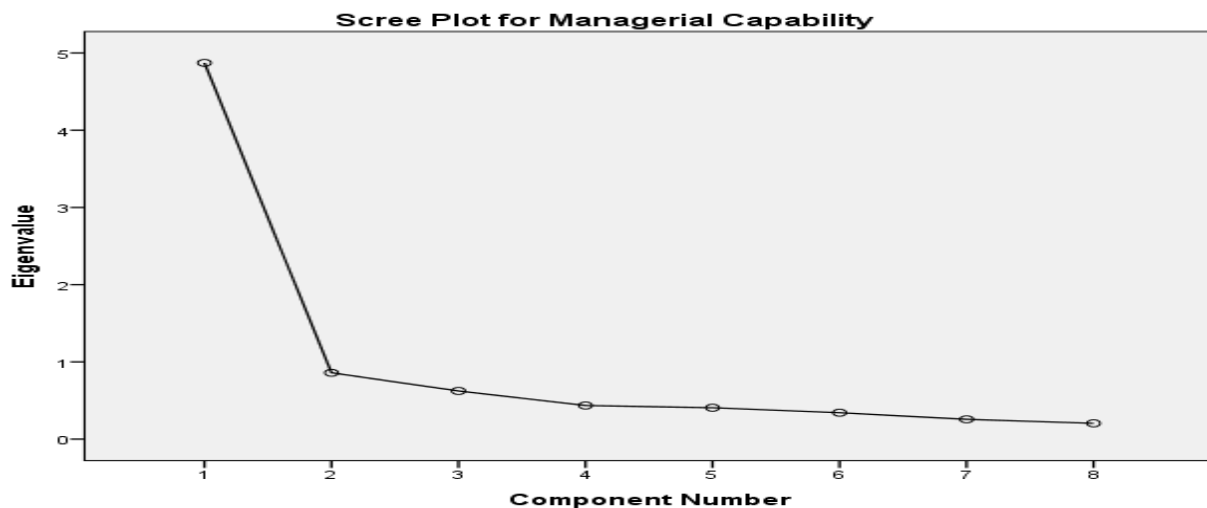


Figure 2: Scree Plot for Managerial Capability

d) Rotated Component Matrix for Managerial Capability

The rotation of managerial capability components aided in reducing the number of factors on which variables were under investigations. The results in Table 8 below imply that all the managerial capability measures have close relationship and therefore can easily be combined into one factor.

Therefore, the study results had only one factor of managerial capability which consisted of managerial capability statements.

Table 8: Results of Rotated Component Matrix for Managerial Capability

| Statement | Component |
|---|-----------|
| The management has communicated clear strategies to improve internationalization of the university | 0.854 |
| Ability to acquire and evaluate information concerning internationalization | 0.828 |
| Effective allocation of resources (financial, employees) by the management has helped in achieving the internationalization goals | 0.812 |
| The vision articulated by the management has enhanced internationalization of the university | 0.797 |
| The institutional culture provides an enabling environment for internationalization | 0.786 |
| The organizational structure has promoted internationalization | 0.766 |
| The quality and standards of programmes offered have enhanced internationalization status of the university | 0.749 |
| Objective judgement and evaluation by the management helps in identifying the best strategy for internationalization | 0.63 |

4.3 Regression Results

Managerial capabilities were regressed against internationalization status to explain the relationship between managerial capability and internationalization status. Table 9 shows that the R was 0.664. This implies that managerial capability had a strong correlation with internationalization of public universities in Kenya. In addition, the R square was 0.44. This infers that managerial capabilities explain 44.0% of the variations in the dependent variable which is an internationalization status of public universities in Kenya.

Table 9: Model Fitness for Managerial Capability and Internationalization Status

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1 | .664a | 0.44 | 0.437 | 0.75358 |

The results for ANOVA for managerial capabilities and internationalization status of public universities were presented in Table 9.

Table 10 shows that F statistic of 146.429 and the associated P-value of 0.000 which is a value less than a p value of 0.05. This implies that the managerial capabilities have statistically significant effect on internationalization status at a 95% confidence level.

Table 10: ANOVA for Managerial Capability and Internationalization Status

| | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|-----|-------------|---------|-------|
| Regression | 83.153 | 1 | 83.153 | 146.429 | .000b |
| Residual | 105.625 | 186 | 0.568 | | |
| Total | 188.778 | 187 | | | |

Regression of coefficients showed that managerial capabilities and internationalization status of public universities had a positive and significant relationship ($\beta=0.656$, $p=0.000$). The results thus do indicate that an improvement in managerial capabilities by one unit would lead to an improvement in internationalization status of public universities by 0.656 units.

$$IS = 1.531 + 0.656 MC + \varepsilon$$

IS – Internationalization Status

MC – Managerial Capability

ε - error term

Table 11: Regression of Coefficient for Managerial Capability

| | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | | |
| (Constant) | 1.531 | 0.201 | | 7.618 | 0.000 |
| Managerial Capabilities | 0.656 | 0.054 | 0.664 | 12.101 | 0.000 |

5.0 Conclusions and Recommendations

5.1 Conclusions of the Study

From the study findings, managerial capability had a significant and positive influence on internationalization status. The study determined that managerial capability had a significant and positive influence on internationalization status. In addition, managerial capability can be unbundled into strategic thinking, shared-vision and decision making ability. This indicates that decision making abilities of managers, creating and sharing their strategic vision with staff as well as the capacity to think strategically, to solve problems are important managerial capabilities required in universities. In addition, objective judgment and evaluation by the university management helps in identifying the best strategy for internationalization.

5.2 Recommendations of the Study

The study recommends the management to offer strong leadership support for internationalization processes within their institutions. This is because the management is able to control decisions on how organizational capabilities are utilized by the firm and how best the available resources can be deployed across the firm both locally and globally. In addition, the university management ought to clearly communicate the university's vision on internationalization. This will enable the staff gain an understanding of internationalization thus placing them in a better position to improve on internationalization practices thus enhancing their status internationally.

Institutional networks and partnerships were established to be pivotal in generation of knowledge on internationalization. Staff in universities should have an understanding of the benefits gained from institutional networks thus placing them in a better position to effectively participate in institutional networks. It is therefore important that institutions leverage on the existence networks to keep pace with the emerging trends that have a bearing on internationalization. The study recommended that universities ought to improve on allocation of resources (financial, employees) so as to enhance the internationalization status in universities. This can be achieved through setting aside funds for internationalization as well as in appointing staff to help in improving the internationalization status.

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