

**EMPLOYEE PARTICIPATION IN POLICYMAKING AND PERFORMANCE AMONG  
PRIVATE UNIVERSITIES IN KENYA**

**By**

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**MASTER OF BUSINESS ADMINISTRATION**

**(CORPORATE MANAGEMENT)**

**KCA UNIVERSITY**

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**REG: 20/02975**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE AWARD OF  
THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION IN CORPORATE  
MANAGEMENT IN THE SCHOOL OF BUSINESS AT KCA UNIVERSITY**

**OCTOBER 2024**

**DECLARATION**

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and author duly acknowledged

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Sign.....

Date.....

I do hereby confirm that I have examined the master’s dissertation of

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And have certified that all revisions that the dissertation panel and examiners recommended have been adequately addressed.

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Date.....

**Prof. Joshua G. Bagaka’s  
Dissertation Supervisor**

## ABSTRACT

The study sought to establish the relationship between employee participation in policymaking and performance among private universities in Kenya. The specific objectives of the study were to determine the link between inclusive decision-making, representative participation, feedback mechanisms in policymaking and collaborative platforms in policymaking on performance among private universities in Kenya. The study was grounded on shared leadership theory, stakeholder theory and organizational justice theory. The study employed an explanatory research design and the target population was employees from private chartered universities in Kenya. A two stage cluster sampling procedure was utilized for the selection of participants in the study. At stage one, five private universities were selected, two representing those sponsored by faith based organisations, two sponsored by non faith based organisations and one sponsored by a professional body. At stage two, a stratified random sampling of participants from the selected institutions was conducted while paying attention to the representation of the lower, middle and upper management from academic and non-academic staff. This yielded a total sample size of 251. Appropriate descriptive statistics such as means, standard deviations and illustrative charts were used to explore the quantitative data in the study. The multiple linear regression model were used to determine the extent to which levels of employee participation can predict performance. The study found that there exists a positive and significant link between inclusive decision-making and performance among private universities in Kenya. The study also found that there exists a positive and significant link between representative participation and performance among private universities in Kenya. In addition, the study established that there exists a positive and significant link between feedback mechanisms in policymaking and performance among private universities in Kenya. Further, the study established that there exists a positive and significant link between collaborative platforms in policymaking and performance among private universities in Kenya. The study recommends that the universities should enhance their practices by establishing structured feedback channels to ensure consistent employee input in decision-making. In addition, private universities should ensure representatives are granted appropriate authority and receive adequate support and resources. Further, private universities should have a systematic, inclusive approach to collecting and transparently managing feedback from diverse stakeholders is essential. Also, private universities should continue to leverage digital platforms to efficiently gather stakeholder input and feedback, enhancing ease of participation in policymaking.

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## **DEDICATION**

I dedicate this dissertation to my family. To my father Tom Epiche, my mother Alice Epiche, my siblings Caroline, Sammy and Hillary, thank you for your relentless prayers, and for being my pillar of strength and inspiration.

To the almighty God, I stood by your assurance that “ My grace is all you need, for my power is greatest when you are weak”.

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## **ACRONYMS AND ABBREVIATIONS**

<b>CEOs:</b>	Chief Executive Officers
<b>CUE:</b>	Commission for University Education
<b>KEFRI:</b>	Kenya Forestry Research Institute
<b>MLR:</b>	Multilinear Regression
<b>NACOSTI:</b>	National Commission for Science, Technology and Innovation
<b>NGOs:</b>	Nongovernment Organizations
<b>NNPC:</b>	Nigerian National Petroleum Corporation
<b>SMEs:</b>	Small and Medium Scale Enterprises
<b>SPSS:</b>	Statistical Package for Social Sciences
<b>UBA:</b>	United Bank for Africa
<b>VIF:</b>	Variance Inflation Factor

## **OPERATIONAL DEFINITION OF TERMS**

**Employee participation in policymaking:** This involves engaging employees policy development process through inclusive decision-making, representative participation, feedback mechanisms, and collaborative platforms to ensure diverse perspectives and improve policy effectiveness.

**Performance of Private Universities:** This is the effectiveness of private institutions of higher learning measured through indicators such as research publications, enrollment rates, graduation rates, and revenue generated, which collectively reflect academic impact, student success, and financial health.

**Private Universities:** These are higher education institutions that are funded and managed independently of government support, typically through tuition fees, donations, and private investments, and are characterized by their own governance structures, academic programs, and admissions policies.

**Inclusive decision-making:** This refers to a process where diverse stakeholders, including employees and other relevant parties, are actively involved in shaping decisions, ensuring that multiple perspectives and voices are considered to achieve more balanced and equitable outcomes.

**Representative participation:** This refers to involving selected individuals or groups who act on behalf of a broader constituency in decision-making processes, ensuring that the interests and perspectives of various segments are represented and considered in policy development or organizational decisions.

**Feedback mechanisms in policymaking:** These refer to systems and processes designed to collect, analyze, and integrate input from stakeholders or employees on proposed or existing policies to refine and improve decision-making and ensure policies remain effective and relevant.

**Collaborative platforms in policymaking:** These refer to tools and environments that facilitate joint efforts among stakeholders, including digital platforms, forums, and working groups, to collaboratively develop, discuss, and refine policies through shared input and collective decision-making.

## **CHAPTER ONE**

### **INTRODUCTION**

The chapter begins with the background of the study, which outlines the significance of public and employee participation in policymaking and their influence on organizational performance. It further focuses on the unique context of private universities in Kenya, setting the stage for the study's relevance. The statement of the problem identifies the key issues the research seeks to address, followed by the research objectives, both general and specific, and the corresponding research questions. The chapter concludes with a discussion of the significance of the study, and the scope and delimitation, which define the boundaries of the research.

#### **1.1 Background of the Study**

Private universities are vital to the higher education landscape, significantly expanding access to quality education, particularly in regions where public institutions may be limited. They offer a wide range of specialized programs, allowing students to pursue diverse academic interests and career paths (Torlak & Kuzey, 2019). However, private universities around the world have been facing challenges related to their performance. For instance, private universities experience financial constraints due to reliance on tuition fees, which make them vulnerable to fluctuations in enrollment and economic conditions (Cahyono et al., 2020). In addition, the competitive higher education market pressures private institutions to differentiate themselves, while attracting and retaining qualified faculty and investing in infrastructure development (Supriatna & Azis, 2022).

In response to these challenges, private universities have been developing policies aimed at increasing their competitive advantage (Torlak & Kuzey, 2019). Some of these policies include admissions policies, academic policies, tuition and fee policies, staff recruitment and

retention policies, research policies and student welfare policies among others. According to Hudson et al. (2019), 50% of all policies that are formulated fail at implementation. Moreover, Nasib et al. (2022) asserts that lack of adequate employee participation in policy formulation leads to failure in implementation. When employees are not involved in the policy-making process, they may feel disconnected from the decisions being made, leading to a lack of ownership and commitment to implementing those policies (Kado, 2019).

### **1.1.1 Importance of Public Participation in policymaking**

A key component of democratic societies encourages stakeholders to be engaged in decisions that impact their daily lives through public participation (Ali & Farooq, 2021). Kenya's Constitution's Article 118 emphasizes the need for sufficient public participation before making major national decisions and legislation. Public participation is an essential phase of a democratic process, that helps to interrogate various aspects of the issue and ultimately increase the likelihood of stakeholders' ownership of the decision (Anzemo, 2020). The extent to which the approach is applied to business organizations, including institutions of higher learning, although being usually identified with the public sector, is not very clear. The Kenyan Constitution's inherent notion of public involvement has ramifications for academic institutions. Investigating if this principle applies to both public and private universities is necessary (Arusei & Musau 2020).

The need for public participation in a university setting was demonstrated at the landmark ruling in *University Academic Staff Union V Machakos University* and another (2019) eKLR. In this ruling, it was established that Vice-Chancellors and Principals of University Colleges serve as the ultimate employers within a university setting (Avedi, 2023). Their interests are distinct and cannot align with those of the employees or any trade union representing them. The Court in

this matter ruled that Harmonised Criteria and Guidelines for the Appointment and Promotion of Academic Staff in Kenyan universities, dated October 27, 2014, were unconstitutional because they lacked adequate public participation.

The principal of public participation in policy making was also buttressed in *Universities Academic Staff Union v. Cabinet Secretary, Ministry of Education and Another* (2019) eKLR, where conservatory orders were issued to prevent the implementation of the 2019/2020 budget statement, which proposed merging and shutting down public universities without proper public participation by all stakeholders.

### **1.1.2 Employee Participation in Policymaking**

Employee participation in policymaking entails the involvement of employees in the implementation and development of organizational policies, ensuring that their perspectives, insights, and expertise are considered in decision-making processes (Jethy & Mohanty, 2022). This participatory approach allows employees to contribute to shaping policies that affect their job roles and work environment, enhancing a sense of ownership as well as engagement (Nkosi, 2023). By incorporating diverse viewpoints, organizations can develop more effective and relevant policies, enhance employee satisfaction, and improve overall organizational performance (Kado, 2019).

Different authors have highlighted different components of employee participation in policymaking. In India, Jethy and Mohanty (2022) looked at employee participation in decision making in terms of inclusive decision making, collaborative platforms, consultative meetings, suggestion schemes and participatory committees. In Kenya, Walubengo (2020) looked at employee participation in policy formulation in terms of consultation processes, representation,

feedback integration, collaborative tools and transparent communication. Kado (2019) conceptualized employee involvement in policy formulation in terms of collaboration, inclusive decision making, feedback mechanisms and representation. This study will use inclusive decision-making, representative participation, feedback mechanisms in policymaking and collaborative platforms in policymaking.

Inclusive decision-making is a process where all relevant stakeholders, including employees, community members, or other affected parties, are actively involved in shaping decisions that impact them (Ashikali & Kuipers, 2021). This approach ensures that diverse perspectives and experiences are considered, which can lead to more equitable and effective outcomes. It involves soliciting input from a broad range of participants, integrating their feedback into the decision-making process, and fostering a collaborative environment where different viewpoints are valued and addressed (Roberson & Perry, 2022).

Representative participation refers to involving designated individuals or groups who act on behalf of a larger constituency in the decision-making process (Zahlsen, Svanas & Dahl, 2023). These representatives are chosen based on their ability to effectively convey the interests, concerns, and perspectives of their respective groups, ensuring that diverse viewpoints are considered in policy formulation and organizational decisions. In practice, representative participation often involves establishing committees, councils, or boards where selected representatives from various departments, teams, or stakeholder groups meet to discuss and influence decisions (Reiners, 2023).

Feedback mechanisms in policymaking are systematic processes designed to collect, analyze, and incorporate input from stakeholders, employees, or the public regarding policies

and decisions (Sewerin & Cashore, 2020). These mechanisms ensure that the views and experiences of those affected by policies are considered, allowing for adjustments and improvements based on real-world feedback. Feedback mechanisms involve several key components, such as surveys, public consultations, focus groups, and suggestion boxes. These tools gather opinions, suggestions, and critiques about existing or proposed policies (Cao, Wu & Herrera-Viedma, 2020).

Collaborative platforms in policymaking are tools and environments that facilitate joint efforts among various stakeholders, including government officials, organizations, experts, and the public, to develop, discuss, and refine policies (Ding & Kohli, 2021). These platforms enable participants to work together in a structured and interactive manner, promoting shared understanding and collective problem-solving. Collaborative platforms can take various forms, such as digital tools (online forums, collaboration software), physical meetings (workshops, roundtables), and hybrid approaches that combine both digital and in-person interactions (Ansell & Miura, 2020).

### **1.1.3 Organizational Performance**

Organizational performance refers to how effectively an organization achieves its objectives and fulfills its mission. It encompasses various metrics and dimensions that reflect the effectiveness, efficiency, and overall success of an organization in delivering its goods and services, in order to meet its strategic goals (Bianchi & Gable, 2020). Organizational performance can be evaluated through several indicators, involving financial metrics (like return on investment, profit margins and revenue), operational efficiency, and customer satisfaction (Ceylan & Arditi, 2021).

Different studies conducted in private universities around the world and in Kenya have used different performance measures. For instance, Kibuine and Muranga (2022) measured performance of private universities in terms of enrollment rates, number of programmes, graduation rates and level of research output. In a study among private universities in Kenya, Avedi (2023) measured performance in terms of quality of teaching, revenue generated, research output and webometric ranking. In addition, Ntombura, Baimwera and Munga (2020) looked at performance of private universities in terms of number of admissions, achievement of objectives and revenue generation. Also, Kimno (2020) measured performance in terms of relevant programs, students graduation rates, students enrollment and ranking in Webometrics. This study will look at performance of private universities in terms of enrollment rates, graduation rates and research publications.

#### **1.1.4 Private Universities in Kenya**

Private Universities in Kenya are an integral part of the higher education system, with over 20 institutions operating across the country. These universities are regulated by CUE, which ensures that they meet the required criteria for quality and accreditation (Commission of Higher Education, 2023). The CUE oversees the accreditation processes, academic programs, and institutional governance to maintain educational standards and safeguard the interests of students (Catacutan, 2021). Established to complement public universities and address the growing demand for higher education, these institutions are characterized by their private ownership and funding (Thuo & Wambugu, 2022).

These private universities offer wide range of undergraduate and postgraduate programs designed to highlight the needs of a growing and dynamic job market. They provide specialized

and career-oriented education, often collaborating with industries to ensure their curricula are relevant and up-to-date (CUE, 2023). Despite their contributions, private universities in Kenya face challenges such as funding constraints, competition with public institutions, and variability in educational quality and infrastructure (Catacutan, 2021). The regulatory framework established by the CUE is crucial in addressing these challenges, as it helps ensure that these institutions provide quality education and adhere to established standards.

## **1.2 Statement of the Problem**

Private universities around the world have been operating in a turbulent and competitive business environment characterized by strict regulations, financial challenges and steep competition. According to Ali (2022), private universities in Pakistan face significant challenges related to staff retention, graduation rates, revenue generation, and enrollment rates. In Nigeria, the private university sector faces significant regulatory challenges, which can hinder operational flexibility and increase compliance costs (Okebukola, 2020). In Uganda, graduation rates are often lower than desired due to a lack of resources and support services, which can leave students without the necessary guidance to complete their studies successfully (Namasasu, 2022). Financially, these institutions struggle to diversify revenue sources, often depending solely on tuition, which can lead to financial instability during economic downturns.

Between the year 2013 and 2022, number of public universities grew from 8 to 35 while the number of private universities grew from 15 to 25. As a result, private universities in Kenya have been facing challenges related to performance in terms of staff retention, graduation rates, revenue generation and enrolment rates. While private universities have come up with numerous policies aimed at improving performance, their implementation face challenges and lack of support from the employees. As observed by Muthee and Nyariki (2023), 68.38% of all policies

formulated in organizations in Meru Country are never implemented. According to Afsar and Kiani (2019), employee participation in policymaking is crucial for effective policy implementation as it ensures that policies are well-informed and aligned with practical insights from those directly affected. This involvement fosters greater acceptance and commitment among employees, leading to more successful and efficient implementation of policies. However, most private universities are characterized by low involvement of employees in policymaking and declining performance.

Otieno (2023) reported that enrolment rates in private universities reduced by 67% between the year 2020 and 2023. In addition, graduation rates in private universities are relatively low, with an average of 55-60% of students completing their degrees within the standard timeframe (Kenya National Bureau of Statistics, 2023). Further, CUE (2022) indicated that number of publications decreased by 20.8% between the year 2020 and 2021, but later increased by 5.5% in 2022. Kerangani et al. (2024) observed that the low involvement of employees in policy formulation is a significant issue in private universities. When employees are not actively engaged in the policymaking process, it often leads to policies that may not fully address the practical challenges and needs of the staff. This lack of inclusion can result in limited buy-in and resistance to policy implementation (Njoroge & Muraguri, 2023). In addition, without employee input, universities miss out on valuable insights and innovative ideas from those directly involved in day-to-day operations, potentially impacting the effectiveness and relevance of the policies.

Numerous studies have been carried out on employee participation and organizational performance. For example, Motieri (2020) explored how employee participation influences service delivery at the Nairobi City Water and Sewerage Company, while Wabomba (2021)

focused on the connection between employee involvement and performance in commercial banks within Nairobi County. Additionally, Njehia et al. (2019) investigated how employee participation impacts organizational performance in the Teachers Service Commission. However, Motieri (2020) study was specifically focused on Nairobi City Water And Sewerage Company, Wabomba (2021) study was performed within commercial banks located in Nairobi County and Njehia et al. (2019) study was limited to Teachers Service Commission. Though these studies were delimited to specific contexts, the findings may have implications for private universities in Kenya. In addition, Motieri (2020) examined employee participation in terms of individual-based employee participation and financial participation schemes, Njehia et al. (2019) analyzed employee participation in regard to employee consultation and information sharing, while Wabomba (2021) conceptualized employee participation in regard to employee collective decision making, employee consultation and employee delegation. Thus, this study seeks to examine the impact of employee participation in policymaking on performance of private universities in Kenya.

### **1.3 Research Objectives**

#### **1.3.1 General Objective**

The general objective of the study was to determine the link between employee participation in policymaking and performance among private universities in Kenya.

#### **1.3.2 Specific Objectives**

The specific objectives of the study were;

- i. To determine the effect of inclusive decision-making on performance among private universities in Kenya
- ii. To assess the effect of representative participation on performance among private universities in Kenya
- iii. To examine the effect of feedback mechanisms in policymaking on performance among private universities in Kenya
- iv. To determine the effect of collaborative platforms in policymaking on performance among private universities in Kenya

#### **1.4 Research Questions**

- i. To what extent does inclusive decision-making predict performance in private universities in Kenya?
- ii. To what extent does representative participation predict performance in private universities in Kenya?
- iii. To what extent does feedback mechanisms in policymaking predict performance in private universities in Kenya?
- iv. To what extent does collaborative platforms in policymaking predict performance in private universities in Kenya?

#### **1.5 Significance of the Study**

The study findings will inform institutions on the effective process of policy making. Policies made through efficient employee participation increases the likelihood of ownership making it easier to implement and comply. The study will be of great importance to the management of Kenyan private universities, government and regulatory agencies, policymakers, researchers and

academicians. To the Kenyan private universities management, the study can provide insight on the influence of employee participation in policymaking on performance. The management can use these findings to design more inclusive decision-making processes, ensuring that policies are well-rounded and effectively address the needs and challenges faced by the university. In addition, by understanding the connection between employee participation in decision-making and performance, management of universities will foster a more collaborative culture, leading to higher job satisfaction, reduced turnover, and a more positive work environment. Also, the management will harness this potential by creating structures that encourage continuous employee input, leading to a more dynamic and adaptable institution.

To the Kenyan government and policymakers, the study can offer valuable insight for developing effective policies that support higher education institutions. Policymakers can use these insights to design and implement policies that encourage employee involvement, leading to improved institutional performance and better alignment with national educational goals. The Commission for University Education (CUE) and other regulatory bodies may use these recommendations to refine their regulations and guidelines, ensuring that they support effective governance practices in private universities.

The study will contribute to the knowledge base by providing empirical evidence on the link between employee participation in policymaking and performance of private institutions. This adds to existing body of knowledge on governance and higher education management. For other researchers and academics, this study will provide valuable information that can be utilized as research material and aid in gap identification in related studies. Academicians will use these insights to develop new theoretical frameworks or enhance existing ones, contributing to the advancement of academic thought in organizational studies and higher education. Academicians

and practitioners will use these insights to inform their research, consultancy, or administrative practices, enhancing their understanding of how participatory approaches influence institutional performance.

### **1.6 Scope of the Study**

The research sought to determine the link between employee participation in policymaking and performance among private universities in Kenya. The focus of the study was on four components of employee participation in policymaking, which include inclusive decision-making, representative participation, feedback mechanisms in policymaking and collaborative platforms. The study participants constituted employees of private universities in Kenya at the upper level, middle level and lower management levels from both academic and non-academic staff. Two stage cluster sampling method was utilized in the selection of participants in the study anticipated to yield a total sample size of approximately 300 participants. Appropriate descriptive statistics like mean, standard deviations and illustrative charts was used to explore the quantitative data in the study. Quantitative data was analyzed using Pearson correlation and linear regression techniques.

### **1.7 Limitations of the Study**

The study encountered several limitations. For example, the management of private universities in Kenya was hesitant to grant permission for the research, fearing it might involve sensitive performance data. To address these concerns, the study utilized an introductory letter from KCA University to affirm that the research was for academic purposes. Additionally, the researcher assured the management that all information would be kept strictly confidential. Another limitation of the study was that some respondents were hesitant to provide information due to fears of potential victimization. They felt as though they were being investigated and thus were

reluctant to share accurate details. To mitigate this issue, the researcher worked to gain the respondents' trust by emphasizing that the findings were intended solely for academic purposes and that their responses would be kept confidential. Additionally, to ensure anonymity, the questionnaires did not ask for respondents' names.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

Chapter two presents a comprehensive literature review, beginning with an introduction that outlines the purpose and structure of the chapter. The section then delves into a theoretical review, discussing foundational theories relevant to the study. Following this, the chapter shifts to empirical literature, examining existing research on various aspects of organizational performance, specifically focusing on inclusive decision-making, representative participation, feedback mechanisms in policymaking, and collaborative platforms. The chapter concludes with the development of a conceptual framework that illustrates the study's variables and their interrelationships, followed by the operationalization of study variable, detailing how the key concepts will be measured and analyzed in the research.

#### **2.1 Theoretical Review**

This research was grounded on shared leadership theory, stakeholder theory and organizational justice theory.

##### **2.1.1 Shared Leadership Theory**

Shared Leadership Theory, primarily developed by Craig and Conger (2003). This theory posits that leadership is not confined to a single individual but can be distributed among multiple members within a team or organization (Dugan, 2024). Shared Leadership emphasizes the collective contribution of team members, suggesting that leadership roles and responsibilities can be fluid and are best fulfilled when distributed across various individuals based on their expertise and situational needs (Ong & Lim, 2020). This approach contrasts with traditional leadership models that focus on a single leader who is primarily responsible for decision-making and direction.

Assumptions of shared leadership theory include belief that team members are not only able of taking on leadership roles but can also contribute significantly to the team's overall performance and innovation (Vandavasi & Yepuru, 2020). The theory posits that leadership is an interactive and dynamic process, where influence is distributed throughout the team rather than being concentrated in a single individual. This means that leadership can flow laterally among team members and even upwards to higher levels of the organization. Furthermore, it assumes that effective shared leadership relies heavily on a high level of trust, collaboration, and mutual respect among team members to facilitate the smooth distribution and acceptance of leadership roles (Dugan, 2024).

Despite its strengths, shared leadership theory faces several criticisms. One significant criticism is that it can create ambiguity in leadership roles and responsibilities, leading to potential confusion and conflict among team members. This lack of clarity may hinder effective coordination and decision-making (Ong & Lim, 2020). Moreover, Shared Leadership may not be suitable for all teams or organizational contexts, particularly those requiring clear hierarchical structures and decisive leadership. In such environments, the fluid distribution of leadership might undermine organizational efficiency. Further, the theory fail to effectively address the complexities of aligning and integrating the diverse visions and strategies of multiple leaders, which can affect overall decision-making effectiveness (Castellano & Orhan, 2021).

Shared leadership theory explains the effect of employee participation in policymaking by emphasizing that leadership responsibilities and decision-making can be distributed among various members of an organization. When applied to private universities in Kenya, this theory suggests that inclusive decision-making, where employees actively participate in shaping policies, enhances organizational performance. By involving staff in policymaking, universities

harness diverse perspectives and expertise, leading to more innovative and effective strategies. The collaborative nature of shared leadership promotes sense of ownership and commitment among employees, which can translate into improved implementation of policies and better overall institutional performance.

Moreover, shared leadership theory highlights the significance of representative participation and feedback mechanisms in policymaking. In a university setting, when employees are given the opportunity to represent different departments and provide feedback, it ensures that diverse viewpoints are considered and integrated into policy development. This inclusive approach can enhance the relevance and effectiveness of policies, as they are likely to respond to the concerns and needs of various stakeholders. Collaborative platforms, such as committees and working groups, facilitate this participatory process by enabling open communication and joint problem-solving. The result is a more cohesive and motivated workforce, leading to higher performance levels and a stronger alignment between university policies and institutional goals.

Distributed leadership literature highlights the effectiveness of collective decision-making and leadership distributed across various members within private university settings. This approach contrasts with traditional top-down models by emphasizing the collaborative engagement of multiple stakeholders, including faculty, administrative staff, and students, in shaping institutional policies and practices. Research in this area suggests that distributed leadership fosters a more inclusive and responsive environment, enhancing innovation and organizational performance. In private universities, where adaptability and diverse expertise are crucial for addressing dynamic educational needs, distributed leadership can facilitate enhanced problem-solving and strategic planning, ultimately resulting in better institutional outcomes.

institutional outcomes and a stronger sense of shared responsibility and commitment among stakeholders.

### **2.1.2 Stakeholder Theory**

Stakeholder theory, developed by Freeman in 1984, posits that organizations should take into account the interests and needs of all stakeholders those groups and individuals impacted by or able to influence the organization's actions rather than concentrating exclusively on shareholders (Freeman et al., 2020). Freeman's theory suggests that by addressing the concerns of various stakeholders, like the community, suppliers, customers and employees the community, organizations can achieve more sustainable and ethical outcomes (Barney & Harrison, 2020). The core premise is that effective management involves balancing the demands and interests of all stakeholders to create value and attain sustainable long-term success. (Freeman & Dmytriiev, 2021).

Assumptions of stakeholder theory involve the belief that all stakeholders have legitimate interests and that their well-being enhances the organization's overall success. It assumes that organizations operate within a network of relationships, where the interests of different stakeholders are interconnected (Freudenreich & Schaltegger, 2020). Additionally, the theory presumes that engaging with stakeholders and addressing their needs can enhance organizational performance and foster long-term relationships based on trust and mutual benefit (Langrafe & Boaventura, 2020). One major criticism is the difficulty in balancing and prioritizing the often conflicting interests of various stakeholders, which can complicate decision-making. McGahan (2021) argues that the theory may lead to managerial challenges and inefficiencies due to the need to address diverse and sometimes opposing demands. Furthermore, some believe that

Stakeholder Theory lacks clear guidelines for resolving conflicts among stakeholders, potentially leading to ambiguity in practical applications.

Stakeholder theory explains the effect of employee participation in policymaking by emphasizing that engaging various stakeholders, including employees, enhances organizational performance through more comprehensive and inclusive decision-making processes. The theory suggests that when employees are involved in policymaking, their diverse perspectives and expertise contribute to the development of policies that are more aligned with the needs of the entire institution. Inclusive decision-making, where employees have a say in shaping policies, helps ensure that the resulting strategies are more effective and relevant, as they consider the viewpoints and needs of multiple stakeholders within the university.

Moreover, stakeholder theory highlights the importance of representative participation, feedback mechanisms, and collaborative platforms in improving organizational outcomes. By establishing channels for employees to provide feedback and participate in representative roles, universities can create policies that are responsive to the concerns and insights of different departments and staff members. Collaborative platforms facilitate ongoing dialogue and joint problem-solving, fostering a more engaged and motivated workforce. This participatory approach not only enhances the quality and acceptance of policies but also strengthens the alignment between university goals and stakeholder interests, ultimately leading to improved performance and a more cohesive institutional environment.

### **2.1.3 Organizational Justice Theory**

Organizational justice theory was primarily developed by John Stacey Adams in 1963, with his concept of equity theory laying the foundation for understanding fairness in organizational

settings. Adams' theory focuses on how employees perceive fairness in the allocation of resources and the manner in which individuals are treated within an organization (Jang & Kwon, 2021). Organizational Justice Theory expands on this by examining the broader dimensions of justice, including interactional justice (fairness in interpersonal interactions), procedural justice (fairness of processes) and distributive justice (fairness of outcomes). The theory posits that employees' perceptions of fairness impact their motivation, job satisfaction, as well as overall organizational commitment (Hoang & Sabharwal, 2022).

The assumptions of organizational justice theory include the belief that employees have a fundamental need for fairness in their workplace. It assumes that perceived fairness or unfairness affects employee behavior and attitudes, influencing their motivation and performance (Novitasari & Yuwono, 2020). The theory also presumes that fairness is evaluated relative to others' outcomes and treatment, and that both the processes leading to decisions and the outcomes themselves are critical to employees' perceptions of justice. Critics argue that the theory may not account for cultural differences in perceptions of justice, which can vary significantly across different contexts (Graso & Brebels, 2020). In addition, the theory has faced criticism for its limited focus on the practical implementation of fairness, as it often lacks concrete guidance on how organizations can achieve and maintain fairness in complex, real-world situations (Wolfe & Lawson, 2020).

Organizational justice theory explains the effect of employee participation in policymaking by highlighting how perceptions of fairness in decision-making processes can significantly impact employee satisfaction and performance (Hoang & Sabharwal, 2022). In private universities in Kenya, involving employees in inclusive decision-making ensures that

their input is considered in shaping policies, which enhances their sense of fairness and equity. This involvement can result to higher levels of commitment, job satisfaction and motivation among staff, as they perceive that their contributions are valued and that the decision-making process is transparent and just (Jang & Kwon, 2021). By actively engaging employees, universities can foster a more supportive and collaborative environment, which positively affects overall performance (Wolfe & Lawson, 2020).

The theory also emphasizes the importance of interactional and procedural justice in policymaking. Representative participation, feedback mechanisms, and collaborative platforms allow employees to feel that their voices are heard and respected, further contributing to a perception of fairness. When employees see that feedback is integrated into policy development and that decisions are made through fair and inclusive processes, their trust in the institution increases. This heightened sense of fairness can lead to better alignment with university goals, improved performance, and a more cohesive work environment, as employees are more likely to be engaged and dedicated to the success of the institution.

## **2.2 Empirical Literature**

This section provides a literature review on the effect of inclusive decision-making, representative participation, feedback mechanisms and collaborative platforms in policymaking on organizational performance.

### **2.2.1 Inclusive Decision-Making and Organizational Performance**

Inclusive decision-making emphasizes on the importance of involving diverse stakeholders in the decision-making processes within organizations (Panicker & Sharma, 2020). This approach fosters a sense of belonging and empowerment among employees, leading to increased

motivation and commitment to organizational goals. Walraven (2022) indicates that by incorporating varied perspectives and expertise, inclusive decision-making enhances creativity and innovation, allowing organizations to respond more effectively to challenges and opportunities (López & Fernandez, 2023).

Panicker and Sharma (2020) evaluated the impact of participative decision-making on both favorable and unfavorable employee outcomes in higher education institutions in India. Employing a descriptive research methodology, the study targeted a population of 383 employees across various higher education institutions. Data was gathered through structured questionnaires, which provided quantitative insights into employee perspectives on decision-making processes. The research revealed a strong correlation between participative decision-making and employee performance, indicating that involving employees in decision-making not only improves performance but also positively influences overall job satisfaction and productivity within academic institutions. However, having been limited to institutions in India, the findings of the study cannot be generalized to institutions in Kenya due to differences in regulatory framework.

Walraven (2022) explored the impact of inclusive decision-making on the organizational performance of firms in Sweden and the Netherlands. Utilizing a relativism research design, the study focused on employees working in a global company specializing in recruitment and HR solutions across these countries. Data was collected through semi-structured interviews, which provided detailed insights into employee experiences and perceptions. The findings revealed that inclusive decision-making significantly influences organizational performance, highlighting the significance of including employees in decision-making processes to improve overall efficiency and effectiveness within firms. This research underscores the positive relationship between

inclusivity and improved organizational outcomes. Having been limited to Sweden and the Netherlands, the findings of this study cannot be generalized to firms in Kenya including private universities.

López and Fernandez (2023) explored the impact of inclusive decision-making on organizational performance in the European nonprofit sector. They conducted a qualitative study, interviewing 25 leaders from various nonprofit organizations across Italy and Spain to understand the effects of inclusivity in their decision-making processes. The findings highlighted that organizations prioritizing inclusive practices experienced enhanced effectiveness in program implementation and community engagement. Leaders emphasized that inclusivity not only fostered a sense of ownership among employees but also led to improved organizational sustainability and impact. However, the study was limited to European nonprofit sector and hence the findings cannot be generalized to private universities in Kenya.

Tongo et al. (2023) investigated the influence of workplace inclusion on organizational productivity in Nigeria, focusing on the staff and employees of five branches of United Bank for Africa (UBA) in Ikeja, Lagos. The study utilized a survey research approach, focusing on employees within these branches as the target population. Primary data was obtained using structured questionnaires, which allowed for comprehensive insights into employee experiences. Regression analysis and descriptive statistics were employed to examine the data, revealing that employee inclusion in processes of decision-making has positive and statistically significant influence on organizational performance. This highlights the value of inclusive practices in enhancing productivity and overall effectiveness in the workplace. Besides being limited to in Nigeria, the study used organizational productivity as the dependent variable, which is different from performance of private universities.

Chukwuemeka (2020) explored how employee participation in decision-making affects organizational performance in public organizations in Anambra State, Nigeria. Utilizing a descriptive survey research approach, the study drew its focus on a population of 1,741 employees from selected public organizations. Data was collected using structured questionnaires, which provided detailed insights into various aspects of employee involvement. The analysis revealed that employee consultation, engagement, and commitment significantly and positively impacted organizational performance. The results highlight the significance of incorporating employee feedback and active participation in decision-making processes to improve overall effectiveness and performance in the public sector. While the study provides valuable insights into the public sector, it lacks focus on how these dynamics operate in the context of private universities, leaving a gap in understanding the nuances of inclusive decision-making in educational institutions.

Nyindo (2023) examined the link between participatory decision-making and organizational performance at Uganda Martyrs University. Adopting a descriptive research approach, the study concentrated on a population of 267 employees from the university. Data was gathered using structured questionnaires, and the analysis was carried out with descriptive statistics. The findings revealed that participatory decision-making had a significant and positive impact on organizational performance. This study emphasizes the essence of engaging employees in processes of decision-making, demonstrating that such involvement can enhance overall institutional effectiveness and performance by fostering greater engagement and commitment among staff. Although this study contributes to the literature on higher education, it is limited to one institution, potentially restricting the generalizability of the findings. Moreover,

it does not specifically address the inclusive aspects of decision-making that consider broader stakeholder involvement.

Zewdu and Alemayehu (2022) examined how inclusive decision-making affects public sector performance in Ethiopia. They utilized a mixed-methods approach, gathering quantitative data from a survey of 300 public sector employees and qualitative insights from interviews with 25 senior managers in various government agencies. The results indicated that inclusive decision-making significantly improved organizational performance by enhancing employee engagement and service delivery. Participants noted that when employees felt their voices were heard, it led to increased motivation and better outcomes in public service. While this study highlights the importance of inclusivity, it focuses solely on the public sector, leaving a gap in understanding how these findings might translate to private organizations, particularly in the context of education.

Wabomba (2021) assessed the impact of employee involvement on performance in commercial banks in Nairobi County, Kenya. Utilizing a descriptive survey research approach, the study focused on a population of 569 employees from various commercial banks in the region. Data collection was conducted through structured questionnaires, and the analysis employed descriptive statistics. The study revealed that various facets of employee involvement, including delegation, consultation, job enrichment and collective decision-making, positively and significantly influenced employee performance. This finding underscores the importance of engaging employees in various aspects of their work environment to enhance performance and productivity in the banking sector. However, the study's focus on the banking sector does not address the specific challenges faced by educational institutions, particularly private universities.

Additionally, it does not explore how inclusive decision-making practices might differ across sectors.

Waweru and Ochieng (2022) investigated the role of inclusive decision-making in improving organizational performance in Kenyan SMEs. The study adopted a quantitative design to investigate how inclusive decision-making impacts employee performance in small and medium enterprises. Data was gathered from different SMEs across Kenya, the researchers aimed to identify the correlation between inclusive practices and key performance indicators. The results revealed a positive relationship, suggesting that organizations that actively engage employees in decision-making processes are likely to achieve better performance outcomes. While the study provides insights into SMEs, it does not specifically address the higher education sector. There is a need to understand how the dynamics of inclusive decision-making play out differently in private universities compared to small and medium enterprises.

### **2.2.2 Representative Participation and Organizational Performance**

Representative participation refers to the involvement of selected representatives from various stakeholder groups in the decision-making processes of an organization (Vijayashree & Chandran, 2019). This model aims to ensure that diverse viewpoints and interests are considered, thereby promoting equity and transparency in organizational governance. Lee and Johnson (2022) indicate that by including representatives—such as employee representatives, community members, or customer advocates—organizations can enhance communication, build trust, and foster a collaborative environment.

Jenifer (2024) investigated the impact of representative participation in decision-making on organizational performance, specifically focusing on Kodai Chocolate Factory in Kodaikanal,

India. The study adopted a descriptive research approach, targeting employees of the factory as the population. Data gathering involved primary and secondary data sources, with questionnaires being the primary tool for gathering information. Descriptive analysis was utilized to process the data. The findings indicated that representative participation significantly affects organizational performance. This implies that involving employees through representative mechanisms in decision-making processes can positively influence the overall effectiveness and success of an organization. While this research contributes valuable insights about representative participation in a manufacturing setting, it does not address the specific dynamics and challenges of the higher education sector, particularly private universities in Kenya, which may have different stakeholder dynamics.

Vijayashree and Chandran (2019) determined the influence of representative participation on organizational culture in Chennai, India. The study employed a descriptive research approach and focused on a target population of 50 employees from various organizations within the city. Questionnaires were used to gather primary data, while secondary data was sourced from online resources and pertinent articles. The study indicated that representative participation has a significantly affected organizational culture. This suggests that involving employees in decision-making through representative roles positively impacts the values, behaviors, and overall culture within organizations, enhancing their internal dynamics and effectiveness. The focus on organizational culture rather than performance limits its applicability to your study's context. Furthermore, the small sample size and the single-city focus may not provide generalizable insights for the educational sector, particularly in Kenya.

Lee and Johnson (2022) examined the relationship between employee involvement and organizational performance in Canadian corporations. Utilizing a mixed-methods approach, they

integrated qualitative interviews with quantitative surveys, gathering data from 300 employees and conducting in-depth interviews with 25 managers in large corporations. The research revealed that higher levels of employee involvement in decision-making significantly enhanced organizational performance, particularly in innovation and overall employee morale. The qualitative insights complemented the quantitative findings, emphasizing the significance of inclusive practices in promoting a productive workplace environment. Although this study highlights the importance of employee involvement, it focuses on corporate settings rather than educational institutions. The findings may not be directly applicable to private universities, which have unique operational and governance structures.

Sajuyigbe and Ojokuku (2024) examined the impact of representative participation on the performance of chosen SMEs in Lagos, Nigeria. The study utilized a descriptive survey approach and the target population comprised of employees from various SMEs. Data was gathered via questionnaires, and both inferential and descriptive statistical tools were utilized for analysis. The study found that representative participation significantly positively impacted organizational performance among SMEs. This highlights that involving representatives in decision-making processes can enhance performance outcomes by fostering greater engagement, accountability, and alignment between employees and organizational goals. However, the emphasis on SMEs does not address the specific context of private universities. The performance metrics relevant to SMEs may differ from those in educational institutions, suggesting a need for sector-specific insights.

Mekonnen (2021) performed a study to explore the effect of representative participation in decision-making on organizational performance among firms in Addis Ababa, Ethiopia. The study utilized both explanatory and descriptive research designs to comprehensively assess the

relationship. Structured questionnaires were used to collect both primary and secondary data for the study, which were then analyzed using SPSS Version 25. The findings revealed that representative participation in decision-making positively and significantly affects organizational performance. This suggests that when employees have representatives involved in decision-making processes, it enhances organizational effectiveness by improving engagement, alignment, and overall performance outcomes within firms. Similar to other studies, this research focuses on the business sector, lacking insights into how representative participation impacts performance specifically in educational contexts like private universities in Kenya.

Anzemo (2020) explored the role of employee representative participation in performance management using Nzoia Sugar Company as a case study. The research utilized a case study design, focusing on employees from all eleven functional departments within the company. Data was gathered using structured questionnaires, and the results were analyzed with descriptive statistics. The study's findings indicated that employee representative participation significantly and positively impacts organizational performance. This suggests that involving employee representatives in performance management processes enhances organizational effectiveness by fostering greater engagement, improving communication, and aligning goals across various departments, ultimately contributing to better overall performance. While insightful, the case study design limits the generalizability of findings. Additionally, it does not explore how representative participation influences performance management in the context of higher education institutions.

Njehia, et al. (2019) explored the influence of employee representation on the organizational performance of the Teachers Service Commission in Kenya. Using descriptive research approach, the study targeted 106 management staff members based in Nairobi. Data was

collected using semi-structured questionnaires, which provided detailed insights into the employees' perspectives. The data was subsequently analyzed using SPSS software to identify correlations and patterns. In conclusion, employee representation has a direct and substantial influence on organizational performance. This impact is attributed to improved decision-making processes, enhanced employee engagement, and a better alignment of organizational goals with staff input, ultimately contributing to more effective and efficient organizational outcomes. Although this study focuses on a Kenyan organization, it centers on a public entity rather than private universities. The dynamics of decision-making and performance in public organizations may not accurately reflect those in the private sector, particularly in higher education.

Nguyen and Karanja (2023) assessed the influence of employee representation in decision-making on organizational performance within Kenyan corporations. Taking a mixed-methods design, the researchers integrated quantitative surveys with qualitative interviews, gathering data from 200 employees and conducting in-depth interviews with 20 managers in large corporations. The findings revealed a strong positive relationship between representative participation and organizational success, particularly in areas such as innovation and employee satisfaction. This suggests that inclusive decision-making significantly enhances performance outcomes within the corporate sector. Similar to previous studies, this research focuses on the corporate sector rather than educational institutions. Insights on how representative participation specifically affects performance in private universities are lacking, suggesting a gap in the literature.

### **2.2.3 Feedback Mechanisms in Policymaking and Organizational Performance**

Feedback mechanisms in policymaking significantly impact organizational performance by enhancing communication, accountability, and continuous improvement. Jamaluddin and Zamri (2021) indicates that by establishing systematic channels for stakeholders to express their thoughts and suggestions, organizations can ensure that policies are aligned with the needs and expectations of those affected. Analyzing feedback allows organizations to identify gaps and inefficiencies, leading to more informed and responsive policy adjustments (Ismaila, et al., 2022). This responsiveness boosts employee morale and engagement, as individuals feel valued and heard, resulting in a stronger commitment to organizational goals.

Firgie (2024) conducted a study to analyze the effect of feedback responsiveness on employee performance at a service company in South Jakarta, India. The study employed a quantitative research approach and utilized questionnaires to gather data. To ensure a targeted sample, purposive sampling was used, and data were collected from 120 employees. The analysis revealed that feedback responsiveness significantly influences employee performance, indicating that effective feedback mechanisms are crucial for enhancing employee productivity and overall performance in the company. This finding underscores the importance of timely and relevant feedback in achieving optimal employee outcomes. While the study underscores the importance of feedback responsiveness, it focuses solely on employee performance within a service company. The findings may not be generalizable to the context of private universities, where feedback dynamics and stakeholder relationships can differ significantly.

Jamaluddin and Zamri (2021) investigated the impact of feedback on employee performance in a telecommunication company in Malaysia using a descriptive quantitative

approach. The study targeted 341 employees and utilized a 5-point Likert scale questionnaire to gather data. The collected data were analyzed using SPSS, with Multilinear Regression (MLR) employed for inferential analysis to evaluate the study's hypotheses. The findings indicated that the credibility of employees' receptiveness to feedback, the feedback provider, , and the organizational and national cultures significantly and positively impact employee performance. This highlights the significant role of effective feedback mechanisms in enhancing performance in a corporate setting. Although the research provides insights into the corporate sector, it does not explore the implications of feedback mechanisms in educational contexts. The factors affecting employee performance in telecommunications may not apply to academic environments, limiting its relevance to your study on private universities.

Ismaila et al. (2022) investigated the impact of feedback systems on employee involvement in National Petroleum Corporation (NNPC) in Nigeria. Employing a survey research approach, the study focused on a target population of 6,621 NNPC staff as of April 2020. Data was gathered through structured questionnaires, which gathered both primary and secondary information. The analysis revealed that feedback systems have a statistically significant impact on employee engagement, suggesting that effective feedback mechanisms can enhance employees' involvement and commitment to their roles. The study highlights the importance of integrating robust feedback processes to improve overall employee engagement within large organizations. While the study highlights the role of feedback in employee engagement, it does not specifically address how these systems influence performance in educational institutions. The findings may not be directly applicable to the academic setting of private universities in Kenya, where stakeholder dynamics differ.

Nkosi and Khumalo (2022) examined the role of feedback mechanisms in promoting public participation within the South African healthcare sector. They utilized a mixed-methods research design, gathering quantitative data from 200 healthcare workers and patients, alongside qualitative interviews with 30 healthcare managers. The results indicated that robust feedback mechanisms significantly improved public engagement in healthcare decision-making, which was linked to enhanced organizational performance in terms of patient satisfaction and overall health outcomes. Participants noted that when feedback was solicited and acted upon, it fostered a more engaged and responsive healthcare system. Although the study successfully demonstrates the importance of feedback in healthcare, its findings may not be applicable to the private university sector, which has distinct organizational structures and stakeholder relationships. The context of healthcare may yield different results compared to educational institutions.

Kagabo and Uwamahoro (2022) examined how feedback mechanisms affect public participation in the Rwandan healthcare sector. They utilized a mixed-methods approach, combining quantitative surveys from 250 healthcare workers and patients with qualitative interviews of 30 healthcare managers. The results indicated that robust feedback mechanisms significantly improved public participation in healthcare decision-making, which was linked to enhanced organizational performance in terms of patient satisfaction and health outcomes. Participants noted that when feedback was actively solicited and acted upon, it led to a more engaged and responsive healthcare system. The focus on healthcare limits the applicability of the findings to private universities, where feedback mechanisms might operate differently. The educational sector's unique challenges and stakeholder dynamics warrant further investigation.

Losike et al. (2022) investigated the impact of feedback mechanisms on public participation in county government-funded projects in Turkana. The study targeted 286

committee members managing 67 construction projects funded by the Turkana County Government during the 2018/2019 financial year. Utilizing an explanatory research design, the study gathered both qualitative and quantitative data through semi-structured questionnaires and interview schedules. The data was analyzed using a logit model with a 95% confidence level. The study found that feedback mechanisms did not significantly impact public participation in these county-funded construction projects in Turkana, suggesting limitations in how feedback was integrated into project management and decision-making processes. The failure to establish a significant link between feedback mechanisms and public participation highlights potential shortcomings in the study design or context. The findings may not apply to the private university context, where feedback processes could have different implications for performance.

Ochieng (2022) carried out a study to examine the impact of a performance feedback system on employee performance at the Kenya Forestry Research Institute. The study adopted a descriptive method with the target population comprising of 178 staff members at the institute's headquarters of Kenya Forestry Research Institute (KEFRI). The study utilized secondary data collected from annual reports and primary data gathered using semi-structured questionnaires which yielded both qualitative and quantitative insights. Qualitative data was analyzed using thematic content analysis while quantitative data was analysed using both inferential and descriptive statistics with the assistance of SPSS version 22. The findings indicated that the performance feedback system has a positive and significant impact on employee performance. While this study focuses on feedback in a Kenyan context, it addresses a public sector organization rather than private universities. The unique challenges and structures within private universities may lead to different findings regarding feedback mechanisms and performance.

#### **2.2.4 Collaborative Platforms in Policymaking and Organizational Performance**

Collaborative platforms in policymaking play a crucial role in enhancing organizational performance by facilitating open dialogue, knowledge sharing, and collective problem-solving among diverse stakeholders (Ikechukw, 2020). These platforms enable employees, management, and external partners to collaborate effectively, contributing their unique perspectives and expertise to the decision-making process. According to Assbeihat (2019), by leveraging technology and structured forums for discussion, organizations can break down silos, streamline communication, and foster a sense of community and ownership over policies.

Assbeihat (2019) examined the impact of collaboration among team members on performance within the manufacturing industry in Jordan. Utilizing a qualitative research design, the study focused on two manufacturing firms in Jordan. Data was collected through structured interviews, allowing for an in-depth investigation of collaborative practices. The findings indicated that collaboration among team members significantly enhances team performance, highlighting that effective teamwork and cooperative efforts lead to improved outcomes in the manufacturing sector. The study highlights the significant role of collaborative dynamics in boosting productivity and achieving better performance results in organizational settings. While the findings highlight the role of collaboration in the manufacturing sector, they do not address the unique context of higher education. The specific dynamics of collaborative platforms in policymaking within private universities in Kenya may lead to different outcomes than those observed in manufacturing.

Maalouf (2019) conducted a study to examine the effects of collaboration on organizational performance in Lebanon. The study employed a cross-sectional research design,

targeting professionals across various businesses. Data was collected using structured questionnaires, which facilitated a comprehensive assessment of collaborative practices within organizations. The findings revealed that collaboration significantly enhances organizational performance, demonstrating that effective teamwork and shared efforts contribute positively to achieving organizational goals. This study highlights the significance of promoting a collaborative work environment to improve overall performance and productivity in Lebanese businesses. While the study underscores the value of collaboration in business contexts, it does not specifically focus on educational institutions. The applicability of its findings to private universities, particularly regarding policymaking, remains unclear.

Ikechukw (2020) conducted a study to examine the effect of collaboration strategy on the performance of small businesses in Enugu State, Nigeria. The study utilized a descriptive research design and focused on a target population of 311 small business owners. Data was collected through structured questionnaires, which were used to gather insights on how collaboration strategies impact business performance. The findings revealed that implementing effective collaboration strategies had a significant positive effect on the profitability of small businesses in Enugu State. This study underscores the value of strategic partnerships and collaborative efforts in enhancing business outcomes and financial success. Although the study highlights the importance of collaboration for business performance, its focus on small businesses does not translate directly to the context of private universities, where collaborative needs and outcomes may differ significantly.

Kobani (2020) investigated the role of collaboration in the organizational survival of indigenous oil and gas companies in Port Harcourt, Nigeria. Employing a cross-sectional survey design, the study targeted employees from selected indigenous gas and oil companies in the

region. Data was collected using self-administered questionnaires, which provided insights into how collaboration impacts organizational outcomes. The findings revealed a significant relationship between collaboration conflict strategies and key measures of organizational survival, such as adaptability, dynamic capability, and growth. This underscores the importance of effective collaboration in enhancing the resilience and long-term success of indigenous firms in the competitive oil and gas sector. The focus on the oil and gas sector may limit the relevance of the findings to educational contexts. The specific challenges and collaborative dynamics in private universities may yield different insights than those found in the energy sector.

Zewdu and Habtamu (2022) examined the role of collaborative platforms in enhancing decision-making within the Ethiopian public sector. They utilized a mixed-methods approach, gathering both quantitative data from a survey of 200 public sector employees and qualitative insights from interviews with 25 managers in various government agencies. The results indicated that the implementation of collaborative platforms significantly improved decision-making processes and service delivery in the public sector. Participants reported that these platforms facilitated better communication and knowledge sharing, which contributed to enhanced organizational performance and increased employee engagement. While this study provides valuable insights into collaborative platforms, it focuses on the public sector. The implications for private universities, especially in terms of policymaking, are not directly addressed.

Ang'ana and Ongeti (2023) conducted a study to investigate the influence of collaborative leadership on organizational performance within insurance companies in Kenya. Utilizing a qualitative research design, the study focused on chief executive officers (CEOs) as the target population. Data was collected through semi-structured individual interviews, allowing for in-depth exploration of the subject. The findings revealed that collaborative leadership had a

positive impact on organizational performance, highlighting that leadership styles fostering teamwork and cooperation can significantly enhance overall organizational effectiveness. The study underscores the value of collaborative approaches in driving success and achieving strategic goals in the insurance sector. Although the study addresses collaborative leadership in Kenya, it does not explore collaborative platforms or their specific impact on private universities, making it less relevant to your focus on policymaking.

Ndiritu and Kimani (2023) explored the impact of collaborative decision-making platforms on organizational performance in the Kenyan nonprofit sector. They conducted a qualitative study, interviewing 25 leaders from various nonprofit organizations to gather insights on how collaborative tools affect their decision-making processes. The findings revealed that organizations utilizing collaborative platforms experienced enhanced effectiveness in achieving their social missions. Leaders noted that these platforms fostered greater inclusivity and stakeholder engagement, which led to improved organizational outcomes, including increased community impact and resource mobilization. While the study provides insights into collaborative platforms in the nonprofit sector, its applicability to private universities, particularly regarding policymaking, is limited. The different nature of organizational goals and stakeholder interactions may yield distinct results.

Achieng and Nyambura (2022) investigated the use of collaborative platforms in decision-making within the Kenyan banking industry. Employing a quantitative methodology, they surveyed 250 employees from several banks across Kenya to assess how these platforms influenced decision-making and overall performance. The study found that banks utilizing collaborative decision-making tools reported significantly higher levels of customer satisfaction and operational efficiency. Employees indicated that collaborative platforms facilitated real-time

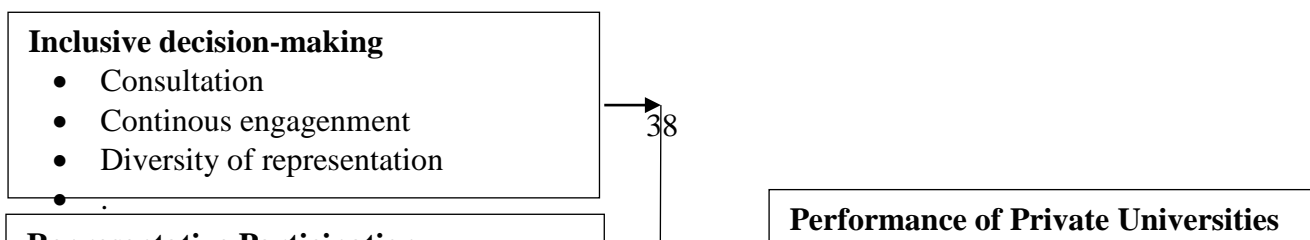
communication and problem-solving, which positively affected the banks' performance metrics. Although the study highlights the benefits of collaborative platforms in banking, the findings may not apply to private universities where different performance metrics and stakeholder dynamics exist.

### 2.3 Conceptual Framework

A conceptual framework is a structure that guides research by outlining the key concepts, variables, and the relationships between them. Figure 1 presents the hypothesized relationship between the independent variables and the dependent variable.

**FIGURE 2. 1**

#### **Conceptual Framework**



The independent variables in this study include inclusive decision-making, representative participation, feedback mechanisms and collaborative platforms. The dependent variable will be performance of private universities in Kenya.

#### **2.4 Operationalization of Study Variables**

The process of operationalizing the study variables involves outlining the objectives, categorizing the variables, identifying indicators, selecting measurement methods, and determining the data analysis techniques, all of which are presented in Table 2.1.

**TABLE 2. 1**  
**Operationalization of Variables**

<b>Objective</b>	<b>Variable Type</b>	<b>Indicators</b>	<b>Measures</b>	<b>Type of data analysis</b>
To determine whether a link exists between inclusive decision-making and performance among private universities in Kenya	<b>Independent</b> <ul style="list-style-type: none"> <li>• Inclusive decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation</li> <li>• Continuous engagement</li> <li>• Diversity of representation</li> </ul>	<ul style="list-style-type: none"> <li>• Likert</li> </ul>	<ul style="list-style-type: none"> <li>• Regression analysis</li> <li>• Correlation analysis</li> <li>• Descriptive statistics</li> </ul>

To determine whether a link exists between representative participation and performance among private universities in Kenya	<b>Independent</b> <ul style="list-style-type: none"> <li>• Representative participation</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of Representatives</li> <li>• Delegation of Authority</li> <li>• Accountability and reporting</li> </ul>	• Likert	<ul style="list-style-type: none"> <li>• Regression analysis</li> <li>• Correlation analysis</li> <li>• Descriptive statistics</li> </ul>
To determine whether a link exists between feedback mechanisms in policymaking and performance among private universities in Kenya	<b>Independent</b> <ul style="list-style-type: none"> <li>• Feedback mechanisms in policymaking</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of Input</li> <li>• Analysis and Evaluation</li> <li>• Integration into Policy Development</li> </ul>	• Likert	<ul style="list-style-type: none"> <li>• Regression analysis</li> <li>• Correlation analysis</li> <li>• Descriptive statistics</li> </ul>
To determine whether a link exists between collaborative platforms in policymaking and performance among private universities in Kenya	<b>Independent</b> <ul style="list-style-type: none"> <li>• Collaborative platforms in policymaking</li> </ul>	<ul style="list-style-type: none"> <li>• Digital platforms</li> <li>• Workshops</li> <li>• Task forces</li> </ul>	• Likert	<ul style="list-style-type: none"> <li>• Regression analysis</li> <li>• Correlation analysis</li> <li>• Descriptive statistics</li> </ul>
	<b>Dependent</b> <ul style="list-style-type: none"> <li>• Performance of Private Universities</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment rates</li> <li>• Graduation rates</li> <li>• Research Productivity</li> <li>• Financial sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Likert</li> <li>• Ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Regression analysis</li> <li>• Correlation analysis</li> <li>• Descriptive statistics</li> </ul>

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Chapter three outlines the research methodology employed in the study, providing a detailed explanation of the approaches and procedures used. The chapter begins with an introduction and describes the research design, followed by an overview of the target population and the various data sources. This includes a discussion of the study sample and primary data sources. The chapter also addresses the validity and reliability of the research instruments used, ensuring the accuracy of data collection. Further, the data collection procedure, along with the methods for data processing and analysis, are explained. Lastly, ethical considerations relevant to the study are presented, ensuring adherence to research ethics.

#### **3.2 Research Design**

Research design is the plan or blueprint for conducting research that specifies the procedures necessary for obtaining the information needed to structure or solve problems (Hair, Page & Brunsveld, 2020). This study employed an explanatory research design. Explanatory research design goes beyond descriptive studies by seeking to understand why and how certain phenomena occur (Devi, 2019). This type of research aimed to explain the underlying mechanisms and causal relationships, providing deeper insights into the observed patterns or behaviors (Greene & Dreyer, 2021). Explanatory research design was utilized in this research because it allowed for a detailed investigation into how employee participation in policymaking affects the performance of Kenyan private universities.

### **3.3 Target Population**

A target population entails the entire group of objects and individuals about whom a researcher wants to make generalizations (Hair et al., 2020). The target population was 25 private universities in Kenya of whom five private universities were selected, two representing those sponsored by faith based organisations, two sponsored by non faith based organisations and one sponsored by a professional body. While private universities vary in the size of employees, potential study participants constituted employees at the lower, middle and upper management levels from both academic and non-academic staff.

### **3.4 Data Sources**

Data sources refer to the origins from which data is collected for research, analysis, or decision-making purposes. They can be grouped into various types depending on their nature and how they are obtained (Hair et al., 2020). This study used primary data sources generated from a survey of selected employees of Kenyan private universities.

#### **3.4.1 The Study Sample**

A two stage cluster sampling procedure was utilized for the selection of participants in the study. At stage one, five private universities were selected, two representing those sponsored by faith based organisations, two sponsored by non faith based organisations and one sponsored by a professional body.

At stage two, a stratified random sampling of participants from the selected institutions was conducted while paying attention to the representation of the lower, middle and upper management from academic and non-academic staff. This yielded a total sample size of 251.

**TABLE 3.4.1**  
**Target Population**

<b>Target Population</b>	<b>No. Selected</b>	<b>No. Responded</b>
Upper Management	50	33
Middle Management	150	125
Lower Management	100	93
<b>Total</b>	<b>300</b>	<b>251</b>

### 3.4.2 Primary Data Sources

Primary data refers to the data collected firsthand by researchers specifically for their study, providing direct and original insights into the research questions (Hall, 2020). This type of data is gathered through various methods such as surveys and questionnaires, which allow researchers to obtain quantitative responses from participants (Babbie, 2021). Primary data for this study was gathered through structured questionnaires.

The questionnaire comprised of three sections. The first section gathered participants demographic information . The second section gathered participants information about their perceived levels of participation in policymaking capturing inclusive decision-making, representative participation, feedback mechanisms, and collaborative platforms. This yielded the four dimensions of employee participation in policymaking which represents the primary independent variable in the study. The third section collected employee perceptions of institutional performance in terms of enrollment rates, graduation rates, research productivity and financial sustainability. The section yielded the four dimensions of the employee perceived performance index, which represents the primary dependent variables in the study.

### **3.5 Validity and Reliability of Research Instrument**

Validity, which pertains to how well an instrument measures what it is supposed to measure is critical in determining the credibility of the study data (Mukherjee, 2020). Conversely, reliability refers to the degree to which an instrument consistently measures whatever it measures is an important indicator of validity (Mukherjee, 2020).

#### **3.5.1 Validity of the Research Instrument**

In order to enhance the validity of the instrument in this study, the survey instrument was scrutinized by three experts in measurement to check for content and face validity construct. Content validity refers to the extent to which a measurement instrument adequately covers and represents the domain or construct it is intended to measure (Latwal, 2020). Content validity was enhanced by engaging subject matter experts in the fields of strategic management to review the research instruments. This was also done by seeking feedback on the clarity, relevance, and comprehensiveness of the instrument items to ensure that they accurately capture the key constructs under investigation. Face validity refers the extent to which a measurement instrument appears to measure what it is intended to measure, based on a superficial assessment (Bryman, 2022). Face validity was improved by pretesting the research instrument.

#### **3.5.2 Reliability of the Research Instrument**

This study used internal consistency, which is measured using Cronbach's alpha. Cronbach's alpha ranges from 0 to 1, with higher values reflecting greater internal consistency (Waddell, 2020). Typically, a Cronbach's alpha value of 0.70 or above is deemed acceptable for research purposes, though higher values are preferred (Creswell & Clark, 2021). A value below 0.65

indicates that the items in the instrument are not sufficiently correlated with each other, suggesting poor internal consistency reliability. If the Cronbach's alpha value happens to be below 0.65 the statements covering that variable was revised.

### **3.6 Data Collection Procedure**

The process started by requesting for permission to collect data from the management of the selected private universities in Kenya. The study employed survey monkey using structured questionnaires. Scheduled phone calls was used to follow up on the questionnaires from the respondents. Respondents were urged to provide honest and comprehensive responses, with a guarantee of strict confidentiality regarding their identities. The entire data collection process was expected to span approximately one month.

### **3.7. Data Processing and Analysis**

Appropriate descriptive statistics such as standard deviations, means and illustrative charts will be used to explore the quantitative data in the study. Descriptive statistics, including standard deviation, mean, percentages and frequency distribution was utilized to explore the data and check for possible violations of model assumptions. A multiple linear regression model was used to determine the degree to which the four dimensions of participation comprising of inclusive decision-making predict employee perceived performance index in terms of: Research Productivity, Financial sustainability, Graduation and retention rates and enrollment rates.

The findings were displayed in figures and tables, like pie charts and bar charts. Given that the research involves four<sup>0</sup>independent variables, the multiple regression model was structured as follows:

$$Y_i = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \varepsilon_i$$

Whereby:

$Y_i$  = Performance of private universities  $i$ ;

$\beta_0$  = Constant;

$\beta_1, \beta_2, \beta_3, \beta_4$  are regression coefficients associated with  $X_1, X_2, X_3$  and  $X_4$  respectively,

$X_1$  = Inclusive Decision Making;

$X_2$  = Representative Participation;

$X_3$  = Feedback Mechanisms;

$X_4$  = Collaborative Platforms; and

$\varepsilon$  = Error term

Regression assumptions comprise of normality, independence, linearity, homoscedasticity, and multicollinearity assumptions (Hall, 2020). Appropriate diagnostic tests was performed to evaluate these assumptions thoroughly and identify any potential violations within the regression models. These tests helped in assessing whether the residuals follow a normal distribution, whether they are independent, whether the relationship between predictors and the outcome variable is truly linear, and whether there is a problem of multicollinearity among the predictors. By detecting and addressing any violations, researchers can ensure the robustness and accuracy of their regression analyses and interpretations.

### **3.8 Ethical Considerations**

Ethical considerations are an integral aspect of any research or study, guiding researchers in ensuring that their work respects the rights, dignity, and well-being of participants, as well as adheres to ethical principles and standards (Latwal, 2020). To maintain academic integrity, the researcher used Turnitin to check for plagiarism, ensuring that all work is original and properly

cited. Accurate citations and references were provided for all sources used to uphold scholarly standards and give credit to other researchers. An introduction letter was obtained from KCA University and given to participants, outlining the study's objectives, procedures, as well as their rights. A research permit was secured from the National Commission for Science, Technology, and Innovation (NACOSTI). The research was defended before a committee to validate its ethical and methodological soundness. Respondents' anonymity was preserved by use of pseudonyms or codes and presenting data in aggregate form. Participation were voluntary, free from coercion, and conducted with the utmost care to deter any psychological and physical harm to participants.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents data analysis and a summary of the findings of the study. The general objective of the study was to determine the link between employee participation in policymaking and performance among private universities in Kenya. Particularly, the study aimed to determine whether there exists a link between inclusive decision-making, representative participation, feedback mechanisms and collaborative platforms in policymaking and performance among private universities in Kenya. The results were presented in Figures and Tables.

#### **4.2 Questionnaires' Response Rate**

The target population comprised of employees of private universities in Kenya at the upper, middle and lower management levels from both academic and non-academic staff. Questionnaires' were distributed to employees from private chartered universities in Kenya. A total of 300 questionnaires were distributed, with 251 completed and returned to the researcher, resulting in a response rate of 83.67%.

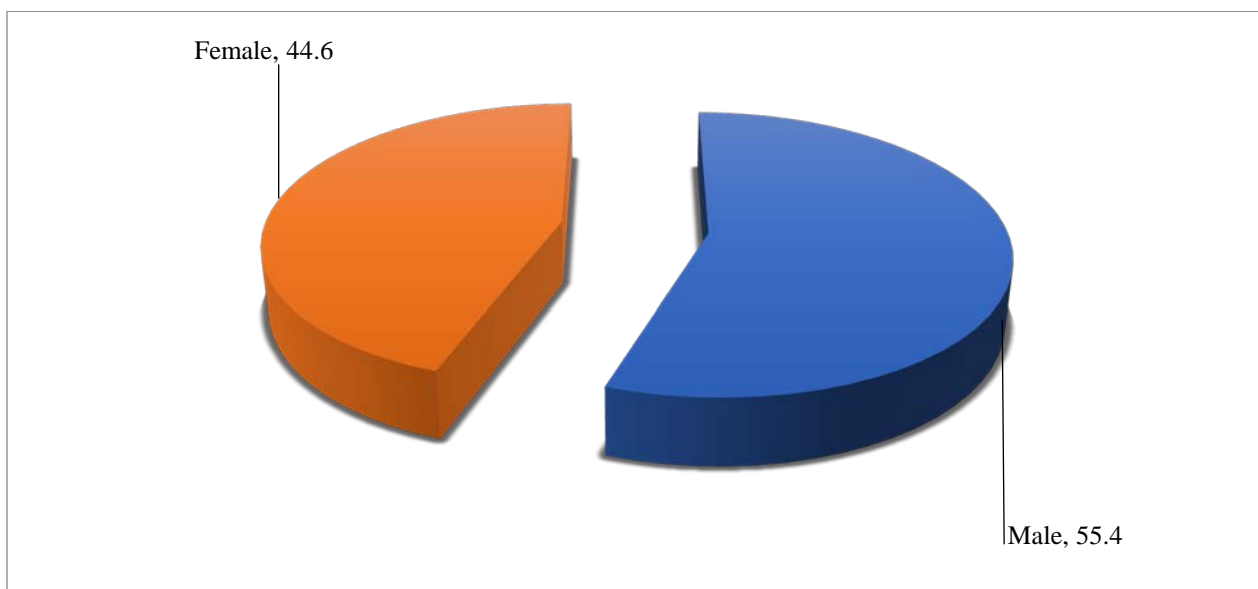
#### **4.3 General Information**

The demographic information of the respondents consisted of respondents' gender, age, education level, duration of work, primary assignment in the institution and position held within the organization.

### 4.3.1 Respondents' Gender

The participants' were requested to indicate their gender for in order to understand and improve gender diversity and inclusion within private chartered universities in Kenya. The findings were as displayed in Figure 4.1

**FIGURE 4. 1**  
**Respondents' Gender**



*Source: Survey (2024)*

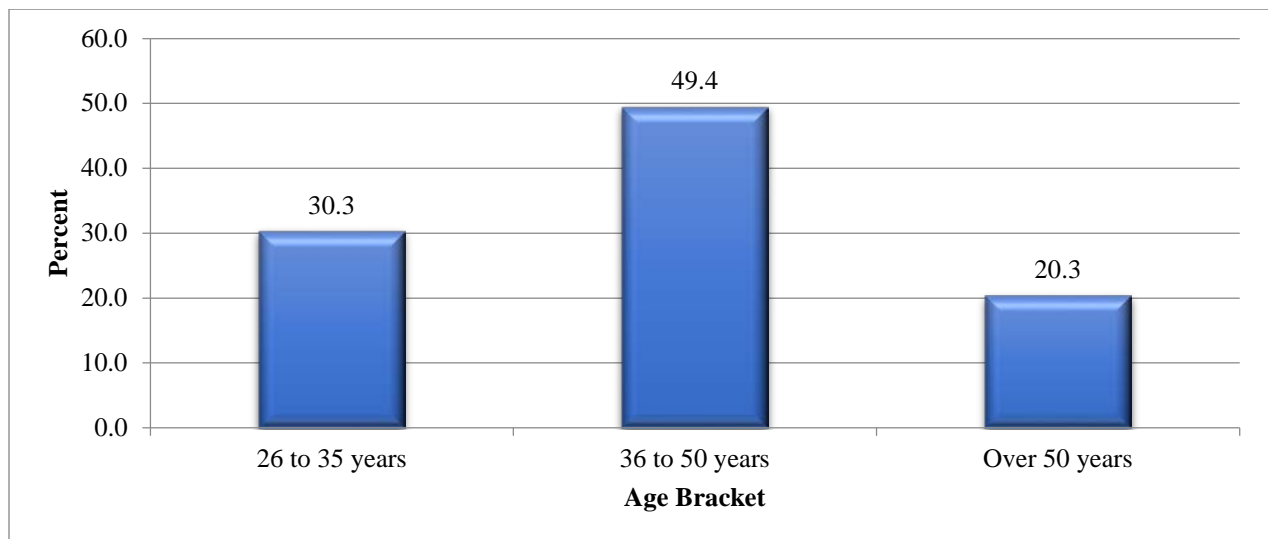
From the results, 55.4% revealed that they were male while 44.6% indicated that they were female. This shows that majority of employees in private universities in Kenya were male. This implies that private universities have made efforts to advance gender diversity aiming at achieving a balanced and innovative workplace environment.

### 4.3.2 Respondents' Age

The participants were asked to indicate their age bracket for better informed decisions that enhances employee satisfaction, support career growth, and build a more balanced and effective workforce. The findings were as shown in Figure 4.2

**FIGURE 4. 2**

Respondents' Age



*Source: Survey (2024)*

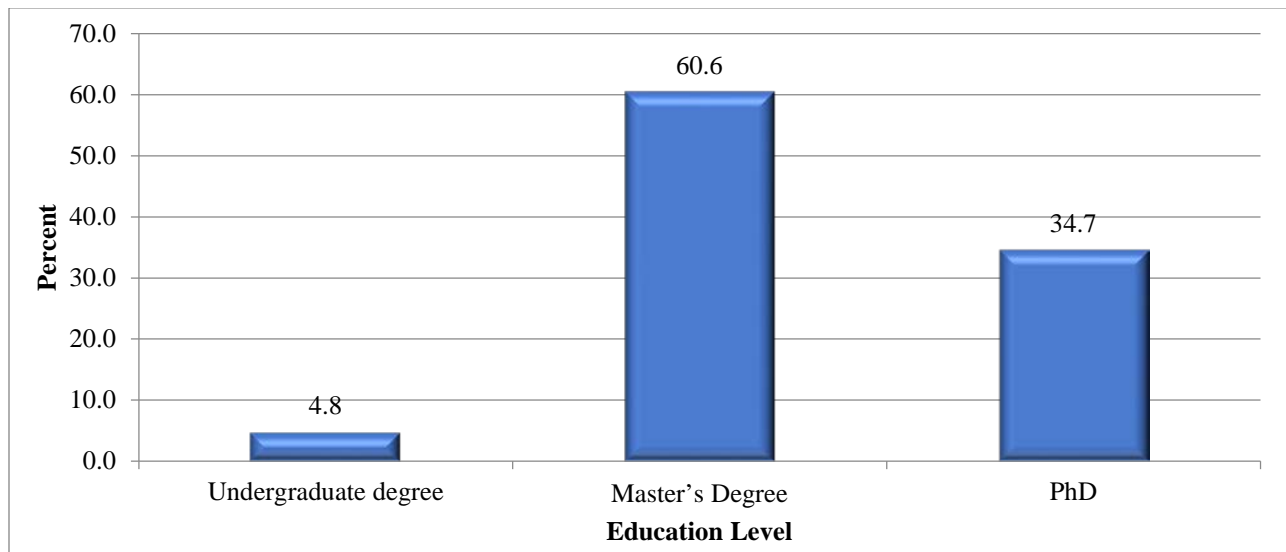
According to the results, 49.4% of respondents reported being aged between 36 and 50 years, 30.3% were aged between 26 and 35 years, and 20.3% fell within the 36 to 50 age range. This shows that majority of employees at private universities in Kenya are aged between 36 and 50 years. This implies a depth of professional expertise and stability within the institution, potentially leading to strong leadership and effective mentorship.

### 4.3.3 Respondents' Education Level

The participants were requested to indicate their education level to enhance the university's ability to effectively manage its workforce, support employee development, and align its human resources with its academic and organizational objectives. The results were as shown in Figure 4.3.

**FIGURE 4. 3**

**Respondents' Education Level**



*Source: Survey (2024)*

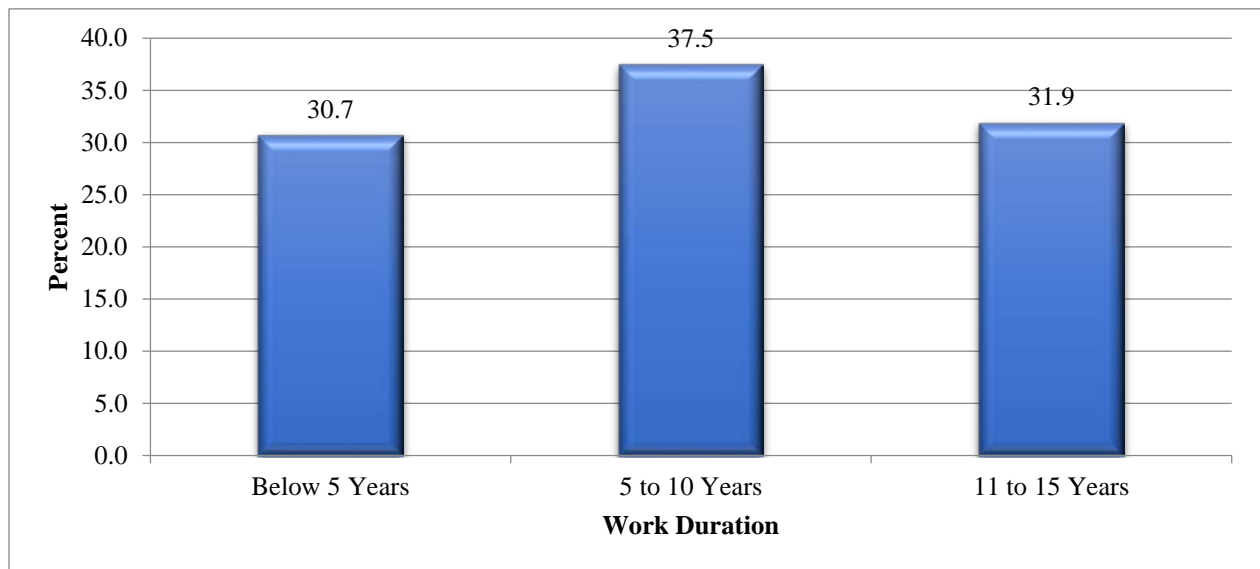
From the results in Figure 4. 3, 60.6% of the respondents indicated that they had Master's degree, 34.7% indicated that they had PhDs while 4.8% indicated that they had undergraduate degree. The findings show that majority of employees at private universities in Kenya had master's degree. This implies a highly educated workforce with a strong foundation in specialized knowledge and skills which contributes to a high standard of teaching, research, and academic administration, enhancing the institution's overall academic quality and reputation.

#### 4.3.4 Respondents' Work Duration

Respondents were asked to specify their duration of work at their private universities. The findings were as presented in Figure 4.4.

**FIGURE 4. 4**

**Respondents' Work Duration**



*Source: Survey (2024)*

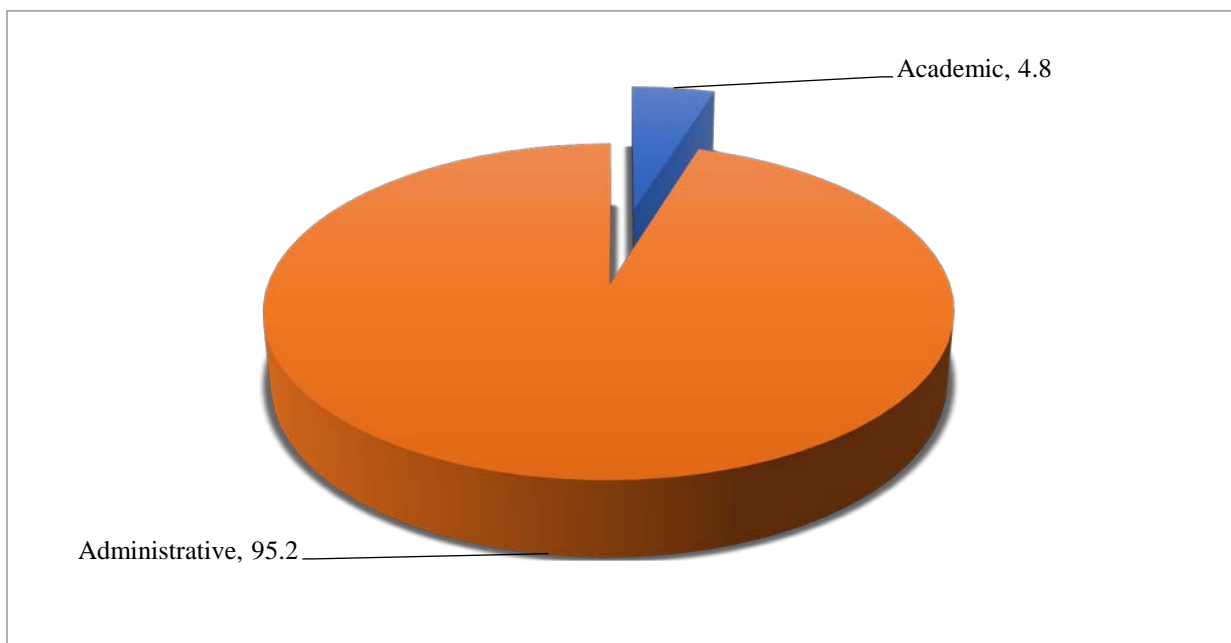
According to the findings, 37.5% of the participants reported that they had worked in the institution for between 5 and 10 years, 31.9% indicated that they had worked for between 11 and 15 years while 30.7% indicated that they had worked for below 5 years. This means that majority of employees in private universities in Kenya had worked for between 5 and 10 years. This implies a workforce with a substantial amount of experience and institutional familiarity, which can enhance operational efficiency and continuity.

### 4.3.5 Respondent's Primary Assignment

Respondents were requested to indicate their primary assignment in their institutions for better informed decision-making, targeted support, and improved management practices, contributing to the effectiveness and efficiency of the university's operations. The findings were shown in Figure 4.5

**FIGURE 4.5**

**Respondent's Primary Assignment**



*Source: Survey (2024)*

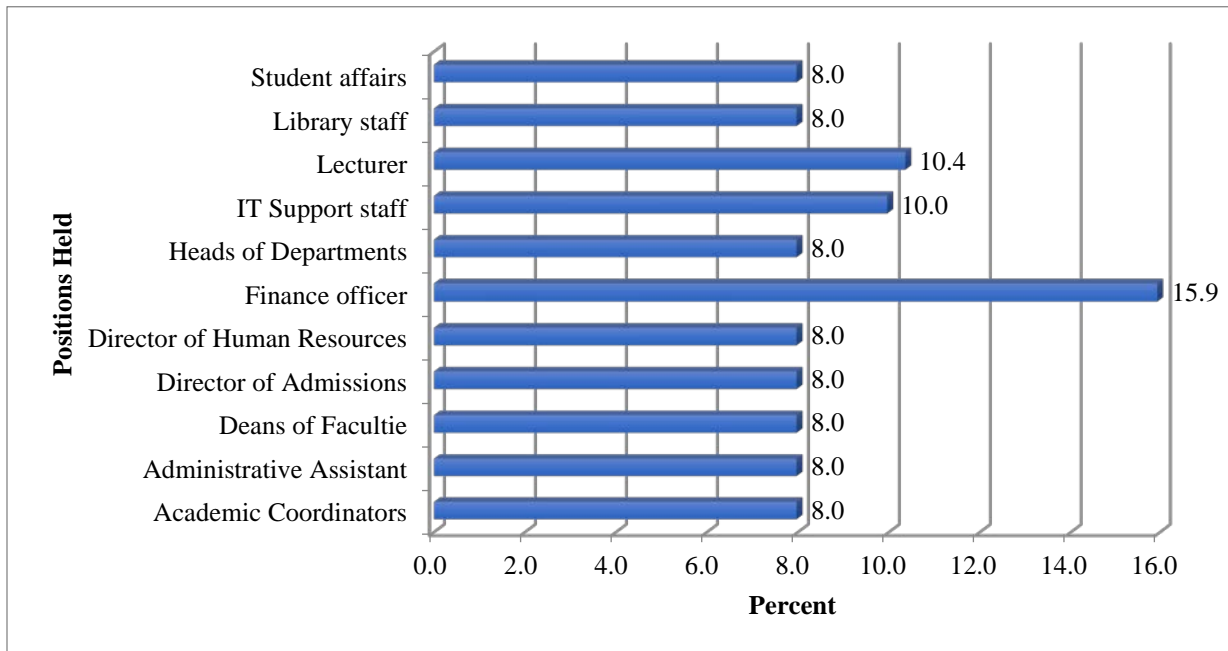
According to the findings, 95.2% of the participants indicated that their primary assignment was administrative while 4.8% indicated that their primary assignment was academic. The results revealed that majority of the respondents' primary assignment was administrative. This implies a well-structured administrative framework that supports the university's core academic activities and ensures smooth day-to-day operations.

### 4.3.6 Positions in the Organization

Respondents were requested to indicate their positions within the Organization in order to enhance management's ability to make informed decisions, support efficient operations, and contribute to a more organized and effective institutional environment. The findings were as shown in Figure 4.6

**Figure 4. 6**

**Positions in the Organization**



*Source: Survey (2024)*

The findings show that 15.9% of the respondents indicated that they held the finance officer position, 10.4% indicated that they were lecturers, 10% indicated that they were IT support staff while 8% indicated that they held positions of student affairs, library staff, head of department, director of human resource, director of admissions, dean of faculties, administrative assistants and academic coordinators. This shows that majority of the respondents held finance officer position.

## 4.4 Descriptive Statistics

This section covers descriptive statistics on inclusive decision-making, representative participation, feedback mechanisms in policymaking, collaborative platforms in policymaking and performance of private universities. The items were assessed using a 5-point Likert scale, where 1 indicated "strongly disagree," 2 represented "disagree," 3 was "neutral," 4 indicated "agree," and 5 represented "strongly agree."

### 4.4.1 Inclusive Decision-Making and Performance of Private Universities

The first objective of the study was to determine whether a link exists between inclusive decision-making and performance among private universities in Kenya. The respondents were requested to indicate the extent to which they agree with the different statements on the link between inclusive decision-making and performance of private universities. The findings were presented in Table 4.2

**TABLE 4. 1**  
**Inclusive Decision-Making and Performance of Private Universities**

	<b>Mean</b>	<b>Std. Deviation</b>	<b>Coefficient of Variation</b>
I am consulted on matters that directly affect my work or responsibilities.	4.334	.779	.608
Our organization maintains ongoing communication with employees about important developments.	4.259	.632	.401
There are regular opportunities for employees to engage with leadership in our organization.	4.091	.609	.372
I believe that diverse perspectives are well-represented in our organization's decisions.	4.286	.661	.437

*Source: Survey (2024)*

From the results in Table 4.1, the respondents agreed with a mean of 4.334(SD=0.779) with the statement indicating that they are consulted on matters that directly affect their work or responsibilities. These findings concur with Panicker and Sharma (2020) observations that employees are consulted on matters that directly affect their work or responsibilities

The respondents agreed with a mean of 4.259 (SD=0.632) that their organization maintains ongoing communication with employees about important developments. These findings agree with Walraven (2022) observations that organization ensures continuous communication with employees regarding key developments within the organization Further, with a mean of 4.091 (SD0.609) the respondents agreed that there are regular opportunities for employees to engage with leadership in their organization.

In addition, the respondents agreed with a mean of 4.286 (SD=0.661) that they believe that diverse perspectives are well-represented in their organization's decisions. These findings conform to Tongo et al. (2023) observations that representations of diverse perspectives in organization's decisions leads to more effective decisions.

#### **4.4.2 Representative Participation and Performance of Private Universities**

The second objective of the study was to determine whether a link exists between representative participation and performance among private universities in Kenya. The respondents were requested to indicate the extent to which they agree with the different statements on the link between representative participation and performance of private universities. The findings were presented in Table 4.3.

**TABLE 4. 2**  
**Representative Participation**

	<b>Mean</b>	<b>Std. Deviation</b>
Our organization has a clear and transparent process for selecting representatives for decision-making roles.	4.167	.952
I believe that the selection process for representatives in our organization is based on merit and qualifications.	4.366	.587
In our organization, authority is effectively delegated to representatives to make decisions on behalf of their groups.	4.127	.742
I trust that representatives are given the appropriate level of authority to carry out their responsibilities.	4.219	.561
Representatives in our organization are held accountable for the decisions they make on behalf of their groups.	4.087	.456

*Source: Survey (2024)*

With a mean of 4.366 (SD=0.587), the respondents agreed that they believe that the selection process for representatives in their organization is based on merit and qualifications. Also, with a mean of 4.167 (SD=0.952), the respondents agreed that their organization has a clear and transparent process for selecting representatives for decision-making roles. These findings are in agreement with Jenifer (2024) observations that organizations have a clear and transparent process for selecting representatives for decision-making roles

The respondents agreed with a mean of 4.219 (SD=0.561) that they trust that representatives are given the appropriate level of authority to carry out their responsibilities. Also, with a mean of 4.127 (SD=0.742), the respondents agreed that in their organization, authority is effectively delegated to representatives to make decisions on behalf of their groups.

These findings concur with Vijayashree and Chandran (2019) observations that organizations' authority is effectively delegated to representatives to make decisions on behalf of their groups

With a mean of 4.087(SD=0.456), the respondents agreed that representatives in their organization are held accountable for the decisions they make on behalf of their groups. These findings conform to Ojokuku and Sajuyigbe (2024) observations that representatives in the organization are accountable for the decisions they make on behalf of their groups.

#### 4.4.3. Feedback Mechanisms in Policymaking and Performance of Private Universities

The third objective of the study was to determine whether a link exists between feedback mechanisms in policymaking and performance among private universities in Kenya. The respondents were asked to indicate their level of agreement with different statements on the link between feedback mechanisms in policymaking and performance of private universities. The findings were presented in Table 4.3.

**TABLE 4. 3**  
**Feedback Mechanisms in Policymaking**

	<b>Mean</b>	<b>Std. Deviation</b>
Our organization systematically collects input from a wide range of stakeholders during the policy development process.	4.115	.920
Stakeholders are given sufficient opportunities to provide input before policies are finalized.	4.119	.670
Our organization thoroughly analyses the feedback received before making policy decisions.	4.015	.737
The evaluation of stakeholder feedback is conducted objectively and without bias.	4.219	.734
The feedback provided by stakeholders is effectively integrated into the final policies.	4.183	.512
Our organization demonstrates a commitment to incorporating stakeholder input into policy development.	4.270	.585

*Source: Survey (2024)*

The respondents agreed with a mean of 4.119 (SD=0.670) that stakeholders are given sufficient opportunities to provide input before policies are finalized. Also, the respondents agreed with a mean of 4.115 (SD=0.920) that their organization systematically collects input from a wide range of stakeholders during the policy development process. These findings concur with Firgie (2024) observations that an organization systematically collects input from a wide range of stakeholders during the policy development process.

With a mean of 4.219 (SD=0.734), the respondents agreed that the evaluation of stakeholder feedback is conducted objectively and without bias. These findings agree with Zamri and Jamaluddin (2021) observations that the evaluation of stakeholder feedback is conducted objectively and without bias. Further, with a mean of 4.015 (SD=0.737), the respondents agreed that their organization thoroughly analyses the feedback received before making policy decisions.

The respondents agreed with a mean of 4.270 (SD=0.585) with the statement indicating that their organization demonstrates a commitment to incorporating stakeholder input into policy development. Also, with a mean of 4.183 (SD=0.512), the respondents agreed that the feedback provided by stakeholders is effectively integrated into the final policies. These findings align with Ismaila, et al. (2022) observations that the feedback provided by stakeholders is effectively integrated into the final policies.

#### **4.4.4. Collaborative Platforms in Policymaking and Performance of Private Universities**

The fourth objective of the study was to determine whether a link exists between collaborative platforms in policymaking and performance among private universities in Kenya. The

respondents were asked to indicate the extent to which they agree with the different statements on the link between collaborative platforms in policymaking and performance of private universities. The findings were as displayed on Table 4.4.

**TABLE 4. 4**  
**Collaborative Platforms in Policymaking**

	<b>Mean</b>	<b>Std. Deviation</b>
Digital platforms are effectively used to gather input and feedback from stakeholders in the policymaking process.	4.151	.800
I find that digital platforms make it easier for stakeholders to participate in policymaking discussions.	4.095	.637
Workshops are a valuable tool for bringing together diverse stakeholders in our policymaking process.	4.278	.652
The workshops organized by our organization effectively foster collaboration and idea-sharing among participants.	4.051	.749
The task forces established by our organization work effectively to develop and implement policies.	4.247	.432

*Source: Survey (2024)*

The respondents agreed with a mean of 4.151 (SD=0.800) that digital platforms are effectively used to gather input and feedback from stakeholders in the policymaking process. Also, the respondents agreed with a mean of 4.095 (SD=0.637) that they find that digital platforms make it easier for stakeholders to participate in policymaking discussions. These findings agree with Assbeihat (2019) observations that digital platforms make it easier for stakeholders to participate in policymaking discussions.

With a mean of 4.278 (SD=0.652), the respondents agreed with the statement indicating that workshops are a valuable tool for bringing together diverse stakeholders in our

policymaking process. These findings are in line with Maalouf (2019) observations that workshops are a valuable tool for bringing together diverse stakeholders in our policymaking process. Further, the respondents agreed with the statement indicating that the workshops organized by their organization effectively foster collaboration and idea-sharing among participants as shown by a mean of 4.051 (SD=0.749).

The respondents agreed with a mean of 4.247 (SD=0.432) with the statement indicating that the task forces established by our organization work effectively to develop and implement policies. These findings concur with Ikechukw (2020) observations that task forces established in an organization work effectively to develop and implement policies

#### **4.4.5 Performance of Private Universities**

The dependent variable in this study was the performance of private universities. The respondents were requested to indicate their level of agreement on various statements regarding performance of private universities in Kenya. The findings were presented on Table 4.5.

**TABLE 4. 5**  
**Performance of Private Universities**

	<b>Mean</b>	<b>Std. Deviation</b>
In this University, staff produces a significant number of high-quality research publications.	4.015	.764
In this University, there is strong support for faculty to engage in research activities and publication.	3.852	.974
In this University, there is strong support for students to engage in research activities related to their degree requirements.	4.087	.593
The University has consistently met its student enrolment targets over the past 5 years.	4.223	.471
The university's programs and courses are attracting high quality student numbers.	4.127	.379
In this University, a high proportion of students graduate on time.	3.956	.760
In this University, students are generally satisfied with the programs and services.	4.031	.819
Relatively speaking, graduates from my University have a relatively high level of employability.	3.988	.969
The University has consistently met its financial revenue targets student over the past 5 years.	4.155	.468
The university's has consistently met its financial and contractual obligations over the past 5 years in a timely manner.	4.239	.463
The University has had a gradual financial growth over the last 5 year in terms of gross revenues.	4.159	.445

*Source: Survey (2024)*

The respondents agreed with a mean of 4.087 (SD=0.593) with the statement indicating that in their university, there is strong support for students to engage in research activities related

to their degree requirements. Also, the respondents agreed with a mean of 4.015 (SD=0.764) that in their university, staff produce a significant number of high-quality research publications. These findings agree with Kibuine and Muranga (2022) observations that staff in universities produce a significant number of high-quality research publications. Further, the respondents agreed that in their university, there is strong support for faculty to engage in research activities and publication as shown by a mean of 3.852 (SD=0.974).

With a mean of 4.223 (SD=0.471), the respondents agreed that the university has consistently met its student enrolment targets over the past 5 years. Further, with a mean of 4.127 (SD=0.379), the respondents agreed that the university's programs and courses are attracting high quality student numbers. These findings align with Ntombura, Baimwera and Munga (2020) observation that university's programs and courses are attracting high quality student numbers.

The respondents agreed with a mean of 4.031 (SD=0.819) that in their university, students are generally satisfied with the programs and services. In addition, the respondents agreed with a mean of 3.988 (SD=0.969) that relatively speaking, graduates from their university have a relatively high level of employability. Moreover, the respondents agreed with a mean of 3.956 (SD=0.760) that in this university, a high proportion of students graduate on time. These findings conform to Avedi (2023) observations that a high proportion of university students graduate on time.

With a mean of 4.239 (SD=0.463), the respondents agreed that the university's has consistently met its financial and contractual obligations over the past 5 years in a timely manner. Further, with a mean of 4.159 (SD=0.445), the respondents agreed that the university has had a gradual financial growth over the last 5 year in terms of gross revenues. These findings

concur with Kimno (2020) observations that the university has had a gradual financial growth over the last 5 year in terms of gross revenues. Additionally, the respondents agreed with the statement indicating that the university has consistently met its financial revenue targets student over the past 5 years as shown by a mean of 4.155 (SD=0.468).

#### **4.5 Inferential Statistics**

In these section, Inferential statistics focused on Pearson correlation and regression analysis to determine whether a link exists between independent variables inclusive decision-making, representative participation, feedback mechanism in policy making and collaborative platforms in policy making and performance among private universities in Kenya.

##### **4.5.1 Diagnostic Tests**

Diagnostic statistics are used in statistical analysis to assess the validity of assumptions underlying various statistical tests. Diagnostic tests in this study involve reliability test, normality test, linearity test, multicollinearity test and heteroskedasticity test.

##### **4.5.1.1 Reliability Test**

The study employed Cronbach’s Alpha to assess the reliability of the instrument. This is most preferred tool for internal consistency especially for multiple Likert questions in a questionnaire. If the Cronbach’s Alpha coefficient is less than 0.7 the questions will be required to be adjusted and when the Alpha coefficient is above 0.7 then the question in the likert scale is to be maintained. The findings were as shown in Table 4.6.

**TABLE 4. 6**

**Reliability of the Research Instrument**

<b>Constructs</b>	<b>No. of items</b>	<b>Alpha</b>
Inclusive decision making	4	0.58

Representative Participation	5	0.71
Feedback mechanisms in policymaking	6	0.79
Collaborative Platforms	6	0.77
Performance of private universities	11	0.83

*Source: Survey (2024)*

As indicated in Table 4.6, for inclusive decision making was 0.58, the the Cronbach's alpha coefficient for representative participation was 0.71, the the Cronbach's alpha coefficient for feedback mechanisms in policymaking was 0.79, the the Cronbach's alpha coefficient for collaborative platforms was 0.77 and the the Cronbach's alpha coefficient for performance of private universities had a Cronbach's alpha was 0.83. This suggests that inclusive decision making, representative participation, feedback mechanisms in policymaking, collaborative platforms and performance of private universities were reliable.

#### 4.5.1.2 Normality Test

The Shapiro-Wilk test was employed in this study to assess normality. The null hypothesis for this test posits that the data follows a normal distribution, meaning it assumes the dataset follows a normal distribution. The findings were as indicated in Table 4.7.

**TABLE 4. 7**  
**Shapiro-Wilk Test**

	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
Performance of private universities	0.985	251	0.189
Inclusive decision making	0.988	251	0.201
Representative Participation	0.982	251	0.112
Feedback mechanisms in policymaking	0.978	251	0.082
Collaborative Platforms	0.972	251	0.076

a. Lilliefors Significance Correction

*Source: Survey (2024)*

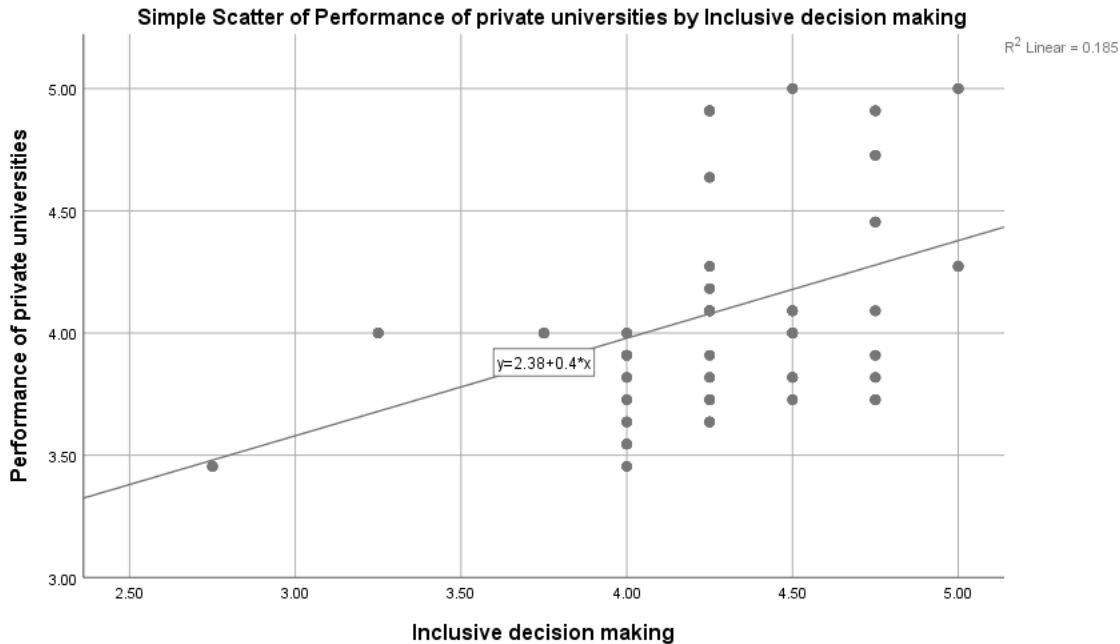
As illustrated in Table 4.7, the Shapiro-Wilk Test results indicate that the p-values for performance of private universities (0.189), inclusive decision making (0.201), representative participation (0.112), feedback mechanisms in policy making (0.082), and collaborative platforms (0.076) are all exceeding the significance level of 0.05. This suggests that the null hypothesis, which asserts that the data follows a normal distribution, cannot be rejected for any of the variables. Thus, we conclude that the data for performance of private universities, inclusive decision making, representative participation, feedback mechanisms in policy making and collaborative platforms is normally distributed in this research of Kenyan private universities.

#### **4.5.1.3 Linearity Test**

One of the key assumptions in regression analysis is that the relationship between the predictor (independent) variables and the response (dependent) variable is linear. A linear relationship is indicated when the values of the independent variable (X) and the dependent variable (Y) form a straight line when plotted on a graph, which can have either a positive or negative slope.

#### **FIGURE 4. 7**

**Scatter plot for the Inclusive Decision Making and Performance of Private Universities**

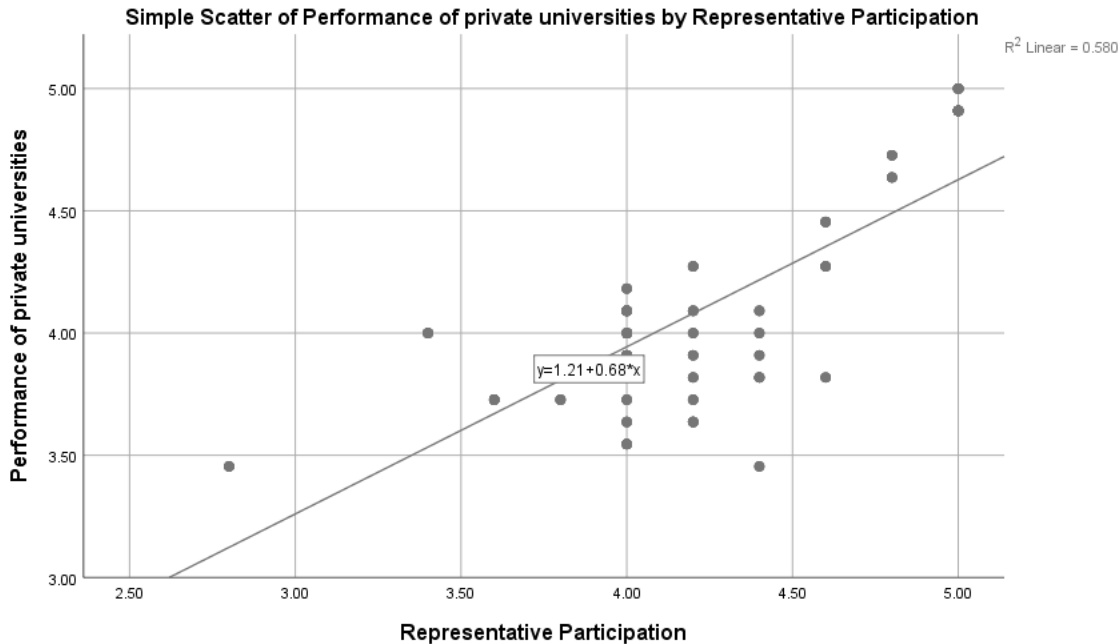


*Source: Survey (2024)*

As illustrated in Figure 4.7, inclusive decision making has a positive linear relationship with the performance of Kenyan private universities. The study findings imply that an enhancement in inclusive decision making would result to an enhancement in the performance of private universities in Kenya. Also, the findings showed that inclusive decision making could explain 1.85% of the performance of Kenyan private universities. This means that inclusive decision making is positively associated with the performance of private universities in Kenya. The findings are in line with Panicker and Sharma (2020) findings that there is a strong correlation between participative decision-making and employee performance.

**FIGURE 4. 8**

**Scatter plot for the Representative Participation and Performance of Private Universities**

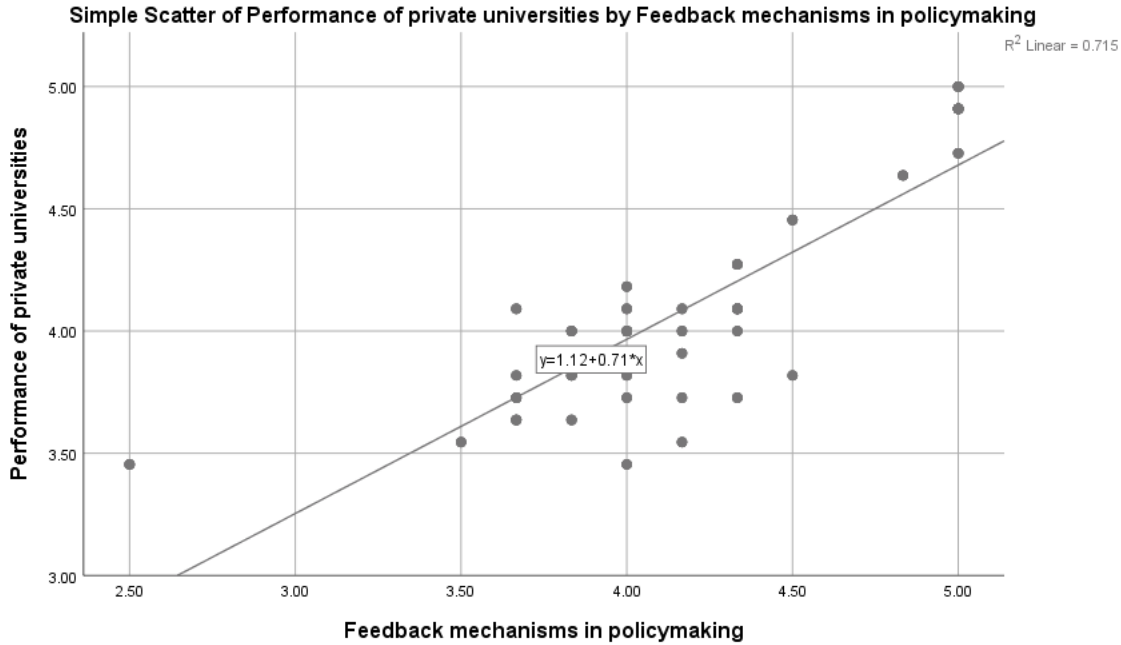


*Source: Survey (2024)*

As indicated in Figure 4.8, representative participation has a positive linear relationship with the performance of private universities in Kenya. The study findings imply that an increase in representative participation would result to an increase in the performance of private universities in Kenya. Also, the findings showed that representative participation could explain 5.80% of the performance of Kenyan private universities. This implies that representative participation is positively related with the performance of Kenyan private universities. The findings are in concurrence with Jenifer (2024) findings that representative participation significantly affects organizational performance

**FIGURE 4. 9**

**Scatter plot for the Feedback Mechanisms in Policymaking and Performance of Private Universities**

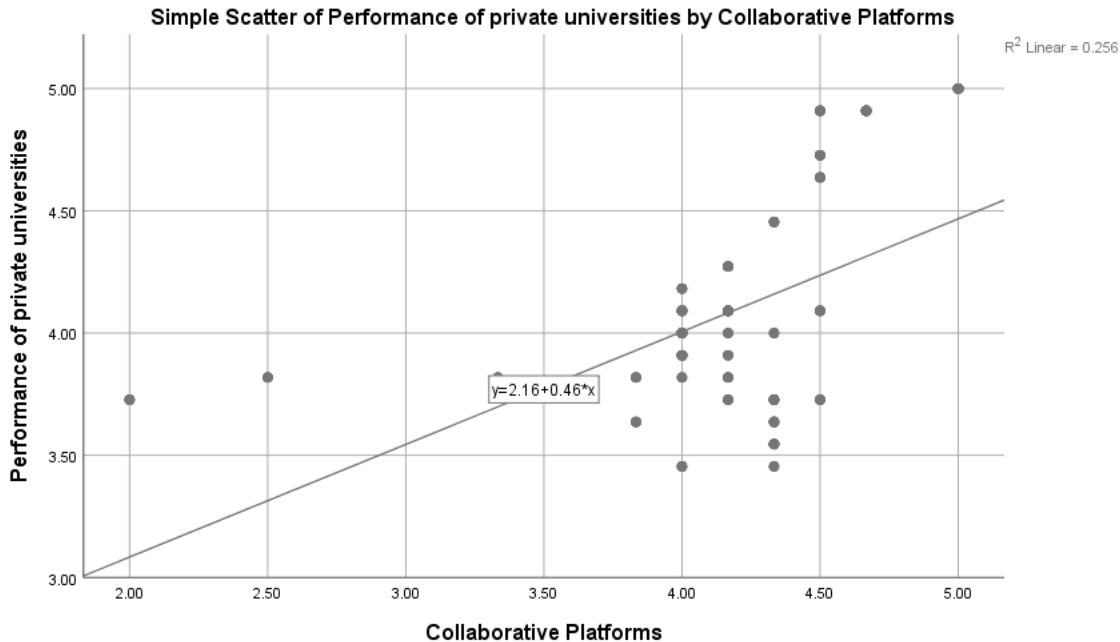


*Source: Survey (2024)*

As illustrated in Figure 4.9, feedback mechanisms in policymaking has a positive linear relationship with the performance of private universities in Kenya. The findings imply that an improvement in feedback mechanisms in policymaking would result to an improvement in the performance of private universities in Kenya. Also, the findings showed that feedback mechanisms in policymaking could explain 7.15% of the performance of private universities in Kenya. This means that feedback mechanisms in policymaking is positively associated with the performance of private universities in Kenya. The findings agree with Firgie (2024) observation that effective feedback mechanisms are crucial for enhancing employee productivity and overall performance in the company.

**FIGURE 4. 10**

**Scatter plot for the Collaborative Platforms and Performance of Private Universities**



*Source: Survey (2024)*

As illustrated in Figure 4.10, collaborative platforms has a positive linear relationship with the performance of private universities in Kenya. The findings imply that an improvement in collaborative platforms would result to an improvement in the performance of private universities in Kenya. Also, the findings showed that collaborative platforms could explain 2.56% of the performance of private universities in Kenya. This implies that collaborative platforms is positively related with the performance of Kenyan private universities. The findings are in agreement with Maalouf (2019) findings that collaboration significantly enhances organizational performance.

#### 4.5.1.4 Multicollinearity Test

A multicollinearity test refers to a statistical procedure utilized to assess the degree of correlation between independent variables in a regression model. Multicollinearity arises when two or more predictors are highly correlated, complicating the assessment of each variable's individual effect

on the dependent variable. The study utilized the Variance Inflation Factor (VIF) to evaluate multicollinearity. VIF is a statistical measure that indicates how much the variance of the estimated regression coefficients is inflated due to multicollinearity. The results are presented in Table 4.8.

**TABLE 4. 8**  
**Collinearity Statistics**

<b>Variable</b>	<b>VIF</b>	<b>1/VIF</b>
Inclusive decision making	1.575	0.635
Representative participation	3.318	0.301
Feedback mechanisms in policy making	3.026	0.330
Collaborative Platforms	1.168	0.856

*Source: Survey (2024)*

As shown in Table 4.8, the Variance Inflation Factor (VIF) results for the variables in the study are as follows: inclusive decision making (IDM) has a VIF of 1.575, representative participation (RP) has a VIF of 3.318, feedback mechanisms in policy making (FMP) has a VIF of 3.026, and Collaborative Platforms (CP) has a VIF of 1.168. The mean VIF is 2.272. Since all VIF values are well below the common threshold of 10, this indicates that multicollinearity is not a concern among these variables.

#### **4.5.1.5 Heteroskedasticity Test**

The Breusch-Pagan/Cook-Weisberg test was employed to assess heteroscedasticity. The null hypothesis of this test posits that homoscedasticity exists, indicating that the variance of the residuals remains constant across all values of the independent variables. The results were as shown in Table 4.9.

#### **Table 4. 9: Breusch-Pagan Test for Heteroskedasticity**

Breusch-Pagan/Cook-Weisberg test for heteroscedasticity

H0: Constant variance

Variables: fitted values of POU

Chi2(1) of 198.32

Prob>chi2 = 0.128

*Source: Survey (2024)*

As illustrated in Table 4.9, the p-value of 0.128 was greater than the significance level of 0.05, which suggests that there was homoscedasticity in the dataset. This is a favorable result for linear regression analysis because it means that one of the assumptions of classical linear regression (homoscedasticity) is met, and hence we can proceed with the analysis without the concern of heteroscedasticity affecting the validity of the results. Homoscedasticity indicates that the variability of the residuals is consistent and does not depend on the values of the independent variables.

#### **4.5.1 Correlation Analysis Results**

The Pearson product-moment correlation coefficient was used to evaluate the strength of the association among the independent variables. (inclusive decision-making, representative participation, feedback mechanism in policy making and collaborative platforms in policy making) and dependent variable (performance of private universities). The findings were as presented in Table 4.10.

**TABLE 4. 10**  
**Correlation Coefficients**

		Performance of private universities	Inclusive decision making	Representative Participation	Feedback mechanisms	Collaborative Platforms
Performance of private universities	Pearson	1				
	Correlation					
	Sig. (2-tailed)					
Inclusive decision making	N	251				
	Pearson	.430**	1			
	Correlation					
Representative Participation	Sig. (2-tailed)	.000				
	N	251	251			
	Pearson	.762**	.600**	1		
Feedback mechanisms in policymaking	Correlation					
	Sig. (2-tailed)	.000	.000	.000		
	N	251	251	251		
Collaborative Platforms in policy making	Pearson	.506**	.227**	.338**		
	Correlation					
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	251	251	251	251	251

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Survey (2024)**

The findings indicated that there is a significant positive coreelation between inclusive decision-making and performance of private universities in Kenya (r=0.430, p < 0.01). These findings collaborates Chukwuemeka (2020) observations that inclusive decision-making and performance of private universities are significantly correlated. The findings are also in line with López and Fernandez (2023) findings that organizations prioritizing inclusive practices experienced enhanced effectiveness in program implementation and community engagement.

The findings also indicated that there exists a positive and significant correlation between representative participation and performance of private universities in Kenya (r=0.762, p < 0.001). These findings concur with Mekonnen (2021) observations that there exists a significant correlation between representative participation and performance of private universities. The

findings are in line with Lee and Johnson (2022) who emphasized the significance of inclusive practices in promoting a productive workplace environment.

In addition, the study found that there exists a positive and significant correlation between feedback mechanisms in policymaking and performance of private universities in Kenya ( $r=0.846$ ,  $p < 0.001$ ). These findings are in agreement with Losike et al. (2022) observations that there exists a significant association between feedback mechanisms in policymaking and performance of private universities. The findings are in line with Ismaila et al. (2022) findings that feedback systems have a statistically significant impact on employee engagement.

Furthermore, the study found that there exists a positive and significant correlation between collaborative platforms in policymaking and performance of private universities in Kenya ( $r=0.506$ ,  $p < 0.001$ ). These observation align with Kobani (2020) observations that collaborative platforms in policymaking and performance of private universities are significantly correlated. The findings are in concurrence with Ikechukw (2020) findings that effective collaboration strategies had a significant positive effect on the profitability of small businesses in Enugu State.

#### **4.5.2 Regression Findings**

The four research questions were addressed using the multiple linear regression model to assess the extent to which the independent variables (inclusive decision-making, representative participation, feedback mechanism in policy making and collaborative platforms in policy making) predict the dependent variable (performance of private universities). The findings relating to the four research questions are presented in this section.

**TABLE 4. 11**  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881 <sup>a</sup>	.776	.772	.19837

a. Predictors: (Constant), Collaborative Platforms in policymaking, Inclusive decision making, Feedback mechanisms in policymaking, Representative Participation

**Source: Survey (2024)**

As indicated in Table 4.11, the Adjusted R-Squared for the link between employee participation in policymaking and performance among private universities in Kenya was 0.772 which means that 77.2% of the variation of dependent variable (performance of private universities) could be outlined by independent variable (inclusive decision-making, representative participation, feedback mechanism in policy making and collaborative platforms in policy making)

**TABLE 4. 12**  
**ANOVA Table**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.479	4	8.370	212.687	.000 <sup>b</sup>
	Residual	9.681	246	.039		
	Total	43.160	250			

a. Dependent Variable: Performance of private universities

b. Predictors: (Constant), Collaborative Platforms in policymaking, Inclusive decision making, Feedback mechanisms in policymaking, Representative Participation

**Source: Survey (2024)**

The omnibus F test for the regression was statistically significant ( $F = 212.7, p < 0.001$ ) indicating that the four aspects of public participation combined are statistically significant predictors of performance of private Universities. With an R-square of 0.772, the data shows that over 77% of the variance in performance of private universities can be attributed to the four aspects of public participation.

**TABLE 4. 13**  
**Multiple Linear Regression Results**

Regression coefficients						
Model		Unstandardized	Standardized	t		P-Value
		B	Std. Error	Beta		
1	(Constant)	0.547	0.153		3.584	0.000
	Inclusive decision making	-0.083	0.035	-0.089	-2.361	0.019
	Representative Participation	0.222	0.049	0.247	4.497	0.000
	Feedback mechanisms in policymaking	0.516	0.044	0.612	11.658	0.000
	Collaborative Platforms in policymaking	0.194	0.030	0.213	6.537	0.000

a. Dependent Variable: Performance of private universities

*Source: Survey (2024)*

Regression equation for the unstandardized coefficients was;

$$Y = 0.547 - 0.083X_1 + 0.222X_2 + 0.516X_3 + 0.194X_4$$

**Research Question 1:** To what extent does inclusive decision-making predict performance in private universities in Kenya?

As shown in Table 4.13, the study found that inclusive decision making was statistically significant predictor of performance ( $\beta_1 = -0.083$ ,  $p < 0.05$ ). The finding indicate a negative relationship between inclusive decision making and performance. Specifically, a one unit increase in decision making corresponds to 0.008 unit decrease in performance. The findings disagree with Walraven (2022) findings that inclusive decision making significantly affect performance of private universities in Kenya.

**Research Question 2:** To what extent does representative participation predict performance in private universities in Kenya?

The results in Table 4.13 also show that representative participation had a positive and significant effect on the performance of private universities in Kenya ( $\beta_2 = 0.222$ ,  $p < 0.001$ ). This implies that a unit increase in representative participation results to 0.227 increase in the

performance of private universities in Kenya. The findings agree with Mekonnen (2021) observations that representative participation significantly affects the performance of private universities in Kenya.

**Research Question 3:** To what extent does feedback mechanisms in policymaking predict performance in private universities in Kenya?

As shown in Table 4.13, the study also found that feedback mechanisms in policymaking had a positive and significant effect on the performance of private universities in Kenya ( $\beta_3=0.516$   $p < 0.001$ ). This means that a unit increase in feedback mechanisms in policymaking will lead to 0.516 increase in the performance of private universities in Kenya. The findings conform to Ochieng (2022) observations that feedback mechanisms in policymaking significantly affect the performance of private universities in Kenya.

**Research Question 4:** To what extent does collaborative platforms in policymaking predict performance in private universities in Kenya?

As Table 4.13 indicates, collaborative platforms in policymaking had a positive and significant effect on the performance of private universities in Kenya ( $\beta_4=0.194$ ,  $p < 0.001$ ). This implies that a unit increase in collaborative platforms in policymaking will lead to 0.188 increase in the performance of private universities in Kenya. The findings align with Ang'ana and Ongeti (2023) observations that collaborative platforms in policymaking significantly affect the performance of private universities in Kenya.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of the summary of study findings, conclusions and recommendations. The main study objective was to determine the link between employee participation in policymaking and performance among private universities in Kenya. Specifically, the study aimed to determine whether there exists a link between inclusive decision-making, representative participation, feedback mechanisms and collaborative platforms in policymaking and performance among private universities in Kenya.

#### **5.2 Summary of the Findings**

This section presents a summary of the study's findings in regard to the demographic information (gender, age, education level, duration of work, primary assignment in the institution and position held within the organization), the link between inclusive decision-making, representative participation, feedback mechanisms and collaborative platforms in policymaking and performance among private universities in Kenya.

##### **5.2.1 Demographic Information**

The study found that majority of employees at private universities were male, indicating a relatively advanced level of gender diversity within these institutions. In addition, the study found that, most employees were beyond the typical youthful age, suggesting a wealth of professional experience and stability, which could contribute to strong leadership and effective mentorship. The study also revealed that most employees were highly educated, possessing a solid foundation in specialized knowledge and skills. Further, the study found that many

employees had been working within their institutions for extended periods, which supported organizational continuity and efficiency. The study also revealed that majority of employees held administrative positions, ensuring smooth daily operations.

### **5.2.2 Inclusive Decision-Making and Performance of Private Universities**

The study found that there was a negative and insignificant link between inclusive decision-making and performance among private universities in Kenya. The study established that private university employees are consulted on matters that directly affect their work or responsibilities. The study revealed that private universities maintain ongoing communication with employees about important developments. Furthermore, the study found that there are regular opportunities for employees to engage with leadership in their institutions. The study found that private universities actively promote diversity in decision-making groups. In addition, the study findings indicated that diverse perspectives are well-represented in their organization's decisions.

### **5.2.3 Representative Participation and Performance of Private Universities**

The study found that there was a positive and significant link between representative participation and performance among private universities in Kenya. The study revealed that employees believe that the selection process for representatives in their organization is based on merit and qualifications. Also, the study found that private universities have a clear and transparent process for selecting representatives for decision-making roles.

The study established that employees trust that representatives are given the appropriate level of authority to carry out their responsibilities. The study found that in private universities, authority is effectively delegated to representatives to make decisions on behalf of their groups. The study

also revealed that representatives private universities are held accountable for the decisions they make on behalf of their groups.

#### **5.2.4 Feedback Mechanisms in Policymaking and Performance of Private Universities**

The study found that there was a positive and significant link between feedback mechanisms in policymaking and performance among private universities in Kenya. The study established that stakeholders are given sufficient opportunities to provide input before policies are finalized. The study also established that private universities systematically collect input from a wide range of stakeholders during the policy development process.

The study found that the evaluation of stakeholder feedback is conducted objectively and without bias. In addition, the study revealed that private universities thoroughly analyses the feedback received before making policy decisions. The study findings indicated that private universities demonstrate a commitment to incorporating stakeholder input into policy development. Moreover, the study established that the feedback provided by stakeholders is effectively integrated into the final policies.

#### **5.2.5 Collaborative Platforms in Policymaking and Performance of Private Universities**

The study found that there was a positive and significant link between collaborative mechanisms in policymaking and performance among private universities in Kenya. The study established that digital platforms are effectively used to gather input and feedback from stakeholders in the policymaking process. The study also established that employees find that digital platforms make it easier for stakeholders to participate in policymaking discussions. The study revealed that workshops are a valuable tool for bringing together diverse stakeholders in our policymaking process. The study revealed that workshops organized by their organization effectively foster

collaboration and idea-sharing among participants. Further, the study revealed that the task forces established by our organization work effectively to develop and implement policies.

### **5.3 Conclusions**

The study concludes that there exists a negative and insignificant link between inclusive decision-making and performance among private universities in Kenya. This implies increasing inclusive decision making (consultation, continuous engagement and diversity of representation) decreases the performance of private universities in Kenya.

Also, the study concludes that there exists a positive and significant link between representative participation and performance among private universities in Kenya. This implies that improving representative participation (selection of representatives, delegation of authority, and accountability and reporting) improves performance of private universities in Kenya.

The study further concludes that there exists a positive and significant link between feedback mechanisms in policymaking and performance among private universities in Kenya. This implies that enhancing feedback mechanisms in policymaking (collection of input, analysis and evaluation and integration into policy development) enhances performance of private universities in Kenya.

The study concludes that there exists a positive and significant link between collaborative platforms in policymaking and performance among private universities in Kenya. This implies that enhancing collaborative platforms (digital platforms, workshops and task forces) enhances performance of private universities in Kenya.

#### **5.4 Recommendations**

The study found a negative and insignificant link between inclusive decision-making and performance among private universities in Kenya. private universities in Kenya should enhancing employee engagement through regular feedback mechanisms and surveys to foster a sense of ownership. Increasing transparency about how employee input influences decisions was emphasized to build trust and motivate participation. Training programs for leaders on inclusive practices were suggested to better integrate diverse perspectives. Additionally, universities were encouraged to seek out underrepresented voices and assess their decision-making processes for barriers to participation. Finally, fostering a collaborative culture and establishing metrics to monitor the impact of inclusive decision-making on performance were also recommended.

The study found a significant positive link between representative participation and performance at private universities in Kenya. The study recommends that these institutions uphold and enhance their transparent, merit-based selection processes for representatives. To build on existing trust and effectiveness, universities should ensure representatives are granted appropriate authority and receive adequate support and resources. Clear mechanisms for reporting decisions back to the groups should be maintained and refined. Additionally, the study recommends that universities should regularly review and strengthen accountability measures to ensure representatives are held responsible for their decisions.

Further, the study found a significant positive link between feedback mechanisms in policymaking and performance among private universities in Kenya. The study recommends that universities should continue to enhance their practices for soliciting stakeholder input before finalizing policies. Private universities should have a systematic, inclusive approach to collecting and transparently managing feedback from diverse stakeholders is essential. Objectivity and

thorough analysis of all feedback are crucial before making policy decisions. Regularly reviewing and refining methods for integrating stakeholder input, and clearly communicating how this input has influenced policy outcomes, will help build trust and engagement.

The study found that there was a positive and significant link between collaborative mechanisms in policymaking and performance among private universities in Kenya. The study recommends that private universities should continue to leverage digital platforms to efficiently gather stakeholder input and feedback, enhancing ease of participation in policymaking. Workshops should be maintained as a key tool for uniting diverse stakeholders, with a focus on optimizing their format to further encourage collaboration and idea-sharing. Universities should ensure that task forces remain composed of experts with the right skills to address specific policy issues effectively. Regular reviews of digital platform usage and workshop effectiveness, along with ongoing assessment of task force composition, will help sustain and enhance the policymaking process.

### **5.5 Recommendations for Further Research**

The main aim of the study was to determine the link between employee participation in policymaking and performance among private universities in Kenya. Nonetheless, the study drew its limitations to private universities in Kenya and therefore the results cannot be generalized to public universities in Kenya. As a result, the study recommends that more studies should be conducted to determine the link between employee participation in policymaking and performance in public universities in Kenya. In addition, the study established that inclusive decision-making, representative participation, feedback mechanisms in policymaking and collaborative platforms in policymaking can explain 77.2% of performance of private

universities. As such, more studies ought to be done to determine other links between employee participation in policymaking and performance among private universities in Kenya.

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## APPENDICES

### Appendix I: Introduction Letter

Dear Respondent,

I am a researcher at KCA University currently conducting a study on **Employee Participation in Policymaking and the Performance of Private Universities in Kenya** as part of the requirements for my master's degree. This study is intended purely for academic purposes, and all responses will be treated with strict confidentiality.

Your honest and thoughtful response will be highly appreciated..

Thank you for your participation.

Sincerely,

Mercy D. Epiche

Registration No. 20/02975

## Appendix II: Questionnaire

### Introduction:

Thank you for taking part in this research survey. This survey aims to gather information about the influence of employee participation in policymaking on the performance of private universities in Kenya. Your responses will contribute to a better understanding of these issues. Please answer the following questions honestly and to the best of your knowledge.

### Section A: Demographic Information:

1. Gender:

Male  Female

2. Age:

18 to 25 years  26 to 35 years

36 to 50 years  Over 50 years

3. Education level:

Diploma  Undergraduate degree

Master's Degree  PhD

Others (specify) .....

4. How long have you been working in your organization?

Below 5 Years  5 to 10 Years

11 to 15 Years  16 to 20 Years

More than 20 Years

5. What is your position in your organization? .....

**Section B: Inclusive decision-making**

6. This section seeks to obtain information on inclusive decision-making in private universities. Please indicate the extent to which you agree with the following statements where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represents Agree, and 5 represents Strongly Agree.

	<b>Consultation</b>					
1.	I am consulted on matters that directly affect my work or responsibilities.					
	<b>Continuous engagement</b>					
2.	Our organization maintains ongoing communication with employees about important developments.					
3.	There are regular opportunities for employees to engage with leadership in our organization.					
	<b>Diversity of representation</b>					
4.	I believe that diverse perspectives are well-represented in our organization’s decisions.					

7. How else does inclusive decision-making influence performance of private universities in Kenya

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**Section C: Representative participation**

8. This section seeks to obtain information on representative participation in private universities in Kenya. Please indicate the extent to which you agree with the following statements where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represents Agree and 5 represents Strongly Agree.

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<b>Selection of Representatives</b>					
1.	Our organization has a clear and transparent process for selecting					

	representatives for decision-making roles.					
2.	I believe that the selection process for representatives in our organization is based on merit and qualifications.					
<b>Delegation of Authority</b>						
3.	In our organization, authority is effectively delegated to representatives to make decisions on behalf of their groups.					
4.	I trust that representatives are given the appropriate level of authority to carry out their responsibilities.					
<b>Accountability and reporting</b>						
5.	Representatives in our organization are held accountable for the decisions they make on behalf of their groups.					

9. How else does representative participation influence the performance of private universities in Kenya?

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**Section D:Feedback mechanisms in policmaking**

10. This section seeks to obtain information on feedback mechanisms in policmaking in private universities in Kenya. Please indicate the extent to which you agree with the following statements where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represents Agree and 5 represents Strongly Agree.

		1	2	3	4	5
<b>Collection of Input</b>						
1.	Our organization systematically collects input from a wide range of stakeholders during the policy development process.					
2.	Stakeholders are given sufficient opportunities to provide input before policies are finalized.					
<b>Analysis and Evaluation</b>						
3.	Our organization thoroughly analyzes the feedback received before making policy decisions.					
4.	The evaluation of stakeholder feedback is conducted objectively and without bias.					
<b>Integration into Policy Development</b>						
5.	The feedback provided by stakeholders is effectively integrated into the final policies.					
6.	Our organization demonstrates a commitment to incorporating stakeholder input into policy development.					

11. How else does feedback mechanisms in policymaking influence the performance of private universities in Kenya?

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 .....  
 .....

**Section E: Collaborative platforms in policymaking**

12. This section seeks to obtain information on collaborative platforms in policymaking in private universities in Kenya. Please indicate the extent to which you agree with the following statements where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represents Agree and 5 represents Strongly Agree.

		1	2	3	4	5
	<b>Digital platforms</b>					
1.	Digital platforms are effectively used to gather input and feedback from stakeholders in the policymaking process.					
2.	I find that digital platforms make it easier for stakeholders to participate in policymaking discussions.					
	<b>Workshops</b>					
3.	Workshops are a valuable tool for bringing together diverse stakeholders in our policymaking process.					
4.	The workshops organized by our organization effectively foster collaboration and idea-sharing among participants.					
	<b>Task forces</b>					
5.	The task forces established by our organization work effectively to develop and implement policies.					

13. How else does collaborative platforms in policymaking influence the performance of private universities in Kenya?

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 .....  
 .....

**Section F: Performance of Private Universities**

14. This section seeks to obtain information on performance of private universities in Kenya. Please indicate the extent to which you agree with the following statements where 1 represents Strongly Disagree, 2 represents Disagree, 3 represents Neutral, 4 represents Agree and 5 represents Strongly Agree.

		1	2	3	4	5
	<b>Research publications</b>					
1.	Our university produces a significant number of high-quality research publications.					
2.	There is strong support for faculty and students to engage in research activities and publish their work.					
	<b>Enrollmen rates</b>					
1.	Our university has experienced consistent growth in student enrollment over the past few years.					
2.	The university's programs and courses are attracting a diverse and increasing number of students.					
	<b>Graduation rates</b>					
1.	The graduation rates at our university are high, indicating student success and satisfaction.					
2.	Students at our university typically graduate on time, reflecting the effectiveness of our academic programs.					