

ABSTRACT

This study set out to establish the effect that programme disruptions had on organizational performance of National Teachers' Colleges supported by Enabel; to establish the effect of funding disruptions and to examine how the capacity gap has impacted on organizational performance of National Teachers' Colleges supported by Enabel.

The study adopted a cross sectional study design. 117 study participants were sampled from a population of 168 respondents. Data analysis comprised of descriptive and inferential analysis. Findings showed that programmes disruptions was moderate and positively associated with organisational performance at ($r = 0.496$); funding disruptions is positively and weakly associated with organizational performance at ($r = .403$); capacity gap is moderate and positively associated with organisational performance at ($r = .556$). Capacity gap, programme disruptions, and funding disruptions were found to significantly predict organizational performance by 33.9 percent (Adjusted $R^2=0.339$). Capacity gap accounted for the highest to the unique variations recorded in organisational performance ($\beta=0.398$), followed by programmes disruptions ($\beta=0.272$) and lastly funding disruptions ($\beta=0.019$).

The study concluded that programme disruptions had some impact on organisational performance of National Teachers' Colleges; that financial disruptions did not adversely affect organisational performance of the National Teachers' Colleges that capacity gaps significantly affected organisational performance of National Teachers' Colleges.

The study recommended National Teachers colleges plan better to accommodate future programme disruptions by improved contingency planning. The study further recommended that National Teachers colleges consolidate their budgeting and finally, the study recommended that National Teachers colleges urgently identify their best tutors and ensure that they are retained and important vacancies filled.