

FACTORS INFLUENCING TRAINING COSTS IN UNIVERSITY COLLEGES IN KENYA: A CASE OF MURANG'A UNIVERSITY COLLEGE

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ABSTRACT

The study sought to find out the factors influencing training costs in university colleges in Kenya a case of Murang'a University College. This was occasioned by the fact that the university colleges charge different amounts in terms of the fees apportioned to the varying study programmes. The university colleges have different parameters and standards which they use to determine the amounts of fees charged. The different programmes in the university colleges equally are a motivating factor as regards the training costs determination. There is a government policy guiding and defining the amounts of fees payable for the government sponsored undergraduate programmes while the self sponsored programmes in the university colleges are tailor made to suit the demands and dictates of the target markets mainly from an income generating perspective. This brings along a great variation in the training costs driven by the underlying factors. The variables guiding the study were: - the courses offered, the budgetary provisions, students enrollment and the course duration. The study had an emphasis of finding out how the variables influenced the costing for training. The study employed a descriptive research method and the population of interest to the study were members of the non-teaching staff working in the departments of finance, administration and quality assurance and members of the teaching staff. Data was collected by use of questionnaires to gather primary data and secondary data was accessed by way of interrogating the institution's records. Data analysis entailed descriptive and inferential statistics. The study had the following findings: - most of the respondents considered the relationship between the

demand for programmes and the cost for training to be highly correlated, budgetary appropriations played a significant role on the training costs determination, the students' enrolment influenced training costs. The enrolment of students into the university colleges assured them of constant and sustained revenue accruing from the fees paid by them for the services offered and the time taken to complete an academic programme had an influence on training costs determination. In the event of long programmes, longer time was taken and the cost of actualizing the programme ultimately went higher when pegged on the periods of time expended in actualizing the services. The study made the following recommendations: - university colleges should structure their training programmes and courses in a manner that appeals to the target niche markets. This is because findings from the current study have confirmed that the clientele have no inhibitions about paying high fees for particular academic programmes that they require. University colleges should seek to have their budgetary appropriations aligned and made to fit the demands of the programmes that they have on offer. They should seek to have all the monies appropriated for particular vote heads strictly adhered to and spent on them to ensure that the consumers of the services get value for money. University colleges should seek to have modalities in place that ensure basic provisions for attracting students to take up their programmes. They should equally ensure that the quality of the services offered is upheld despite of the enrolment levels. The university colleges should seek to synchronize the course duration to the amounts of fees charged. This is driven by the fact that in many instances the university colleges have other

underlying factors motivating the amounts of fees charged for particular programmes.

Key Words: *training costs, parameters and standards, amounts of fees charged,*

programs in the university, government policy, courses offered, budgetary provisions, students enrollment, course duration

INTRODUCTION

Training costs are the administrative, tuition, clerical and allied expenses that have a direct relationship with the achievement of the ultimate aim of the realization of training for the participants undertaking the programmes (Brooks, 2011). The costs are unavoidable and are requisites which have to be achieved for the fruition of the programmes at hand. They have a direct bearing on the success of the academic programme and the institutions have to incur them under all circumstances.

Training costs are determined by institutions capacity to pay consultants who design the programmes at hand. The acquisition of facilities, hiring of premises and meeting of recurrent expenditures is a factor that influences and determines the training costs of an institution (Chapman, 2011). Capacity to engage in research activities by the institutions of learning equally influences the costs expended by the institutions. It affects the costing for services and the ability of the institutions to price their services. The administrative costs which take charge of institutional running are a factor which influences the training costs in a big way. The salaries and emoluments for members of staff, per-diems for personnel and related costs as regards the human resource component are a key determinant of training costs. This is because the institutions are dependent on the personnel handling the programmes.

Training costs are defined by many underlying factors chiefly being the economic factors in the jurisdiction that the institution is located. Many leading colleges internationally have the consumer behavior as a leading factor in the determination of training costs (Hazelkon, 2011). The consumer behaviour which is a key underlying factor as regards the capacity of the institution to attract persons interested in the academic programme has always been defined as a key motivator of training costs.

The interests and exchange rate practices especially in the event for a bias for overseas students equally plays an integral role in the determination of training costs (IFC, 2012). Institutions with a focus of attracting international students always have the exchange rates and the interest rates playing critical roles. This is because the bulk of the students will always get attracted to an institution owing to its capacity to guarantee them value for money in comparison to the relative costs in their home countries.

Taxation issues in the countries hosting the colleges are equally a key parameter in the determination of training costs. The need to raise revenue for countries whereby the institutions are located is always a key imperative in the determination of training costs (MacDonald, 2009). The ground taxation issues as motivated by the jurisdictions capacities and abilities to generate

revenue for themselves are thus a key driving and motivating factor in the determination of training costs by the institutions.

Presence of international partnerships and the need to forge external markets is a key driving factor in the determination of training costs. The need to satisfy international needs as driven and motivated by various interests is a key motivating factor in the determination of training costs. The presence of groups of colleges offering similar programmes and with hitherto allied capacities is a critical component of training costs determination (Mbwagana, 2011). The Ivy league of colleges and schools and related concerns with wings spread across Europe and America have a common policy as regards training costs earmarked for a particular cadre of students.

The economic environment with regard to the purchasing power of the populace at a particular time is equally a key defining factor as regards training costs determination. The periods of recession cause persons affected by the event to have diminished purchasing power. This occasion the populace risk of failure to afford some external services and basics in society (Sanderland, 2010). The institution may thus have the training costs guided and governed by the policy of seeking to ensure equity and capacity of the students to afford the training programmes.

Many African countries have the type of institution being the greatest motivating factor as pertains training costs determination. The type of institution and the business model on which it operates determines the cost of programmes. In the event of public universities, the cost of training is many at times cheaper than the private universities whose core motivation is the realization of profits (Omondi, 2010). A look at many institutions of higher learning shows that the private universities have training costs driven by the business models and the niche markets targeted by the institutions while the public institutions have a focus on conferring equity and a sense of balance to the populace.

Training costs in the institutions of higher learning in the East Africa region are driven by varying parameters. The greatest motivating factor in the training costs determination is the type of institution and its core target market. The programmes offered by the institutions and the financial position of the institutions are equally key motivating factors (Kukubo, 2011). In all the member countries of Kenya, Uganda and Tanzania, we have the individual states having different systems of education and this has a defining mark on the determination of the entry point to the universities and allied institutions of technical education and higher learning.

Since independence, young and old Kenyans have sought for affordable and quality Education. Education is taken as a gateway to better life and development for a country as attested by the Government blue print of vision 2030. This vision envisages Kenya to be a highly industrialized country by the year 2030. To realize this vision the need to avail quality affordable and relevant education to Kenyans has been a desire for the Kenya Government. The current high levels of poverty in Kenya and poor economic performance have impacted negatively on the education and training, making them unaffordable and out of reach for the majority of households (Republic of Kenya, 2010).

The institutions offering higher education programmes in the country have disparities with regard to the amounts of monies charged in terms of fees payment. This is mainly driven by the costing regimes that they employ to arrive at the fees chargeable. Many private institutions are driven by their commercial interests which define their business models all geared towards the realization of profits by the business concerns. This situation brings out the element of a great divide between the public and private institutions. The public institutions have standards which define the tuition fees payable and allied incidental costs charged to the students driven by varying parameters like the course taken, the duration and the cost of materials in the instruction and learning programmes (Republic of Kenya, 2011).

Technical Education which even at the best at times is often over looked has been particularly affected. The poor constitute about half the population of Kenya. Almost one in every two Kenyans comes from poor households (poverty reduction strategy paper 2001 – 2004). Due to these and many other factors, a large number of those who complete Primary and Secondary Education cannot afford to join the TIVET programmes. Statistics available show that in the year 2007 there were 8 million children at Primary level, over 1,000,000 at Secondary, 100,000 at Tertiary level including Private training and about 60,000 at university (Republic of Kenya, 2003).

Murang'a University College is a brain child of Murang'a Harambee development fund founded by the people of Murang'a. It was established in 1970 under a trust of deed. It was the first institute of technology in Kenya. Through Murang'a University college order, legal notice no.129 of September 2011 it was uplifted to Murang'a University College. The institute has for the last 41 years trained business, science and technology programmes. It has seven academic departments, five support departments and a production unit. It has a total of one thousand and two hundred students, one hundred and twenty-one teaching staff and one hundred and ten non-teaching staff. The university college is capable of accommodating one thousand and seven hundred students. One of the major factors contributing to this low enrollment is the high cost of training students. The institute's vision is to be a university college of excellence in training, research and innovation for socioeconomic development (Republic of Kenya, 2003).

STATEMENT OF THE PROBLEM

Most University Colleges including Murang'a University College have been suffering from high costs incurred in training students. They have also suffered from huge debts incurred due to students' fees arrears. Students may enroll and in the course of their study fail to rise fees. They end up withdrawing prematurely or transfer to other colleges that charge lower costs (Brooks, 2011). However there exist problems since most institutes have not embraced the concept of assessing training costs while others have put it in a policy but have not implemented it. In the performance contract for university colleges, one of the criteria categories is cost reduction. This is because the Government has noted that there is a problem in managing and controlling in these institutions. The students in the same university colleges are charged different costs in form of fees yet they use the same facilities and the same services (Chapman, 2011). There is a big variation in the costs charged for different academic programmes in university colleges and institutions of higher learning. The public and private institutions of training have different

costing regimes for the programmes. The strategic planning for different institutions, the aspect of commercialization and commoditization of academic programmes heavily influence the costing and pricing regimes for the different programmes offered by the institutions. The situation of institutions targeting different niche markets for the regular and self-sponsored students is equally a factor as regards variation and determination of training costs.

GENERAL OBJECTIVE

The general objective was to assess the factors influencing training costs in University College, a case of Murang'a University College.

SPECIFIC OBJECTIVES

1. To assess to what extent courses offered influence training costs
2. To analyze the effect budgetary appropriations influence training costs
3. To establish the impact of students' enrolment influence training costs
4. To assess to what extent course duration influence training costs

THEORETICAL ORIENTATIONS

Cost Benefit Analysis Theory

The cost benefit analysis theory as premised by Alfred Marshal in the year 1999 argues for the need to look at the broader social picture as one factors the benefits accruing from a programme to the greater society and good. The cost benefit theory identifies with the study which seeks to find out the factors influencing training costs in university colleges in Kenya (Chapman, 2011).

The training costs are pegged on the capacity of the institutions to have carried out a survey on the market dynamics and determined the particular courses to offer as driven and demanded by market forces. This is with a view of conferring maximum benefit to the society at large and having it get the best in terms of benefit and at a cost which is worth the service in terms of value accruing from it (Drury, 2008).

The budgetary appropriations for the university colleges are driven by varying dynamics. The essence of having all the vote heads allotted monetary value which is in line with the demands and dictates of the service at hand. This is arrived at after a thorough scrutiny of the votes and appropriation of monetary values to them driven by the factor of having budgetary provisions which are commensurate to the tasks at hand. This ensures that the university colleges have adequate provisions in the varying vote heads enough to run the programme to the end of the allotted time for the benefit of persons undertaking the programs (Aguti, 2012).

The enrolment of students in the university colleges is driven and motivated by varying intrinsic factors. Chiefly among the factors that determine the students enrolment is the cost benefit analysis on the programmes at hand. The student will evaluate the overall cost of undertaking the

programme vis-à-vis the greater good in terms of attainment of benefit and of the academic qualifications with regard to personal growth and development (Frank, 2005).

Enrolment of the students in terms of population is equally a factor that may influence the training costs. The university colleges may undertake to evaluate and assess the cost of training one student vis-a-vis the element of critical mass. The persuasion of numbers in terms of the population of students may play a great role in influencing and determining the training costs for a particular program (Gakuu, 2011).

The length of time as regards the span of duration taken to undertake a particular programme may equally influence training costs. The university colleges carry out a cost benefit analysis on the span of time taken to actualize the programme and the costs expended with an aim of determining if the time impacts on the ability of the college to host and run the programs in totality (Hazelkon, 2011).

The Price Theory

The price theory as fronted by Stiglitz in the year 2006 argues that the prices of goods and services are influenced by the forces of supply and demand. The theory identifies with the study because the same applies to the dynamics that motivate the demand and supply of academic programmes. The price of goods and services is heavily influenced by the value to which the person consuming the services attaches to it. The higher the value the higher the price of the good and service and vice-versa. The same applies to the academic programmes offered by universities colleges. Premium programmes like law and medicine are heavily priced in comparison to the arts programs (Mbwagana, 2011).

The price of goods and services is also influenced by the cost of production. In the case of the study the training costs are appropriated. The costs of employing the clerical officers, teaching and non-teaching staff, costs of stationery and allied consumables influence the cost of training a participant in a field of study. This holds a great sway and influence the costs of training in the university colleges. The price theory thus aptly captures the thrust and import of the study. It identifies well with the opportunity of training costs for the university colleges as driven and dictated by the dynamics of value costs of production and the economies of scale as influenced by the student enrolment levels (Mbwesa, 2011).

Consumer Choice Theory

The consumer choice theory as postulated by Silberg in the year 2001 states that the preferences by a consumer dictate the expenditure towards given commodities and services. It identifies well with the study; this is because the aspect of choice as driven by inherent attributes in a product or service has a key role to play as regards the influencing of consumer preferences. In the case of the study, factors influencing the training costs in a particular institution hold a major sway as regards the determination of the costing for services (Mukhebi, 2008).

The element of substitution equally as premised by Silberg 2001, plays a critical role in the influencing of consumer choices. In the situation of training programmes, the capacity of the

institution to substitute one programme with the other may motivate a potential student to take it. The aspect of income and the inequalities factors as regards social-economic endowment also plays a role in the consumer preference and it's a great motivating factor as regards the choice of programmes. The theory thus identifies well with the study with regard to the aspect of having varying underlining factors influencing the training costs. This is because the element of costs is a great motivating factor as regards consumer preference.

The choice of training programmes as influenced by the consumer preferences may be hinged on the particular courses offered by the universities colleges. This is because the trainee student will only enroll in an institution because it offers their programme of choice. The budgetary appropriations may influence the pricing for the programme. In this case, the event of price may heavily tilt the scales as regards the choice of program. This is equally angled towards influencing consumer preference in a big way (Omondi, 2010).

The student's enrolment with regard to the economies of scale may equally influence the costing regimes for the university colleges. This affects the element of pricing directly and influence consumer preference on the choice of programme as motivated by the training costs. The course duration with regard to the length of time taken may equally influence the costing of the programmes. The course duration with regard to the intensity of the programme and duration of time taken may equally play a critical role on the determination of training costs with regard to time and the consumables expended. This may play a great role as regards influencing the consumer preference as regards programmes motivated by training costs (Otieno, 2011).

Innovation Theory

The study was premised on the innovation theory as postulated by Roffhtan in the year 2009. The theory calls for innovation in the aspects of financing public programs in all facets. The financing of public expenditure programs require a great sense of innovation on the part of the players in the activities there in. The theory originated from the countries which have membership in the European Union. The countries bank on the good will motivated by innovation in the realization of their programs in different spheres of the economies requiring the governments to spend money to finance the programs (MacDonald, 2009).

One key area that requires heavy capital expenditure is the field of higher education financing which covers the public universities. The institutions have been given autonomy as regards their capacities to innovate and come up with distinctive programs requiring minimal government capital infusion in the name of subsidies and grants. This has always given the institutions freedom to undertake activities capable to generate additional revenues for them and supplement money paid by the students in form of school fees (Kidombo, 2012).

This key component makes the financing of the academic programs heavily subsidized by the different activities undertaken by the institutions. It lowers down the training costs accruing to the learners owing to the benefits passed over to them. The countries thus have the cost of training by member states operating within the jurisdiction of the European Union determined by the individual institutions capacity to innovate (Sanderland, 2010).

The same scenario has been aptly replicated in our country Kenya. Following the coming into force of structural adjustment programs put in place by the Bretton Woods institutions, the government was heavily constrained of budgetary provisions with regard to funding to subsidize higher education programs in public universities. This forced the affected institutions to innovate and identify alternative sources of revenue as opposed to being wholly dependent on government grants for their academic programs. This encouraged the putting up of production units and allied enterprise activities like the module two programs all geared towards raising funds to shore up the capacities of the institutions (Chapman, 2011).

The ability of the individual institutions to self-finance their programs has been the greatest motivating factor in influencing and determining the training costs in the higher education programs. This is mainly driven by the capacity of the institutions to innovate and arrive at programs which help subsidize the costs of training in the public universities. The theory thus identifies well with the study which seeks to assess the factors influencing training costs in university colleges in Kenya, a case of Murang'a University College (Kukubo, 2011).

RESEARCH METHODOLOGY

Research Design

The study used a descriptive survey research design to assess the factors influencing training costs in university colleges in Kenya a case of Murang'a University College. According to Khan (2006), a descriptive survey is a method of collecting information by way of interviewing or the administration of tools to a selected sample. It is mainly used to collect information, which pertains people's opinions, attitudes, habits or any variety of social issues. This design was considered worthwhile for the study because the researcher collected, interrogated, analyzed and reported information, as it existed on the ground without any undue influence over the variables guiding the study.

Study Population

The study had all the members of the administration, finance and quality assurance departments and teaching staff as the population of interest to the study. The study population constituted members of the administration finance, quality assurance and teaching staff who were all one hundred and seventy-four in number.

Sampling Methods and Procedures

The stratified random sampling method was used for data collection purposes. The categories of the population served as the strata for the study with an emphasis of the cadres involved. They were the members of the administration, finance and quality assurance department and the teaching staff. The sampling procedure was considered appropriate because the researcher had an emphasis of getting an even representation from across the institution (Kombo, 2006). The researcher sought to get an equal representation of all the categories so as to avoid bias in terms of the sampled population. 50% of the study population was considered adequate and representative enough for the study. The respondents were selected by way of simple random

sampling. The research had a sample size of eighty-eight respondents who were subjected to the data collection instruments in the wake of gathering information for the study.

Data Collection Instruments

The study used questionnaires and secondary data for the purpose of gathering information for the study. The study had questionnaires, which were used to collect data from the members of staff. The questionnaires were considered worthwhile because they had the capacity to handle a large population of respondents. The questionnaires equally had the benefit of being self-administered. Questionnaires were anonymous thus confidentiality was upheld and they were standardized for the purpose of easing the data analysis procedures (Orodho, 2005). The questionnaires had both closed and open-ended questions.

Data Collection Procedures

Prior to embarking on data collection, the researcher pre-tested the questionnaires in an institution with similar structures like Murang'a University College which was the Kirinyaga University College for the purpose of improving the reliability of the instrument. Changes were made on the questions where appropriate after the pilot study. Validity is the degree to which a test measures what it implies to be measuring. Validity can also be said to be the degree to which results obtained from analysis of data actually represent the phenomenon under investigation (Best & Khan, 2006). The researcher tested the face and content validity of the questionnaire. Face validity is in relation to the misunderstanding or misinterpretation of the question. This was checked by way of employing the pre-testing method. Content validity on the other hand refers to the capacity of the instrument to provide adequate coverage of a topic. Adequate preparation of the instruments under the guidance of the supervisors, expert opinion and pre-testing of the open-ended questions helped establish the content validity. Reliability is a measure of the extent to which an instrument will consistently yield the same result after being administered several times to the same respondents (Orodho, 2005). To establish the reliability of the research instruments, the test retest method whereby the pilot study respondents were issued with questionnaires for them to fill and the same questionnaires were subjected to a retest to see how the response were. The reliability coefficient was computed using Pearson's Product Co-relation Co-efficient

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

Where: r = Pearson co-relation co-efficient; x = results from the first test; y = results from the second test; N = Number of observations

The permission to conduct the research was sought from the National Council of Science and Technology. The researcher thereafter sought clearance from the Murang'a East D.E.O's office

and requested for an introductory letter to the target respondents. The researcher hand delivered the questionnaires to the target respondents and collected them one week later which was considered adequate enough for the respondents to fill in.

Data Analysis and Reporting Procedures

Data analysis entailed both quantitative and qualitative procedures. Quantitative data analysis required the use of computer spreadsheets and the Statistical Package for Social Sciences (SPSS) version 18 was used. Martin and Acuna, (2002) attested that the SPSS package is able to handle enormous volumes of data and given its wide array of statistical procedures which are purposefully designed for social sciences; it is considered appropriate for the task. The procedures entailed the application of statistical tests like chi-square, spearman rank order, t-test and allied inferential statistics. Qualitative data entailed analysis with a view of understanding the import of the information divulged by the respondents and aligning it to the documented data from previous research on the factors influencing the training costs in University Colleges, a case of Murang'a University College. The regression analysis was carried out to identify the variables that significantly affect the training costs in university colleges. The independent variables (courses offered, budgetary appropriations, students enrolment and course duration) were regressed with the dependent variable (training costs). The regression results provided the contribution of each independent variable to the variation of the dependent variable. The regression model was as shown below.

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

Where: Y=Training costs; α = Constant; X_1 = Courses offered; X_2 =Budgetary appropriations; X_3 = Students enrolment; X_4 = Course duration; e = Error term

RESEARCH RESULTS

Influence of courses offered on training costs

The study found out that most of the respondents considered the relationship between the demand for programmes and the cost for training to be highly correlated. This is attributed to the fact that a large percentage of the respondents (71%) were of the opinion that demand for programmes influenced the training costs to a great extent. The prestige associated with an academic programme equally came out as a factor which influenced the training costs. The response shows that all the respondents were of the opinion that the prestige inclined students to particular courses with 54% of the respondents being of a very high opinion while 46% had a fair opinion. This confirmed that regardless of the cost implications, the prestigious courses still commanded a good following from the target clientele. This reinforced the view that the courses offered influenced the training costs more so driven by the perceived prestige which overrides the costs of training and the high fee charged did not deter students who wanted to take the programs. The respondents by the university staff concurs with research done by (Burnside, 2009) who argued that demand for the courses offered by various institutions of higher learning greatly influences the cost of training the participants. Surveys conducted in Northern Carolina in the United States of America showed that academic programs which were highly valued and

esteemed in the job market had greater demand in terms of many individuals seeking to enroll for the same. This ultimately drove up the cost of training owing to the associated constraints in capacity. This came out as a critical factor especially in programs which were not available in the developing countries like aeronautical engineering, specialized programs in information technology and medicine.

Influence of budgetary appropriations on training costs

The study found out that budgetary appropriations played a significant role on the training costs determination. In the event of availing government grants and subsidies, the university college was able to plan and budget for its financial obligations owing to presence of assured funding. The responses by the respondents showed that they affirmed that availability of grants highly influenced training costs at 68% and fairly at 32%. This was confirmed by the researcher in the wake of accessing secondary information which showed that since the advent of the college admitting the joint admissions students, the university college had reduced financial constraints. This had been facilitated by the assurance in terms of the funds allocated to the college to cater for the joints admissions boards' students. The donor support in terms of facility upgrade, machinery provision and materials facilitation equally came out as a factor which influenced the training costs determination driven by the budgetary appropriations for the same. The responses concurs with studies conducted by (Kidombo, 2012) who was of the view that African countries have the challenge of extreme budgetary deficits as regards public expenditure. Financing of the public higher education learning programmes has mainly been hinged on donor support and provisions made by the development partners. The advent of the structural adjustment programmes caused many African countries to re-invent their academic programmes owing to the reduced funding provisions. This has been a challenge as regards the apportioning of costs to the training programmes and it has forced the consumers who are the students to bare the cost of financing thus making the academic programmes expensive.

Influence of students' enrolment on training costs

The study found out that students' enrolment influenced training costs. This is because the enrolment of students into the university colleges assured them of constant and sustained revenue accruing from the fees paid by them for the services offered. At the same time, the study established that the enrolment levels did not heavily influence training costs taking into account that at the advent of an academic year regardless of the drop outs and discontinuation by students, the fees charged were not adjusted. This was confirmed in the wake of the data collection exercise whereby many of the respondents were of the opinion that enrolment levels did not directly impact on training costs at 54%. The respondents were equally of the opinion that there was no variation of training costs on the instances of high and low enrolment at 91%. The responses by the staff concurs with studies carried out by (Aduda, 2011) who argued that capacity to finance programmes and training costs in terms of the requirements to pay for the recurrent expenditure and administration costs dictates that an institution should have a good enrolment of students in terms of population. Situations whereby the population of students is minimal or low may not warrant the meeting of the requisite costs. The institutions are many at times forced to engage in massive enrolment geared towards realizing the numbers in terms of

the critical mass at the expense of offering quality programmes (Aduda, 2011). The enrolment may aid grow the population and drive down the costs at the expense of quality.

Influence of course duration on training costs

The study found out that the time taken to complete an academic programme had an influence on training costs determination. In the event of long programmes, longer time was taken and the cost of actualizing the programme ultimately went higher when pegged on the periods of time expended in actualizing the services. The respondents confirmed that the time taken to complete an academic programme was a factor in training costs determination at 79%. The respondents were equally of the opinion that variations of costs were motivated by the length of the training period at 88%. This confirmed that the course duration was a critical factor in training costs determination. This concurs with Arora (2009) who noted that the prestige associated with the high valued professional qualifications accruing from a program was equally a factor that influenced training costs determination. This is because the analysis of the fees structures for the different schools within the university college showed disparities in the various programs on offer. The disparities can be closely linked to the preference for the particular programs mainly associated with the prestige that the professional qualifications accorded to the students on the completion of the program. This makes some craft and certificate programs to be more expensive than the undergraduate programs and some diploma programs to be equally more expensive than degree program as well.

REGRESSION ANALYSIS

Table 1: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.811	.657	.637	.294	.657	33.222	3	76	.000

a Predictors: (Constant), duration of time taken to complete an academic year a factor in costing for programmes, effect of budgetary appropriations for the institution on training costing , students enrolment as a factor that determines the costing for the training

Table 2: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.625	3	2.875	33.222	.000(a)
Residual	4.500	76	.087		
Total	13.125	79			

a. Predictors: (Constant), duration of time taken to complete an academic year a factor in costing for programmes, effect of budgetary appropriations for the institution on training costing , students enrolment as a factor that determines the costing for the training,

b. Dependent Variable: Factors affecting training costs

Table 2 present the Analysis of Variance (ANOVA), which provides the F test indicating whether the model is statistically significant. $P \leq \alpha \leq 0.05$. Where p is the significant F change in

the model summary (table 2) and α is the significance level in the ANOVA table. In this case $p=0.000$ and α is 0.000 which fulfills the condition. This also proves that the F value (F test) in the ANOVA table is valid.

The study thus found out that the variables significantly influence the phenomena under evaluation which was training costs. This is because duration of time taken to complete an academic programme, the effect of budgetary allocations, student's enrolment and the course offered were all found to have a significant bearing on the training costs determination.

CONCLUSIONS

The courses offered were confirmed to be a motivating factor in training costs determination. The courses offered were mainly influenced by the market dynamics. The study thus drew the conclusion that in the event of aligning the dictates of the markets with regards to the preference to the courses on offer, regardless of the cost pegged on them in terms of the fees charged, the students still took up the courses. This thus confirmed that courses offered more so with regard to the prestige and allied underlying dynamics played a great role in training costs determination.

The study confirmed that the specific budgetary appropriations allotted to the individual vote heads in the planning and financial forecasting for the programmes at hand, influenced the training costs determination. In the event of the availability of grants, government subsidy and allied facilitation, this impacted directly on the training costs determination in the university colleges.

Students' enrolment was equally confirmed to be a critical factor in training costs determination. This is occasioned by the fact that the enrolment levels determine the revenue streams of the university colleges and the amounts accruing from the fees charged. This thus confirmed that there was a great correlation between enrolment levels and training costs determination especially so driven by the element of critical mass.

The course duration came out as a factor that influenced training costs. This is because the mode of costing applied for the academic programmes was service-based costing and the period of time taken to actualize a programme determined the kind of services that the students paid for. The study confirmed that in the instances of long periods of academic programmes, the training costs were high while in the instances of short periods, they were lower. This thus led to the conclusion that training was directly motivated by the cost duration.

RECOMMENDATIONS

Influence of Courses Offered on Training Costs

University colleges should structure their training programmes and courses in a manner that appeals to the target niche markets. This is because findings from the current study have confirmed that the clientele have no inhibitions about paying high fees for particular academic programmes that they require. This will ease the burden of appropriating for pertinent training costs. It will equally ensure that the university colleges have their programmes modeled with

particular niche markets in mind especially for the self-sponsored degree programmes. This may have the ultimate effect of having training costs determined by the services offered to the target markets. It may impact positively on the revenue streams of the university colleges and reduce dependence on government subsidy and allied partner support programmes.

Influence of Budgetary Appropriations on Training Costs

University colleges should seek to have their budgetary appropriations aligned and made to fit the demands of the programmes that they have on offer. They should seek to have all the monies appropriated for particular vote heads strictly adhered to and spent on them to ensure that the consumers of the services get value for money. On the actualization and adherence to the basic tenets and standards of fiduciary, the university colleges will end up being in good books with the institutions and statutory agencies partnering with them. This will see to it that they attract larger amounts of grants and allied donor support. This may ultimately impact on the training costs and benefit the students and all other critical stakeholders in the service value chain.

Influence of Students' Enrolment on Training Costs

University colleges should seek to have modalities in place that ensure basic provisions for attracting students to take up their programmes. They should equally ensure that the quality of the services offered is upheld despite of the enrolment levels. These will see to it that the university colleges continually attract and retain the enrolment levels requisite to ensure optimum standards as regards service provision. It will also assure the university colleges of capacity to maintain the critical mass as relates to the student population. These may ultimately impact on the realization of service delivery standards and owing to the fact that the thresholds in terms of enrolment levels have a major impact on their capacities and the correlation between enrolment and revenue realization. This may thus ensure that the training costs are maintained at affordable levels or reduced driven by the enrolment capacities.

Influence of Course Duration on Training Costs

The university colleges should seek to synchronize the course duration to the amounts of fees charged. This is driven by the fact that in many instances the university colleges have other underlying factors motivating the amounts of fees charged for particular programmes. This entail the prestige associated with the programme, availability of training materials, lecturers and allied factors. At times we have very short programmes which are very expensively priced and long programmes which are fairly cheaper. The university colleges should thus seek to exploit the duration of time taken to complete an academic programme as a denominator for appropriating the charges. This will see to it that the training costs are structured in a manner which is easy to understand to all the stakeholders and the semblance of value will accrue to the consumers of the services.

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