

**Challenges of Strategy Implementation in Higher Education
Institutions in Kenya**

Beatrice Wamucii Chiuri

**A Thesis Submitted in Partial Fulfilment for the Award of the Degree
of Doctor of Philosophy in Business Administration in the
Jomo Kenyatta University of Agriculture and Technology**

2015

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

Signed..... Date

BEATRICE WAMUCII CHIURI

This thesis has been submitted for examination with our approval as University Supervisors.

Signed..... Date

PROF. ROSELYN GAKURE

JKUAT, Kenya

Signed..... Date

PROF. MARTIN OGUTU

UoN, Kenya

Signed..... Date

DR. GICHUHI A. WAITITU

JKUAT, Kenya

DEDICATION

This study is dedicated to my husband Eng. Chiuri for his love, patience, cooperation and support and to my lovely daughters and their spouses; Rach and Clive, Joey and Davie, Pat and Alex, for showering me with love and urging me on.....To my son Willo, who undertook some of my chores so that I could concentrate on this study and to my adoring grandchildren; Lexie, Olivia and Benja, for the enormous joy and excitement that they have brought to our lives. God Bless you all.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisors Prof. Roselyn Gakure, Prof. Martin Ogutu and Dr. Gichuhi Waititu. This is for their guidance, availability, input, support and reviewing my work which has enabled me to successfully complete this study. I wish to thank all the lecturers of Doctor of Philosophy in Business Administration class of May 2010 at JKUAT for the valuable knowledge, skills and attitudes they imparted to me when undertaking the course work. My gratitude goes to my colleagues, classmates and friends who in one way or the other gave me words of advice and encouragement while undertaking the study.

I thank the Almighty God, for it is not because of my might that I have completed this study, but because of His Power. May His Name be glorified in all corners of the world.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ACRONYMS AND ABBREVIATIONS	x
LIST OF TABLES	xii
LIST OF FIGURES	xvi
DEFINITION OF KEY TERMS	xviii
ABSTRACT	xx
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background	1
1.1.1 Strategy Implementation	1
1.1.2 Higher Education	4
1.2 Statement of the Problem.....	6
1.3 Objectives	7
1.4 Research Hypotheses	8
1.5 Justification	9
1.6 Scope.....	9
1.7 Limitations	10
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Theoretical Framework.....	11
2.2.1 Bourgeois & Brodwin’s Five Models of Strategy Implementation	12
2.2.2 McKinsey 7S Framework	13
2.2.3 Noble’s (1999) Strategy Implementation Framework	15
2.2.4 Contingency Theory.....	17

2.2.5	Curt Lewin’s Change Management Model	19
2.2.6	Human Resource Development Theory	20
2.2.7	Open Systems Theory	22
2.3	Conceptual Framework	24
2.4	Empirical Literature Review	27
2.5	Summary of Literature Review	47
2.6	Research Gap.....	48
CHAPTER THREE		50
RESEARCH METHODOLOGY.....		50
3.1	Introduction	50
3.2	Research Philosophy and Design	50
3.2.1	Research Philosophy	50
3.2.2	Research Design	51
3.3	Population.....	53
3.4	Sampling Frame	55
3.5	Sample Sizeand Sampling Technique	56
3.6	Data Collection Instrument	61
3.7	Data Collection Procedure.....	61
3.8	Pilot Testing	62
3.9	Data Analysis	64
3.9.1	How to Analyze Specific Objectives.....	67
3.9.2	Analysis of Qualitative Data	69
3.9.3	Factor Analysis.....	70
3.9.4	Multicollinearity	70
3.9.5	Autocorrelation.....	71
3.9.6	Normality Test.....	71
3.9.7	Analysis of Variance (ANOVA)	72
CHAPTER FOUR		73
RESEARCH FINDINGS AND DISCUSSION		73

4.1	Introduction.....	73
4.2	Background Information.....	73
4.2.1	Response Rate.....	74
4.2.2	Sample Demographics.....	74
4.2.3	General Strategy Implementation Issues.....	78
4.3	Factor Analysis and Reliability.....	88
4.3.1	Factor Analysis.....	88
4.3.2	Reliability.....	96
4.4	Data Analysis for Study Variables.....	98
4.4.1	Strategy Implementation.....	98
4.4.2	Institutional Culture.....	113
4.4.3	External Environment.....	131
4.4.4	Organizational Structure.....	145
4.4.5	Managerial Skills.....	157
4.4.6	Human Resource Development.....	172
4.4.7	Quality of Staff Training.....	186
4.4.8	Regression Analysis of Overall Model.....	197
4.4.9	Regression Analysis of Optimal Model.....	201
	CHAPTER FIVE.....	206
	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	206
5.1	Introduction.....	206
5.2	Summary of Findings.....	206
5.2.1	Effect of Institutional Culture in Strategy Implementation in Higher Education Institutions in Kenya.....	206
5.2.2	Determine the Effect of the External Environment in Strategy Implementation in HEIs in Kenya.....	208
5.2.3	Determine the Influence of Organizational Structure in Strategy Implementation in HEIs in Kenya.....	210

5.2.4	Investigate the Effect of the Managerial Skills in Strategy Implementation in HEIs in Kenya	211
5.2.5	Effect of Human Resource Development in Strategy Implementation in HEIs in Kenya.....	213
5.2.6	Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and the Dependent Variable (Strategy Implementation) in HEIs in Kenya	215
5.3	Conclusion.....	216
5.3.1	Establish the Effect of Institutional Culture in Strategy Implementation in HEIs in Kenya	217
5.3.2	Determine the Effect of the External Environment in Strategy Implementation in HEIs in Kenya	218
5.3.3	Determine the Influence of Organizational Structure in Strategy Implementation in HEIs in Kenya	219
5.3.4	Investigate the Effect of the Managerial Skills in Strategy Implementation in HEIs in Kenya	220
5.3.5	Effect of Human Resource Development in Strategy Implementation in HEIs in Kenya.....	221
5.3.6	To Investigate the Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and the Dependent Variable (Strategy Implementation) in HEIs in Kenya.....	222
5.4	Recommendation.....	223
5.4.1	Effect of Institutional Culture on Strategy Implementation in HEIs in Kenya ..	223
5.4.2	Effect of External Environment on Strategy Implementation.....	224
5.4.3	Influence of Organizational Structure on Strategy Implementation	225
5.4.4	Effect of Managerial Skills on Strategy Implementation	225
5.4.5	Effect of Human Resource Development on Strategy Implementation	226
5.4.6	Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and Strategy Implementation	226

5.5	Areas for Further Study	227
	REFERENCES.....	228
	APPENDICES	263

ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
BEE	Black Economic Empowerment
CEOs	Chief Executive Officers
CMV	Common Method Variance
CUE	Commission for University Education
EFA	Exploratory Factor Analysis
HEIs	Higher Educational Institutions
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HRD	Human Resource Development
ICT	Information and Communication Technology
IMF	International Monetary Fund
ISO	International Organization for Standardization
IUCEA	Inter University Council of East Africa
JKF	Jomo Kenyatta Foundation
KIE	Kenya Industrial Estates
KIPPRA	Kenya Institute of Public Policy Research Authority
MOHEST	Ministry of Higher Education Science and Technology
NCHE	National Commission of Higher Education (Uganda)
NRC	Netherlands Red Cross
OD	Organization and Development
OEMs	Original Equipment Manufacturers
PhD	Doctor of Philosophy
PPD	Product Premium differentiation
R&D	Research and Development
RoK	Republic of Kenya
SARFIT	Structural Adjustment to Regain Fit
SPSS	Statistical Package for Social Sciences

ST&I	Science Technology and Innovation
T&D	Training and Development
TCU	Tanzania Commission of Universities
TIVET	Technical Industrial Vocational Education and Training
TTIs	Technical Training Institutions
UK	United Kingdom
UNESCO	United Nations Educational, Science and Cultural Organization
US	United States
V2030	Vision 2030
VIF	Variance Inflation Factor
WTO	World Trade Organization

LIST OF TABLES

Table 2.1:	Noble’s (1999) Strategy Implementation Framework	16
Table 3.1:	Population of Higher Education Institutions	55
Table 3.2:	Sample Institutions	58
Table 3.3:	Sample of Respondents	59
Table 4.1:	Response by type of institution.....	74
Table 4.2:	Factor Analysis for Strategy Implementation.....	89
Table 4.3:	Factor Analysis for Organizational Culture	90
Table 4.4:	Factor Analysis for external environment.....	91
Table 4.5:	Factor Analysis for Organization structure	92
Table 4.6:	Factor Analysis for Managerial Skills.....	93
Table 4.7:	Factor Analysis for Human Resource Development.....	95
Table 4.8:	Factor Analysis for Quality of Staff Training	96
Table 4.9:	Reliability Statistics.....	97
Table 4.10:	One-Sample Kolmogorov-Smirnov Test	99
Table 4.11:	Multicollinearity between dependent and independent variables	101
Table 4.12:	Strategy Implementation	110
Table 4.13:	Shows the responses for the question: State and explain factors that are specific to your organization that facilitate or hinder effective strategy implementation.....	112
Table 4.14:	Shows responses for the question: Kindly state and describe any other issues that you feel are challenges to strategy implementation in your institution.....	113
Table 4.15:	Institutional culture	124
Table 4.16:	Shows the responses for the question: In your opinion, explain the extent to which issues related to institutional culture positively or negatively impact on effective strategy implementation in your institution.....	126
Table 4.17:	Correlation model summary – Institutional culture and strategy implementation.....	127

Table 4.18:	ANOVA Analysis of Institutional culture and strategy implementation	129
Table 4.19:	Fitness test model - Institutional culture and strategy implementation ...	129
Table 4.20:	Model coefficients of Institutional culture and strategy implementation	130
Table 4.21:	External environment.....	138
Table 4.22:	Shows the responses for the question: State and explain other external environmental factors that you think are challenges or opportunities to strategy implementation in your institution.	139
Table 4.23:	Correlation model summary – External environment on strategy implementation	140
Table 4.24:	ANOVA Analysis of external environment and strategy implementation	143
Table 4.25:	Fitness test model - external environment and strategy implementation	143
Table 4.26:	Model coefficients of external environment and strategy implementation	144
Table 4.27:	Organizational structure.....	150
Table 4.28:	Shows the responses for the question: Explain the extent to which you think the organizational structure in your institution facilitates or hinders effective strategy implementation.	151
Table 4.29:	Correlation model summary – Organizational structure on strategy implementation	152
Table 4.30:	ANOVA Analysis of Organizational structure and strategy implementation	155
Table 4.31:	Fitness test model - Organizational Structure and Strategy Implementation	155
Table 4.32:	Model coefficients of organizational structure and strategy implementation	156
Table 4.33:	Managerial skills.....	164

Table 4.34: Shows the responses for the question: In your opinion, do managerial skills hinder effective strategy implementation in your institution?.....	166
Table 4.35: Correlation model summary - Managerial skills and strategy implementation	167
Table 4.36: ANOVA Analysis of managerial skills and strategy implementation	170
Table 4.37: Fitness test model - Managerial skills and strategy implementation	170
Table 4.38: Model coefficients of managerial skills and strategy implementation.....	171
Table 4.39: Human resource development	179
Table 4.40: Shows responses for the question: Describe human resource development practices in your institution that pose a challenge to effective strategy implementation.....	181
Table 4.41: Correlation model summary – Human resource development and strategy implementation.....	182
Table 4.42: ANOVA Analysis of human resource development and strategy implementation	184
Table 4.43: Fitness test model – human resource development and strategy implementation	185
Table 4.44: Model coefficients of human resource development and strategy implementation.....	185
Table 4.45: Quality of staff training	192
Table 4.46: Shows responses for the question: Describe ways (if any) in which quality of staff training impacts positively or negatively on effective strategy implementation in your institution.	193
Table 4.47: Showing Partial Correlations in the effect of quality of staff training in the relationship between strategy implementation and Institutional culture, External environment, organizational structure, Managerial skills and Human resources development	196
Table 4.48: ANOVA Analysis for the overall model.....	197
Table 4.49: Fitness test for the overall model	198

Table 4.50:	Coefficients Analysis of the Overall model.....	200
Table 4.51:	Coefficients of combined variables	201
Table 4.52:	ANOVA Analysis of the Optimal model.....	202
Table 4.53:	Best fit analysis of the Optimal model.....	203
Table 4.54:	Coefficients Analysis of the Optimal model.....	204

LIST OF FIGURES

Figure 2.1: McKinsey 7S Framework (Peters and Waterman, 1982)	14
Figure 2.2: PESTEL Diagram	24
Figure 2.3: Conceptual Framework.....	26
Figure 4.1: Distribution by gender	75
Figure 4.2: Distribution by number of years worked in the institution.....	76
Figure 4.3: Distribution by departments	77
Figure 4.4: Distribution by highest level of education.....	78
Figure 4.5: Distribution by ability to understand and interpret the company vision, objectives and core values	79
Figure 4.6: Distribution by extent to what you agree that team work is important in improving performance	80
Figure 4.7: Distribution by offer of opportunities for employees to discover their highest level of potential.	81
Figure 4.8: Distribution by issues with any proposed institutional changes for improving performance	82
Figure 4.9: Distribution by trust that the internal mechanisms established by institution are adequate in empowering employees to achieve their highest level of performance.....	83
Figure 4.10: Distribution by degree of satisfaction as an employee	84
Figure 4.11: Distribution by classification of the quality of supervision in the institution	85
Figure 4.12: Distribution by how often are personal development opportunities and plans highlighted to staff.	86
Figure 4.13: Distribution by those who know if institution has a performance management framework in place	87
Figure 4.14: Normality Test on Strategy implementation.....	100
Figure 4.15: Regression analysis of institutional culture and strategy implementation	128
Figure 4.16: Strategy implementation vs external legal environment	142

Figure 4.17: Strategy implementation vs organizational structure	154
Figure 4.18: Shows the responses for the question: In your opinion, do managerial skills hinder effective strategy implementation in your institution?.....	165
Figure 4.19: Strategy implementation vs managerial skills	169
Figure 4.20: Strategy implementation vs human resource development	184
Figure 4.21: Conceptual Framework of Optimal Model	205

DEFINITION OF KEY TERMS

Strategy

In his five P's model Mintzberg (Mintzberg & Quinn, 1991; Mintzberg, Ahlstrand & Lampel, 1998) defines strategy as a plan, a ploy, a pattern, a position, and a perspective. Plan is defined as a consciously intended course of action, or a guideline to deal with a situation. Ploy means a specific "manoeuvre" intended to outwit an opponent or competitor. While plan and ploy refer to intended strategies, that is, looking forward, pattern is a stream of actions or consistency in behaviour over time, or, looking back. Strategy as a position looks outside an organisation, seeking to locate the organisation in its environment, whereas strategy as a perspective looks inside the organisation and inside its members' heads, referring to a shared way of perceiving the world (Ikävalko & Aaltonen, 2001).

Strategy implementation

Strategy implementation is the translation of chosen strategy into organizational action so as to achieve strategic goals and objectives. Strategy implementation is also defined as the manner in which an organization should develop, utilize, and amalgamate organizational structure, control systems, and culture to follow strategies that lead to competitive advantage and a better performance. Implementing an operations strategy involves taking ideas, decisions, plans, policies, objectives and other aspects of the strategy and implementing them into actions (Waters & Waters, 2006).

Strategic planning

Strategic planning helps determine the direction and scope of an organization over the long term, matching its resources to its changing environment and, in particular, its markets, customers and clients, so as to meet stakeholder expectations (Johnson & Scholes, 1993).

Higher education

Higher education is commonly defined as post-secondary education or more generally, tertiary education. Tertiary education includes formal education such as university education, training schools such as those specializing in teaching and medical training and a variety of other post-secondary institutions such as technical and vocational schools (Kimenyi, 2010). Kimenyi (2010) further suggest that higher education is a relative and dynamic concept that changes over time and makes it possible to shift the production possibilities frontier as a result of increased productivity.

Vision 2030

Kenya Vision 2030 is the country's development blueprint covering the period 2008 to 2030. Its objective is to help transform Kenya into a, "middle-income country providing a high quality life to all its citizens by the year 2030". Developed through an all-inclusive and participatory stakeholder consultative process, the Vision is based on three "pillars": the economic, the social and the political. The Kenya Vision 2030 is to be implemented in successive five-year Medium-Term Plans, with the first such plan covering the period 2008–2012. At an appropriate stage, another five-year plan will be produced covering the period 2012 to 2017, and so on till 2030 (RoK, 2008).

ABSTRACT

Various prior studies have concurred that 90% of strategic initiatives fail, not due to formulation but to implementation difficulties. Failure of strategy implementation efforts causes enormous costs in the organization. Despite the importance of the implementation process within strategic management, this is an area of study often overshadowed by a focus on the strategy formulation process. Institutions of higher education have been forced to re-examine their operation and position themselves by matching organizational strengths and resources with changes in the environment so as to take advantage of opportunities and overcome or circumvent threats. In positioning themselves these organizations must make appropriate strategic choices that are consistent both at the corporate and business unit level. The primary objective of the research was to investigate the challenges of strategy implementation in Higher Education Institutions (HEIs) in Kenya. The specific objectives were to establish the effect of institutional culture; external environment; organizational structure; managerial skills; human resource development and investigate the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable. The study employed a descriptive survey design. The accessible population was senior management, middle management and lecturers of HEIs. This study used both stratified sampling and simple random sampling while the target sample size was 364 employees. A pilot study of 10% of the sample was conducted to improve on validity and reliability. Three hundred and sixty five questionnaires were distributed out of which 354 were returned duly completed resulting into a response rate of 96.7%. The results of the data analysis were presented in form of tables, pie charts, bar charts and scatter plots. The study revealed that institutional culture on its own in the regression model explained the highest of the variation in strategy implementation followed by human resource development, managerial skills, external environment and organizational structure in that order. The study also revealed that the intervening effect of quality of staff training was highest on the relationship between human resource development and strategy implementation followed by managerial skills, institutional culture, organizational structure and external environment. However, the study revealed

that on the overall model, organizational structure and managerial skills had an insignificant effect on strategy implementation resulting to an optimal model made up of organizational culture, external environment and human resource development. The study recommends that HEIs should intensify the inculcation of positive culture like embracing creativity and innovation, being receptive to new ideas, adopt benchmarking and communicate strategy clearly to staff. HEIs should strategically position themselves by mounting programmes that they have competitive advantage in. They need to seek ways of income generation, seek industry sponsorships for projects and institute organizational structures that support strategy implementation. HEIs are also advised to equip managers with the necessary skills, intensify on improvement of HRD strategies, share feedback, document complaints and use them to improve on the future training. Finally, a comparative study of challenges of strategy implementation in public and private universities among others has been proposed.

CHAPTER ONE

INTRODUCTION

1.1 Background

This research sought to investigate the challenges of strategy implementation in higher education institutions in Kenya. This chapter looked at the various definitions of strategy implementation and the general background of strategy implementation from global and international perspective to regional level and finally to the Kenyan context. It further explored strategy implementation in the higher education institutions (HEIs) in Kenya. The chapter also highlighted the statement of the problem, objectives of the study and the research hypotheses. Finally the justification, the scope of the study, limitations and the definition of terms were discussed.

1.1.1 Strategy Implementation

Strategic management is viewed as the set of decisions and actions that result in the formulation, implementation and control of plans designed to achieve an organization's vision, mission, strategy and strategic objectives within the business environment in which it operates (Pearce & Robinson, 2007). Implementation is the second stage in the strategic management process. Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure that the vision, mission, strategy and strategic objectives of the organization are successfully achieved as planned (Thompson & Strickland, 2003). The ability to implement strategies successfully is important to any organization. Despite the importance of the implementation process within strategic management, this is an area of study often overshadowed by a focus on the strategy formulation process (Tan, 2004). This study concentrates on the strategy implementation process, investigating challenges of strategy implementation in HEIs in Kenya.

Ashmos, Duchon, McDaniel and Huonker (2002), Harrington (2004), Okumus (2001), Schmelzer and Olsen (1994) indicate that involvement by managers and other organizational members in strategy implementation and other organizational processes can affect a variety of firm outcomes. Although formulating a consistent strategy is a difficult task for any management team, making that strategy work; implementing it throughout the organization is even more difficult (Hrebiniak, 2006). Long and Franklin (2004) argue that a key variable when studying implementation is the approach that each agency uses to implement policy.

Implementing strategy is often more difficult than formulating it, and it is widely accepted to be an aspect of management where many organizations fail (Hrebiniak, 2006). Public organizations are increasingly using strategic management models and language more traditionally associated with private corporations (Bryson, Crosby & Bryson, 2009), but some argue that they are failing to learn and often recycle techniques which have been shown to be badly flawed (Ferlie, 2002). Fernandez and Rainey (2006) reiterated that one key factor that contributes to the successful implementation of change is the provision of a plan that can act as an organizational roadmap. Hickson, Miller and Wilson (2003) in their study in United Kingdom (UK) examined the link between implementation and performance in a sample of mainly private organizations and concluded that approaches that combined both planning and what they described as prioritizing were associated with higher performance, as measured by subjective views of stakeholders. Thorpe and Morgan's (2007) in their studies in Europe also found similar evidence from private sector service organizations that implementation styles that were closer to the rational end of the spectrum were more effective.

Kaplan and Norton (2008) aver that managers have always found it hard to balance their near-term operational concerns with long-term strategic priorities. They further maintain that such pressure comes with the job and that it is an inherent tension that managers cannot avoid and must address on a continuous basis. Research done by Neilson, Martin

and Powers (2008) revealed that employees in 60% of the companies that took part in their research rated their companies as weak in strategic execution. Corboy and O'Corrbui (1999) report that chief executive officers and senior management are increasingly judged by the success of their strategies, yet research in Ireland and Great Britain found that 70% of all strategies fail. Bossidy and Charan (2002) support this with their view that execution is the great unaddressed issue in the business world today.

Even though most companies have the know-how to create a strategy, execution of a strategy often leads to great difficulty and it can be argued that the frenetic pace of business poses many obstacles to strategy implementation. Many companies also do not have the necessary tools to execute strategy successfully (Zagotta & Robinson, 2002). Hrebiniak (2006) contributes to this with the opinion that most managers know far more about strategy development than they do about implementing it and that implementation should get more emphasis. Humphreys (2005) supports this view with his opinion that business schools usually teach business disciplines as standalone subjects with very little focus on integrating it into a big picture view of management. In the rush to act on a strategy, too little attention is paid to finding the best way to implement the strategy (Lippitt, 2007).

Failures of strategy implementation efforts cause enormous costs in the organization. Besides wasting a considerable amount of time and resources, failure of implementation efforts cause lower productivity, lower employee morale, diminished trust and faith in senior management, inefficient use of resources and decline in performance (Sorooshian, Norzima, Yusof & Rosnah, 2010). The high failure rate of change initiatives due to poor implementation of new strategies and the lack of strategic leadership have been identified as one of the major barriers to effective strategy implementation (Jooste & Fourie, 2009).

1.1.2 Higher Education

The idea of strategic planning was first conceived in the private sector but later introduced in HEIs in about 1959 at Massachusetts Institute of Technology (Dooris, 2002). The aim of strategic planning was to foster accountability and encourage universities to set objectives that were measurable and would create organizational competitiveness. In recent times, emphasis has moved from just planning (thinking) to implementation (doing) thus leading to better management of these institutions.

It is widely acknowledged that at a time when the rest of the world is heralding the emergence of a global knowledge-based society Africa as a continent now has the weakest higher education system in the world. For the last three decades or so African universities have undergone a crisis engendered by several reasons among them political interference and economic upheavals. The introduction of market driven policies by the World Bank and The IMF also saw the reduction of funding by governments while an increased enrolment by students was overlooked.

The number of dons remained the same, accommodation and reading facilities were also not taken into consideration. Dons and students experiencing this crisis especially in the 1980s turned into demonstrations and strikes as both called for improved conditions in the universities (Mwangi, 2008).

One specific channel through which higher education can spur development is research and development. Gains in knowledge and technological adaption boost productivity and create spillovers (Lederman & Maloney, 2003). Tertiary institutions, like any other enterprises are challenged by a world of transforming economies, rapid technological advancement, innovative competitor movement and demanding customer needs (Koh, Hubard, Hombuer & Seet, 2002). Institutions of higher education have been forced to re-examine their operation and position themselves by matching organizational strengths and resources with changes in the environment so as to take advantage of opportunities and overcome or circumvent threats. In positioning themselves these organizations must

make appropriate strategic choices that are consistent both at the corporate and business unit level. It is no wonder then that in recent times the operations of institutions of higher education are guided by strategic plans that articulate strategies to achieve its vision and mission.

In the context of demands of global economic competitiveness, sustainable development and equity concerns, the development of higher education, scientific and technological infrastructure as well as the technical and entrepreneurial skills is an essential prerequisite to the transformation of Kenya into a knowledge-based society (Mwangi, 2008). In its long term development strategy, outlined in Vision 2030 (RoK, 2008), the Republic of Kenya envisages a nation that is globally competitive and prosperous with a high quality of life by the year 2030. In pursuit of the vision, Higher Education, Science, Technology and Innovation will be harnessed to stimulate technological and industrial transformation that will lead to sustained economic growth of 10 per cent per annum, and social well-being in the next five years. This achievement is highly dependent on a well defined and supportive policy, institutional and legal framework that effectively addresses citizen needs and aspirations.

The Ministry of Higher Education Science and Technology (MOHEST) therefore, formulated its strategic plan to guide and promote focused integration of ST&I, Higher and Technical Education in all sectors of the economy. Specific emphasis will be placed on identified National Priority Growth and Social Sectors that have high potential to harness ST&I, Higher and Technical Education in attaining the targeted 10% annual economic growth and social development for the Kenyan people. In order to realize the above, the Ministry commits itself to facilitating the identification, acquisition, transfer, diffusion and application of relevant ST&I, higher and technical education in earmarked sectors of the economy (MOHEST Strategic Plan, 2008).

As the Ministry of Higher Education and the institutions of higher education braise themselves to contribute to the achievement of Kenya's Vision 2030, recent study by Kenya Institute of Public Policy Research (KIPPRA, 2008) noted that there is a generational and leadership crisis in Kenya and a palpable mismatch between the peoples' attitudes and those of their leaders towards well being. KIPPRA notes that Kenya is groaning under the weight of poverty, unemployment, corruption, and violence, among other development challenges. The Economic Recovery Strategy for Wealth and Employment Creation 2003-2007 (RoK, 2003) acknowledges most of these challenges; the education sector has not put forward responsive policies.

1.2 Statement of the Problem

A study conducted by Fortune Magazine (2009) revealed that 90% of the strategies are unsuccessful, and the single most important cause of this is believed to be the weak application of the strategies (Waterman, Peters & Phillips, 2008). Although it has been widely accepted that change is necessary for the growth of organizations, more than 70% of the change-oriented attempts in the name of change strategies are unsuccessful (Higgs & Rowland, 2011). Kaplan and Norton (2008) identified that more than 90% of strategic initiatives fail, not due to formulation but to implementation difficulties. In addition, Raps (2004) states that the rate of successfully implemented strategies is between 10% and 30%.

Failure of strategy implementation efforts causes enormous costs in the organization. Besides wasting a considerable amount of time and resources, failure of implementation efforts cause lower productivity, lower employee morale, diminished trust and faith in senior management, inefficient use of resources, decline in performance (Sorooshianet al., 2010). Studies have confirmed that the nature of training provided by Kenyans public universities does not adequately prepare the higher cadre human resources that are required for development. The result has been that its products have at times been found wanting in vital skills that have hampered their absorption into the economic

mainstream” (Mwangi, 2008). The quality of the teaching staff is wanting. The poor state of the economy has affected the rewards of the lecturers and has caused the best of these brains to go searching for better terms abroad, while those left behind only dedicated minimal time to their responsibilities as teachers at the universities. Okwach (2001) indicated that about 50% of the teaching staff were not working full time at the universities. Some of them were under employed (Mwangi, 2008). About 40% of senior academic staff at public universities performed part-time duties in other institutions, including private universities and non-governmental organizations (Okwach, 2001).

Though there seems to be many theoretical studies on the strategy implementation process (Okumus, 2001, 2003; Okumus & Poper, 1999) and empirical studies conducted on the implementation of successful strategies and the obstacles hindering such successful implementations, most of these studies have been conducted in developed countries (Peng & Litteljohn, 2001 study done in UK; Thorpe & Morgan, 2007 a study done in Europe; Harrington & Kendall, 2006 study done in Macau, China; Schaap, 2006 in Nevada, US; Qi, 2005 a study in UK; Alashloo, Castka& Sharp 2005 study done in Iran; Hacker & Washington, 2004 in US). In particular, these studies focus on successful strategy implementations, yet do not attempt to describe the obstacles confronted with during strategy implementation processes. This study therefore investigated the challenges of strategy implementation in HEIs in Kenya.

1.3 Objectives

1.3.1 General Objective

The primary objective of the research was to investigate the challenges of strategy implementation in HEIs in Kenya.

1.3.2 Specific Objectives

The specific objectives of the study were to:

1. Establish the effect of institutional culture in strategy implementation in HEIs in Kenya.

2. Determine the effect of the external environment in strategy implementation in HEIs in Kenya.
3. Determine the influence of organizational structure in strategy implementation in HEIs in Kenya.
4. Investigate the effect of the managerial skills in strategy implementation in HEIs in Kenya.
5. Find out the effect of human resource development in strategy implementation in HEIs in Kenya.
6. To investigate the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable (strategy implementation) in HEIs in Kenya.

1.4 Research Hypotheses

This study sought to address the following pertinent research hypotheses:

1. Institutional culture has an effect on strategy implementation in HEIs in Kenya.
2. External environment has an effect on strategy implementation in HEIs in Kenya.
3. Organizational structure has an influence on strategy implementation of HEIs in Kenya.
4. Managerial skills have an influence on strategy implementation in HEIs in Kenya.
5. Human resource development has an effect on strategy implementation in HEIs in Kenya.
6. Quality of staff training has an intervening effect in the relationship between the independent variables and the dependent variable (strategy implementation) in HEIs in Kenya.

1.5 Justification

The study will be relevant to the Kenya Government through the MOHESST as it will guide the successful implementation of the strategic plan that each institution is required to implement. Based on the various challenges and constraints that are known to inhibit the growth of HEIs in Kenya the research aims to establish information coupled with new frontier of knowledge and best practices in respect of strategy implementation outcomes and the role of management in realizing these outcomes. As a university management has multiple goals to achieve, the dynamic environment it operates in and the high autonomy that employees have, the expectation arises that their strategic plan needs to be implemented and this study will be useful as it will explain the challenges that other institutions in other parts of the world face in implementing their strategy.

The study's purpose is to add to the body of knowledge on strategy implementation by systematically studying the activities for and challenges of strategy execution on a sample of HEIs in Kenya. Taking into account the poor level of knowledge in the field of strategy implementation in general and keeping in mind that serious empirical research about the factors of strategy implementation in Kenya has been almost completely neglected, the study intends to contribute to the development of this field by providing relevant insights into a number of issues linked with strategy implementation. This study is also unique due to its focus on institutions of higher learning which deliver the knowledge and skills on strategic management but scholars have been shy to study whether such institutions are effective in practicing the skills that they impart.

1.6 Scope

The research was conducted in Kenya and covered HEIs registered by MOHESST as at 28th February 2013. The research data that was analyzed was collected between March 2014 and August 2014. Although there were many other factors affecting strategy implementation, the study was limited to organisation culture, external environment,

organisational structure, managerial skills and human resource development as the independent variables and quality of staff training as an intervening variable.

1.7 Limitations

Although this study covered HEIs it only used a sample to draw conclusions and inferences. That constituted a limitation since the best results could only be obtained using a census of the whole population. To overcome the limitation, a representative sample was used. The expected response rate was a limitation because naturally respondents were usually suspicious of researchers. They were not sure of how information was going to be used and whether the researcher would maintain confidentiality. To overcome the limitation the researcher explained and gave assurance that total confidentiality would be observed. During data collection, the expansive geographical area to cover to reach the 28 institutions and the 364 respondents sampled was a limitation. This limitation was overcome by engaging and training two research assistants.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature advanced in the area of strategy implementation. The chapter started by elaborating strategy implementation model, frameworks and theories. Conceptual frame work was also sketched based on the study specific objectives. To further identify gaps in literature, empirical literature was reviewed.

2.2 Theoretical Framework

A theory consists of a coherent set of general propositions that offer an explanation of some phenomena by describing the way other things correspond to this phenomenon. A theory is a formal, testable explanation of some events that includes explanations of how things relate to one another. A theory can be built through a process of reviewing previous findings of similar studies, simple logical deduction, and/or knowledge of applicable theoretical areas (Zikmund, Babin & Griffin, 2010). In a scientific sense, a theory is a coherent narrative capable of describing the world and perhaps even explaining the world and predicting the world's next turn. In its natural science aspirations, social theory would predict events before they happen, so precise would be its cause-effect linkages.

Theories are perspectives with which people make sense of their world experiences (Stoner, Freeman & Gilbert, 2001). They are systematic grouping of interdependent concepts and principles that give a framework to, or tie together, a significant area of knowledge as scattered data are not information unless observer has knowledge of the theory that will explain relationships (Olum, 2004). Thus a theory provides criteria for what is relevant, they enable us communicate efficiently and theories challenge us to keep learning about our world or the field we operate in as the environment is ever changing.

2.2.1 Bourgeois & Brodwin's Five Models of Strategy Implementation

Bourgeois and Brodwin (1984) categorize strategy implementation into five models, which they purport to represent a trend toward increasing sophistication in thinking about implementation and also a rough chronological trend in the field. In commander model, general manager, after exhaustive period of strategic analysis, makes the strategic decision, presents it to top managers, tells them to implement it, and waits for the results. In this model, general manager has a great deal of power and access to complete information, and is insulated from personal biases and political influences. The model also splits the organization into thinkers and doers.

In change model, after making strategic decisions, general manager plans a new organisational structure, personnel changes, new planning, information measurement and compensation systems, and cultural adaptation techniques to support the implementation of the strategy. Collaborative model of strategy implementation goes to involve the management team in strategic decision-making. General Manager employs group dynamics and brainstorming techniques to get managers with different viewpoints to provide their inputs to the strategy process.

Cultural model takes the participative elements to lower levels in the organisation as an answer to the strategic management question 'How can I get my whole organisation committed to our goals and strategies?' The general manager guides organisation by communicating his/her vision and allowing each individual to participate in designing her work procedures in concert with the vision. In crecive model the strategy comes upward from the bottom of the organisation, rather than downward from the top. The general manager's role is to define organisation's purposes broadly enough to encourage innovation, and to select judiciously from among those projects or strategy alternatives that reach his attention.

A general observation of frameworks for strategy implementation is that the strategy itself or the formulation of the strategy is often not included in the framework, with the exception of McKinsey's 7S framework. This is in line with the majority of the implementation literature. The dominant view in strategy implementation remains that strategy formulation is viewed as a separate stage after strategy implementation. However, more recent, it is acknowledged more and more that strategy formulation and implementation are intertwined processes (Mintzberg, 1990; Pettigrew & Whipp, 1991; Noble, 1999; Miller, 1997).

2.2.2 McKinsey 7S Framework

Based on their study of the 'best' American companies in the 1980s, Peters and Waterman (1982) developed a framework identifying the key factors to best explain the superior performance of these companies. This framework best known as McKinsey's 7S framework is shown in Figure 2.2.2. This framework is argued to provide a useful visualization of the key components managers have to consider in successfully implementing a strategy (Pearce & Robinson, 1991). After the strategy is formulated, the framework suggests that managers focus on six components to ensure effective implementation: (organization) structure, systems, shared values (culture), skills, style, and staff (Peters & Waterman, 1982).

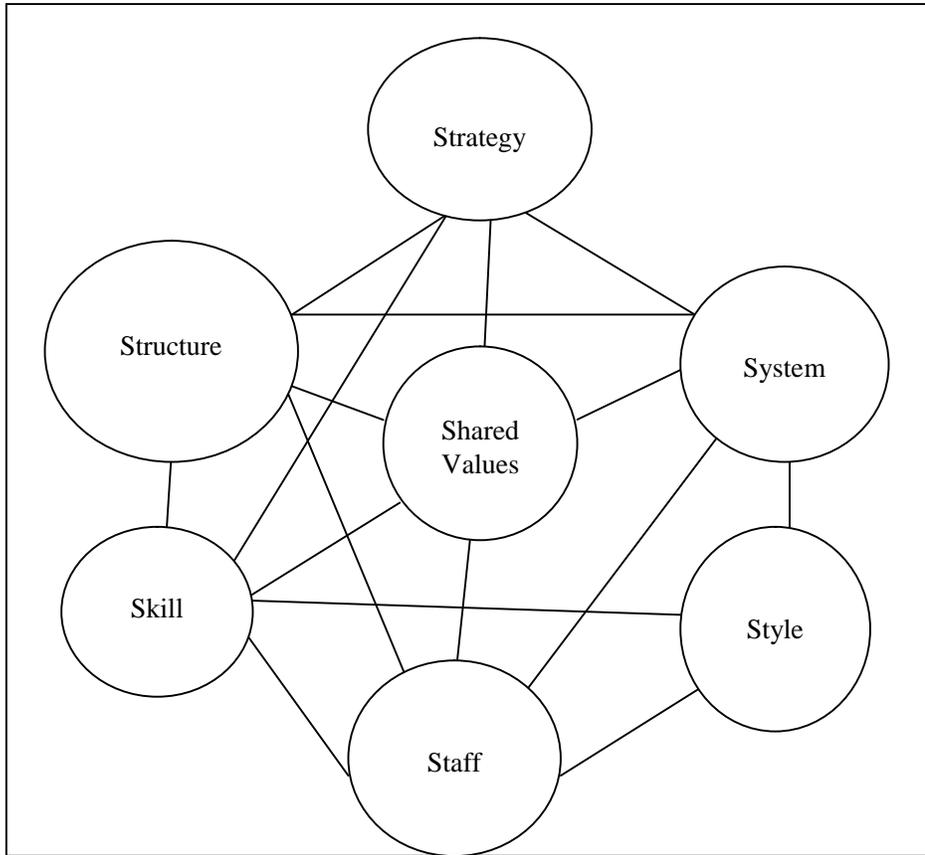


Figure 2.1: McKinsey 7S Framework (Peters & Waterman, 1982)

This framework can be considered rather logical and rational in nature. Part of this logical view is the focus on ‘hard’ aspects of the implementation effort, such as organizational structure (which is mentioned by all frameworks), reward systems and control and information systems. Besides organization culture, less attention is paid to ‘soft’ aspects or the human side of implementation. For example, little attention is paid to subjects such as, coaching and counselling, leadership, selection and socialization, employee motivation, and behavioural change. In addition, little attention is paid to power and politics. Strategy implementation unavoidably raises questions of power within an organization. The very prospect of change confronts established positions. As such, power and politics can have significant influence on an implementation effort.

Additionally, the framework pays little attention to the context in which a strategy is to be implemented. Although aspects of the context are considered such as organization structure, culture, staff, and reward systems, they are viewed as aspects, which can be changed. As such, they are not viewed as contextual aspects, which may influence an implementation effort. In addition, little attention is paid to influences on an implementation which may originate from outside of the organization and from an individual level.

2.2.3 Noble's (1999) Strategy Implementation Framework

Noble (1999) has made a large review of research carried out in the dispersed field of strategy implementation. Noble himself combines the perspectives and, having a focus on the process of implementation, defines strategy implementation as communication, interpretation, adoption and enactment of strategic plans. Noble makes a distinction between structural and interpersonal process views on strategy implementation. The structural perspective focuses on formal organisational structure and control mechanisms, while the interpersonal process is about understanding issues like strategic consensus, autonomous strategic behaviours, diffusion perspectives, leadership and implementation styles, and communication and other interaction processes.

Noble (1999) identified five managerial 'levers' for strategy implementation. These levers are goals, organizational structure, leadership, communications, and incentives. Goals are important in effective implementation because an implementation requires clear objectives. Changes in the organizational structure are often needed during the implementation. Leadership often plays a critical role in determining implementation performance. Especially considered important is the role of having a powerful champion. Communications are important because the details of the implementation effort need to be communicated as early and thoroughly as possible. Finally, incentives

are an important tool for inspiring organizational members to change in accordance with the new strategy.

Table 2.1: Noble’s (1999) Strategy Implementation Framework

LEVERS	STAGES			
	Pre-implementation	Organizing the implementation Effort	Managing the implementation process	Maximizing cross-functional performance
Goals	Ensure that all managers are aware of the strategic goals of the firm	Introduce goals of the strategy being implemented, including fit within firm’s broader strategic vision.	Maintain the flexibility to adapt goals based on environmental changes	Develop and focus on common goals to encourage cross-functional cohesiveness
Organizational structure	Ensure that functional areas have the slack resources needed to be able to contribute to an implementation effort	Establish a formal implementation unit and ensure its visibility throughout the firm.	Ensure equal representation by all affected functional areas	Temporarily suspend key implementation team member’s normal responsibilities to allow them to focus on the Implementation effort.
Leadership	Develop employees’ knowledge and appreciation of multiple functional areas	Establish a ‘Champion’ who has both official cross-functional authority and general respect in the firm	Ensure that leaders show equal attention to all functional-level concerns	Balance visible and charismatic leadership with a maintenance of autonomy for functional-level implementation efforts
Communications	Maintain regular cross-functional communications to foster understanding and appreciation	Discuss and resolve implementation details early in the process	Update implementation team frequently on progress and changes in objectives	Communicate implementation progress across the entire organization to foster buy-in.
Incentives	Reward the development of cross-functional skills	Develop time and performance-based incentives for implementation team while lessening traditional functional incentives	Adjust incentives as strategy and environmental conditions change during implementation	Establish visible and consistent cross-functional rewards for successful implementation efforts

The view that management can implement a strategy using these levers can be considered to be instrumental and top-down in nature. The dominant view on strategy implementation is rather top-down in nature. However, it is increasingly becoming apparent in the implementation literature that subjects such as employee commitment and involvement are important pillars for successful strategy implementation. These normative frameworks are largely based on simple logical analysis supported by case studies or small-sample survey data (Shrivastava, 1986). As such, 'the models are factually underdetermined because of the limited empirical evidence that they are based on and the narrow context (usually medium to large sized business firms in North America) in which this evidence is collected' (1986: 367).

2.2.4 Contingency Theory

Fiedler's contingency theory is one of the contingency theories that states that effective leadership depends not only on the style of leading but on the control over a situation. There needs to be good leader-member relations, task with clear goals and procedures and the ability for the leader to mete out rewards and punishments (Fiedler, 1958). Scott (1986) describes contingency theory in the following manner: The best way to organize depends on the nature of the environment to which the organization must relate. The work of other researchers including Lawrence, Lorsch, (1967) and Thompson, (1967) complements this statement. They are more interested in the impact of contingency factors on organizational structure. Their structural contingency theory was the dominant paradigm of organizational structural theories for most of the 1970s. A major empirical test was furnished by Pennings (1992) who examined the interaction between environmental uncertainty, organization structure and various aspects of performance.

Historically, contingency theory has sought to formulate broad generalizations about the formal structures that are typically associated with or best fit the use of different technologies. The perspective originated with the work of Woodward (1958) who argued that technologies directly determine differences in such organizational attributes

as span of control, centralization of authority, and the formalization of rules and procedures. The contingency theory of organizational structure may be referred to more succinctly as structural contingency theory (Pfeffer, 1982). A challenge is that structural contingency theory is static and fails to deal with organizational change and adaptation (Galunic & Eisenhardt, 1994). It is true to say the heart of structural contingency theory is statics, in the sense that it deals with how a static state of fit between structure and contingency causes high performance (Woodward, 1965).

However, structural contingency theory writings are within a functionalist tradition of social science (Merton, 1968) that sees organizations as adapting to their changing environments (Parsons, 1961). Therefore, organizations change from one fit to another over time. More specifically, there is a process that has been articulated in the theoretical model of Structural Adaptation to Regain Fit (SARFIT) (Donaldson, 1987, 2001). An organization in fit enjoys higher performance, which generates surplus resources and leads to expansion (Hamilton & Shergill, 1992), such as growth in size, geographic extension, innovation or diversification. This increases the level of the contingency variables, such as size, leading to a misfit with the existing structure. The misfit lowers performance, eventually leading to a performance crisis and adaptive structural change into fit (Chandler, 1962).

This SARFIT theory subsumes several seminal works in structural contingency theory, such as Chandler (1962) on divisionalization changes in response to changing strategies and Burns and Stalker (1961) on changes from mechanistic to organic structures in response to technological and market change in the environment. Thus, the structural contingency theory tradition has always contained ideas about dynamics and these are formulated in the SARFIT theory.

2.2.5 Curt Lewin's Change Management Model

When dealing with big changes, organizational change management is important. There are several change management models being utilized and modified today. While they may have different approaches, depending on the situation they confront, their objective is always for the company to successfully implement the change process in a smooth and efficient way. The Lewin's Change Management Model as described by Blokdiik (2008) is still used today. Conceptualized by psychologist Kurt Lewin in the 1950's, it emphasizes three stages of change: unfreezing, modification, then refreezing. He explains that people do not usually accept change as a part of the work process, and would continually stay in their comfort-zone. In overcoming this status quo, the organization must motivate the people for the change to occur.

Modification involves a transition from the current state to the desired state. This is the second stage in Lewin's Model. The transition may be a little uncomfortable for most employees, but with proper motivation and good leadership, the firm will still be able to implement the change. The modification period is very critical because it involves a lot of training, skills transfer, and the most sensitive of all, personnel re-alignments and even reduction.

The third stage, refreezing is about establishing stability once the changes have been made. The changes are accepted and become the new norm. People form new relationships and become comfortable with their routines. Curt Lewin (1947) wrote that a change towards a higher level of group performance is frequently short-lived. Group life soon returns to the next level. This indicates that it does not suffice to define the objective of planned change in group performance as the reaching of a different level. Permanency of the new level, or permanency for a desired period, should be included in the objective.

In today's world of change the next new change could happen in weeks or less. There is just no time to settle into comfortable routines. This rigidity of refreezing does not fit with modern thinking about change being a continuous, sometimes chaotic process in which great flexibility is demanded. Instead we should think about this final stage as being more flexible rather than a rigid frozen block. This way 'unfreezing' for the next change might be easier. Lewin's concern is about reinforcing the change and ensuring that the desired change is accepted and maintained into the future. Without this people tend to go to doing what they are used to doing. The model is easy to understand and is a simple way of implementing change. However, the model seems to suggest that the change process has an end while in fact it is a continuous process. It also does not properly process the after-effects of the change on the employees' morale like the fear of having another change coming.

2.2.6 Human Resource Development Theory

Swanson and Holton (2009) define HRD as a process of developing and unleashing human expertise through organization development (OD) and Personnel Training and Development (T & D) for the purpose of improving performance. The domains of performance include the organization, work process and group or individual levels. Training and development is the process of systematically implementing organizational change for the purpose of improving performance. Strategy implementation in HEIs requires well trained managers who have been involved in the process of strategy planning and hence own the process.

The core beliefs of HRD according to Swanson and Holton (2009), Nadler (1970), Ruona and Gibson (2004) fall into three distinct categories. The first category is that organizations are human-made entities that rely on human expertise in order to establish and achieve their goals. Higher education institutions would inevitably rely on the expertise of managers to implement strategies for the improvement of their performance. The second category states that human expertise is developed and maximized through

HRD processes and should be done for the mutual long-term and/or short-term benefits of the organizations and individuals involved. The third HRD belief is that professionals are advocates of individual or group, work process and organizational integrity. The HRD process and components alluded to in this thesis, for example training and development, capacity policy, team and incentive structure for improved performance in implementation of strategies in higher learning institutions has the potential of harmonizing, supporting and shaping the larger system which is the whole institution.

The discipline of HRD in order to understand, explain and carry out its process and roles relies on three core theories (Swanson & Ruona, 1998; Nadler, 1972; Ruona, 2000, 2004). They include psychological theory, economic theory and systems theory. Psychological theory captures the core human aspects of developing human resources as well as the socio-technical interplay of humans and systems. Economic theory captures the core issues of the efficient and effective utilization of resources to meet productive goals in a competitive environment. This is in tandem with the goal of this thesis. Systems theory captures the complex and dynamic interactions of environments, organizations, work processing and group or individual variables operating at any point in time and overtime. Higher learning institutions are systems which interact with the environment as well as individuals within and outside their environment.

The three components HRD theories and their integration are visually portrayed as a 3-legged stool. The legs represent the component theories and the stool's platform represents the full integration of the three theories into the unique theory of HRD. While the stool rests firmly on the floor or the host organization which in this case are the higher education institutions, an ethical rug serves as a filter through which the integrity of both HRD and the host organization can be maintained.

Ashmos et al. (2002) indicate that involvement by managers and other organizational member's combined with other organizational processes in strategy implementation can

result in a variety of firm outcomes. These are the tenets in the platform of the HRD theory. Thus higher education institutions train, sharpen the competencies and develop managers in order to unleash their expertise and improve their delivery in implementing strategies and hence improve the performance of the organization.

2.2.7 Open Systems Theory

Organizations are strongly influenced by their environment. Open systems theory was developed after World War II in reaction to earlier theories of organizations, such as the human relations perspective of Elton Mayo and the administrative theories of Henri Fayol. As a result, open systems theories come in many flavors. For example, contingency theorists argue that organizations are organized in ways that best fit the environment in which they are embedded. Institutional theorists see organizations as a means by which the societal values and beliefs are embedded in organizational structure and expressed in organizational change. Resource dependency theorists see the organization as adapting to the environment as dictated by its resource providers. Although there is a great variety in the perspectives provided by open systems theories, they share the perspective that an organization's survival is dependent upon its relationship with the environment (Bastedo, 2004).

Open systems theory has profoundly altered how we understand organizations and the demands placed upon leaders. Treating HEIs as if they are independent of their environment would lead to wide misperceptions of the driving factors behind organizational change. Contemporary studies of accountability movements, professionalization and instructional leadership all benefit from a strongly open systems approach to understanding environmental demands and the resulting adaptation in policy and its implementation, or lack thereof.

The PESTEL framework is a useful tool of analysis of the environment. PESTEL stands for political, economic, social, technical, environmental and legal factors. It is a strategic

planning technique that provides a useful framework for analyzing the environmental pressures on a team or an organization. Each and every category of factors is of crucial importance to advanced strategic management, and the PESTEL analysis in itself is definitely a must for any business or company, regardless of its industry. It is true that the importance of each category of factors will always vary from business to business and from company to company, but nonetheless PESTEL remains a mandatory analysis technique that is usually a part of the larger and more comprehensive SWOT analysis.

PESTEL helps a company determine exactly how various types and categories of factors influence its “well-being”. As aforementioned, the same factors will influence different companies in different ways. For instance, an online business will be less concerned about environmental factors while a waste management company will have to pay extra attention to environmental factors. The descriptions below help to gain a better understanding of each factor and of just how powerful and effective a PESTEL analysis can be for a business.

Political factors represent the way and the extent to which a government influences the economy and a certain business. Political factors are represented by specific areas, such as labour law, tax policy, tariffs, trade restrictions and even environmental law. Economic factors refer to areas unique to economy and directly influenced by economy or comprised by economy, areas such as inflation rate, interest rate, economic growth or exchange rates. All these areas can greatly influence a business or company, which makes them an extremely important part of the PESTEL analysis. Social factors mainly refer to demographic factors, which comprise factors like population growth rate, cultural aspects, age distribution and health consciousness. Technological factors refer to automation, incentives, the rate of technological change and R&D activity. These factors greatly influence other areas or aspects, including the minimum efficient production level, quality, costs and even outsourcing decisions. Legal factors refer to all the laws

directly connected to a business/company and its area of activity, including consumer law, antitrust law, discrimination law and health and safety law.

Environmental factors refer to all the factors directly related, influenced or determined by the surrounding environment. This includes, but is not limited to weather, climate, geographical position, climate change and even insurance. Environmental factors are crucial to industries such as farming or tourism and can greatly influence a company's way to operate or even the products it offers. The PESTEL analysis consists in carefully determining all these factors and finding out exactly in what way and to what extent these factors influence a certain company.

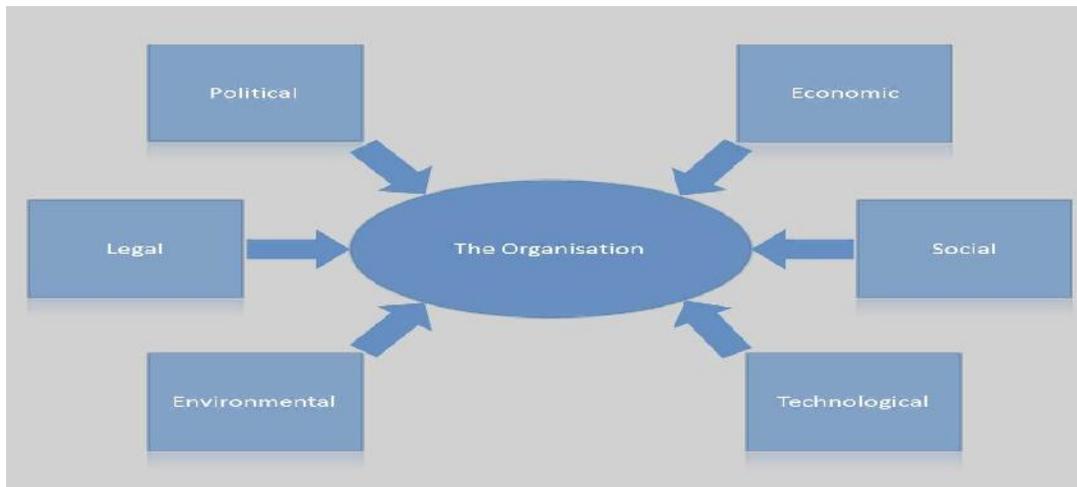


Figure 2.2: PESTEL Diagram

2.3 Conceptual Framework

Miles and Huberman (1994) defined a conceptual framework as a visual or written product, one that explains, either graphically or in narrative form, the main things to be studied; the key factors, concepts or variables and the presumed relationships among them. The general objective of this study was to establish the factors hindering strategy implementation in higher education institutions in Kenya.

Kombo and Tromp (2009) define a concept as an abstract or general idea inferred or derived from specific instances. The scholars further define a conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Other scholars, Reichel and Ramey (1987), Mugenda and Mugenda (2003) and Smyth (2002) define a conceptual framework as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Guba and Lincoln (1989) reinforce these definitions of conceptual framework by reiterating that in a conceptual framework, description categories are systematically placed in broad structure of explicit prepositions, stating relationships between two or more empirical properties to be studies.

This overall objective of the study was conceptually and diagrammatically represented in figure 2.3 below.

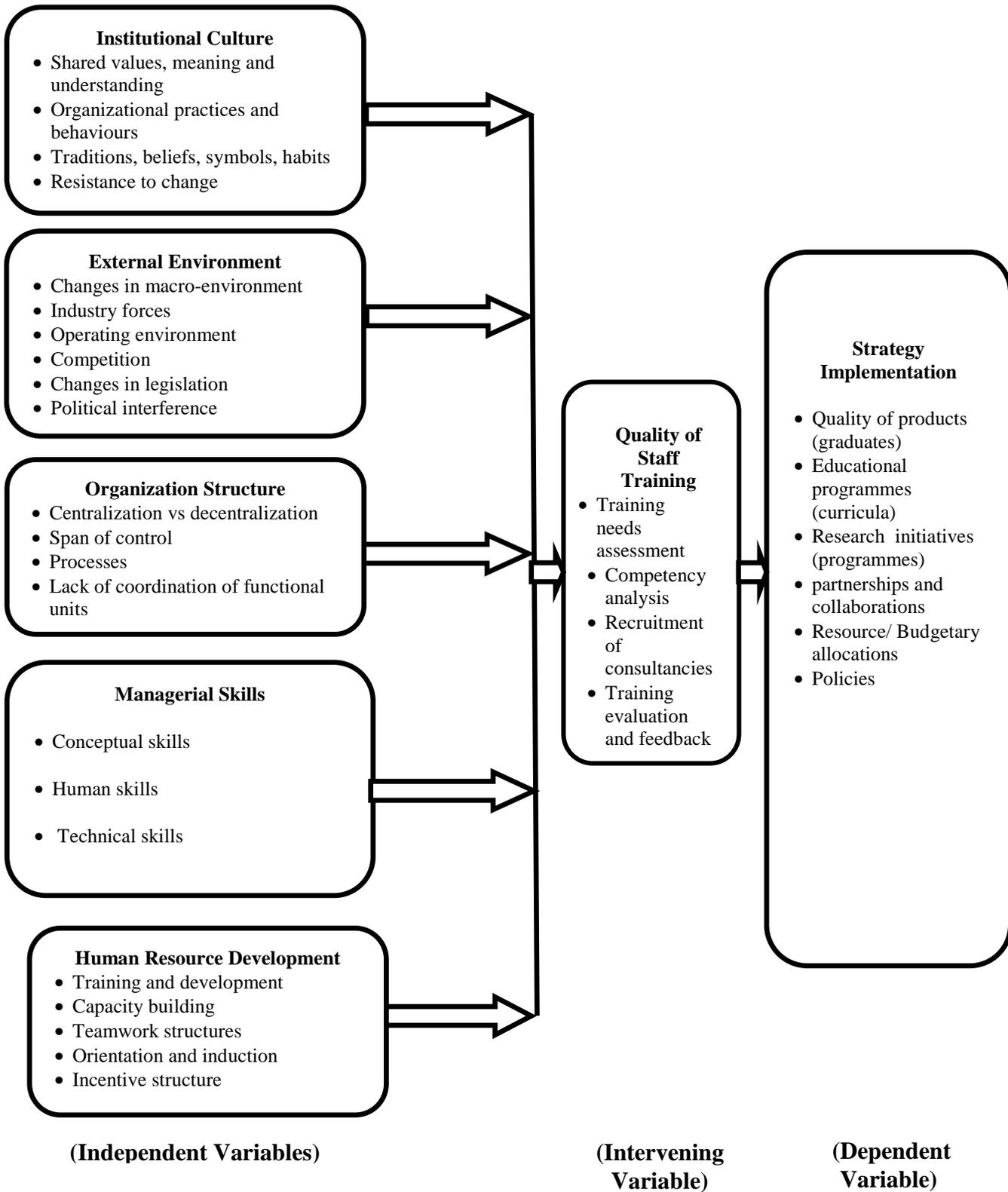


Figure 2.3: Conceptual Framework

2.4 Empirical Literature Review

A literature review surveys scholarly articles, books and other sources relevant to a particular issue, area of research, or theory, and by so doing, providing a description, summary and critical evaluation of these works. Literature reviews are designed to provide an overview of sources while researching a particular topic and to demonstrate to readers how the research fits into the larger field of study (Creswell, 2003).

2.4.1 Strategy Implementation

Strategy implementation consists of the basically administrative tasks of needed to put strategy into practice. Successful strategy implementation depends in part on the organization structure. Strategy needs to be institutionalized, or incorporated into a system of values, norms and roles that will help shape employee behavior, making it easier to reach strategic goals. Strategy also must be operationalized, or translated into specific policies, procedures and rules that will guide planning and decision making by managers and employees (Stoner, Freeman and Gilbert, 2001). Implementing an operations strategy involves taking ideas, decisions, plans, policies, objectives and other aspects of the strategy and implementing them into actions (Waters & Waters, 2006).

Kohtamaki and Salmela-Mattila (2009) studied the successes and failures of strategy implementation in a higher education institution in Finland and found that among the sampled institutions they aspired to have successful implementation due to their future oriented strategic change. Much of this change had to do with the organisation's readiness for change; to integrate education programmes and units, to integrate R&D and teaching, to centralise the functions and to establish new co-operation with new partners and to learn new strategy-based management. Because of the internal organisational reforms the case institutions were in a transition phase. Parallel reforms in organisational structures, in management and in basic functions were challenging circumstances and conditions for strategy implementation.

A study by Ofori and Atiogbe (2011) on strategy implementation at the University of Ghana revealed that there is considerable competition between the public universities such that programmes that were hitherto abandoned by some universities are being reintroduced and all of them had and continue to introduce programmes that appeal to specific groups in their communities. The study by Ooro (2009) on *The Quest for inclusive Higher Education in Kenya: A Vivisection of concerns, policies and reform initiatives* notes that the importance placed on research in Africa is minimal in comparison to the developed countries and that a significant number of the few research projects that are completed suffer the unfortunate fate of sliding into oblivion. The importance of research in higher education cannot be overemphasized.

The lack of visibility of many of Kenyan researchers is evidence of the insufficient structural and financial support mechanisms in existence (Mungai, 1998). Ngome (2003) cited in Ooro (2009) notes that factors such as the poor dissemination of research findings due to the general absence of research journals in Kenya and Africa as a whole is a major hindrance. This coupled with the overall consideration of the publication of academic books and journals as money losing ventures as well as the fact that promotions are based on cronyism rather than meritocracy and participation to research also contribute to the lower prominence of research. The study adds that there has been deterioration of education standards.

Ooro (2009) avers that quality in the universities and the aspect of funding is a multi-faceted matter that touches on all issues such as availability of sufficient infrastructure vis-a-vis student population, ratio of teachers to students and availability of facilitating technology among others. Students enrolled in parallel programmes pay high fees almost commensurate to fees paid in private universities. This has led to commercialization of education that compromises on quality. The insufficient infrastructure and sometimes haphazard establishment of university campuses adds to the problem. Further, it has been revealed that some of these universities are designing irrelevant degrees in the Arts

disciplines in order to mint extra funds creating surplus in this area while the country desperately needs to strengthen the technical based programmes (CHE Workshop Proceedings, 2008) cited in Ooro (2009).

Ngome (2003) adds that due to liberalization and the need for universities to not only remain relevant but also attract funding, the public universities have entered into internal collaborative arrangements with what are referred to as middle level colleges. Ngome (2003) elaborates that due to these collaborations students in these colleges have the possibility of enrolling for degree programmes. This is a positive development in the sense that there has been increased access to higher education especially with respect to university education. Another important attribute of increased access is the element of external collaboration with universities abroad. This has considerably reduced the number of students travelling abroad (Ooro, 2009).

Omboi and Mucai (2012) on a study on factors affecting the implementation of strategic plans in selected technical training institutes quotes the UNESCO report (UNESCO, 2004) that emphasizes that quality education is a tool to overcome most of the problems in Africa and a means to fulfil other rights. Indicators of quality education must be revised to ensure that standard is maintained worldwide. Quality education assures sustainable acquisition of knowledge, be it intelligent or practical of developing the individual and contributes to national and global development.

Ochanda (2010) in a study whose objective was to determine strategy implementation challenges at Kenya Industrial Estates Limited used in-depth interviews with the board members, top-level managers, the middle level managers and the shop floor employees with the help of an interview guide. In the implementation of the years' 2003-2008 strategic plan, out of the strategy critical aspects of the organization, the organization was only able to align its structure, culture and leadership to its strategy. Policies, procedures and support systems, the reward, and motivational structures, resource

allocation and budgetary allocation continued posing a challenge to the successful implementation of the strategy. Similarly, the importance of communication of responsibility and accountability, with regard to the strategic plans, was overlooked. The organization continued in its poor performance.

2.4.2 Institutional Culture and Strategy Implementation

Schein (1985) cited in (Stoner, Freeman and Gilbert, 2001) describe organizational culture as the set of important understandings such as norms, values, attitudes and beliefs shared by organizational members. Culture exists in three levels which are artifacts, espoused values and underlying assumptions. Artifacts are the things that one sees, hears and feels when one encounters a new group with an unfamiliar culture which include products, services and even behaviors of group members. Espoused values are the reasons we give for doing what we do. Basic assumptions are the beliefs that are taken for granted by the members of an organization.

Recently in Kenya, Musyoka (2011) studied challenges of strategy implementation in Jomo Kenyatta Foundation and found that institutional culture plays an important role in determining the success of strategic planning and implementation in any organization. The compatibility of the organization's culture to new strategic changes is an important measure in strategy implementation and mitigation of any challenges that may arise during implementation. Lack of synergy between strategy and culture may obstruct the smooth implementation of strategy by creating resistance to change. It is important that the culture of an organization be compatible with the strategy being implemented because where there is incompatibility between strategy and culture, it can lead to a high organizational resistance to change and de-motivation, which in turn can frustrate the strategy implementation effort. However, when culture influences the actions of the employees to support current strategy, implementation is strengthened. Maximizing synergy and reinforcing culture will lead to successful implementation of strategies. Musyoka (2011) further asserts that systemic resistance results from passive

incompetence of the organization in support of strategy. It arises whenever the development of capacity lags behind strategy development. This may further hinder implementation, especially where strategic and operational control systems do not detect and cause adjustment to the changing internal environment.

In a study by Bolo, Wandera, Imita and K'Obonyo (2010) on challenges facing the implementation of differentiation strategy in the operations of the Mumias Sugar Company in Kenya, culture was referred to as a shared meaning, shared understanding and shared sense making. The value any organization places on role models, through the system of complements, and coupled with employee expectations has a big impact on developing the morale of workers. Culture impacts on most aspects of organizational life, such as how decisions are made, who makes them, how rewards are distributed, who is promoted, how people are treated and how organization responds to environmental changes.

Lewa, Mutuku and Mutuku (2009) study on "Strategic planning in the higher education sector of Kenya: case study of public universities in Kenya" reveal that Kenyan universities and colleges, especially public ones, have always planned but there was never anything strategic about it because the "planning has always been the traditional one that followed the government's five year planning cycle". It is common knowledge that government's five year planning cycles mostly involved adjusting plans for inflation and political changes especially to accommodate the whims of the ruling regime. The planning was never seriously focused on the long term. This was the case until the advent of performance contracting that demanded that planning be at strategic levels.

Ofori and Atiogbe (2011) study on strategic planning in public universities: a developing country perspective found that regarding the effect of culture on strategy implementation at the University of Ghana the values that existed in the universities do not effectively inform the behaviours of the members of these institutions. They only existed in name as

leadership had not effectively ensured that an excellent culture was understood and shared by all. Respondents unanimously agreed that culture is a driving force for implementing strategy but in their opinion, leadership was not setting the right example. As regards the working of the committee system it was found that administration throughout the universities encouraged participation which indeed, served as a leveraging tool for building and sustaining a workable culture.

Omboi and Mucai (2012) on a study on factors affecting the implementation of strategic plans in selected technical training institutes revealed that institutional policies are relatively weak in influencing strategy implementation because of low awareness and infrequent use of the service charter. However, this was indicated as negligible on the correlation coefficient index and this is supported by the awareness of specific institutional policies that guide ISO process and performance contracting which are benchmarks and the guidance of policy on strategic implementation. There was also evidence that the low influence of policy statements on decision making is an indicator to the relative weakness of correlation between implementation of strategies and institutional policies. The infrequency use of service charter can also show why there is low influence of institutional policies on implementation of strategic plans.

2.4.3 External Environment and Strategy Implementation

Pearce II and Robinson (2007) suggest that a host of external factors influences a firm's choice of direction and action and ultimately its organizational structure and internal processes. These are factors in the remote environment, in the industry environment and in the operating environment. They add that in combination, these factors form the basis of the opportunities and threats that a firm faces in its competitive environment.

Musyoka (2011) study on challenges of strategy implementation in Jomo Kenyatta foundation refers to external environment as anything that is outside the organization such as other organizations, business environment, and other people who have

relationships with the organization or with people within the organization. Changes in the macro-environment, the industry forces and the operating environment present external sources of challenges. The industry forces create intense competition as opposed to what could often occur under a monopolistic environment. This underpins the importance of scanning the internal and external environment as an important analysis during strategic planning and implementation.

Koyana (2009) in a case study of strategy implementation at a major Eastern Cape component Supplier Company in the automotive industry in South Africa found that environmental uncertainty gives rise to a need for new strategies to be implemented thus resulting in changes in tasks within the organization. Interviews were undertaken within the levels of top management, middle management and the operational employees. Interpretations were made of the constructs made by the research participants in their understanding of how the research company implemented its strategy to become one of the best cost leaders in the manufacture of automotive pressed metal body components. The study also revealed that changes in the task environment require the new strategy to be appropriate to the market conditions, trends and developments in the external environment until the implementation process is completed. For success to be achieved in the implementation of a new strategy, the key changes in responsibilities of employees should be clearly defined so as to ensure alignment with the main strategic goals and the emerging issues from the environment. The aim should be to ensure that the majority of the staff component understands the vision and strategy in order to effectively implement a desired strategy in line with both internal environment and the external environment.

According to Ochanda (2010) study on challenges of strategy implementation at Kenya Industrial Estates Limited, the strategy implementation challenges experienced by the organization were enhanced by both restrictive regulations and policies under which state corporations operate. The organization had no control over these policies and

regulations. Kenya Industrial Estates Limited like any other state corporation operates in a complex environment, which is more unpredictable and less stable. This notwithstanding, it is expected to emulate the private sector, and operate competitively. However, state corporations do not operate as freely as the private enterprises. The state corporations' objectives fluctuate in their order of priority depending on the restrictions and the changes in the governing regulations, and the changes in the broader policies formulated by the Government. This situation places Kenya Industrial Estates Limited in a very awkward position in that, it is unable to operate commercially and reflect profits.

Muli (2008) study on challenges of strategy implementation in public corporations: a case study of Telkom Kenya Limited sought to establish if there have been challenges of strategy implementation in Telkom Kenya. It also aimed at finding out the extent to which employees of the company are aware of the ongoing strategic changes in the company because this shapes the implementation process. It was conducted among a sample of 80 people of which 55 were employees of Telkom Kenya. Some belonged to management cadre and Board members. 25 were top employees of the Ministry of Information and Communication, which is the parent Ministry. From the findings of the study it was concluded that there were challenges facing the company especially from the external competitive operating environment.

Muli (2008) also found that efforts to implement the strategy can be greatly impaired by challenges arising from the industry forces that include powerful buyers, powerful suppliers and stiff rivalry from the competitors. Changes in the degree of integration of major competitors, industry's vulnerability to new or substitute products, changes in the magnitude of the barriers to entry, number and concentration of suppliers, nature of the industry's customer base and the industry's average percentage utilization of production capacity are all likely to impact on implementation. Information is a key resource of particular attention at the moment with the rapid advances in information technology.

These developments in the ability to access and process information can build or destroy an organization's core competences that are crucial for competitive advantage.

A study by Ofori and Atiogbe (2011) on strategy implementation at the University of Ghana revealed that there is considerable competition between the public universities such that programmes that were hitherto abandoned by some universities are being reintroduced and all of them had and continue to introduce programmes that appeal to specific groups in their communities. The study also revealed that quite a large number of respondents are aware of strategic planning in their university. Strategy development in the public universities is formal and linear indicating that decision making is top-down involving mostly higher and middle management as against members of lower management and other stakeholders in sync with. In support of Ofori and Atiogbe (2011), Downes (2001) observes that external forces may be a challenge to the implementation of strategy in an organization. It can also influence internal resistance to strategic planning and implementation. He emphasizes that it is important to mitigate these external challenges so as to realize the successful implementation of any strategy in the organisation.

2.4.4 Organisational Structure and Strategy Implementation

This is a specific pattern of relationships that managers create in the process of organizational design. Organizational structure is a framework that managers devise for dividing and coordinating the activities of members of an organization (Stoner, Freeman & Gilbert, 2001).

In studying the challenges facing the implementation of differentiation strategy at the Mumias Sugar Company Limited in Kenya, Bolo, Wandera, Imita and K'Obonyo (2010) just like in Johnson and Scholes (2003) found that the structure of an organization plays an integral part in the implementation of strategy and the successful acceptance of the strategy by all stakeholders in the organization. The organizational

structure, processes, relationships and boundaries present internal sources of challenges. Inappropriate systems utilized during the process of operationalization, institutionalization and control of the strategy are often sources of challenges during strategy implementation. The process of institutionalization relies heavily on the organization configuration that consists of the structures, processes, relationships and boundaries through which the organization operates.

A recent study by Donselaar (2012) on drivers and barriers of strategy implementation at the Netherlands Red Cross (NRC) revealed that the implementation of the NRCs strategy, had several organizational barriers in place. The main barriers for the organizational structure were, 1) the lack of coordination activities related towards the strategy implementation, 2) differences in the processes of decision making, and 3) the negative effect of the organizational structure on the outcome of the implementation process. The ‘strategy’ barriers consisted of 1) the unsystematic execution process and an essential one, namely 2) the absence of a strategic plan. The category ‘systems’ indicates numerous barriers, 1) the absence of a special (developed) IT system to support the implementation process, 2) the lack of controlling, and 3) the shortage of a system to monitor the effectiveness of the implementation process (Donselaar, 2012).

Donselaar (2012) study main recommendation was that the NRC head office should provide educational materials, hold educational meetings, develop an organizational structure which operates from a team structure. Additionally NRC was advised to implement a specially designed IT system for implementing a strategy or improve and expand the use of the E-mail Outlook system, and finally assess the regions’ workforce extensively in order to find gaps within the region’s workforce.

The choice of a particular structure was found to be a formidable challenge by Shattock (2003) in a study on managing successful universities where for example, the strategic challenge in the functional structure is effective coordination of the separate functional

units. Some form of divisional structure is therefore necessary to meet the coordination and decision-making requirements resulting from increased diversity and size. Moreover, increased diversity, size and number of units necessitate grouping various divisions in terms of common strategic elements. The relationships consist of interactions, influence, communication and power dynamics, among other elements that occur in a systematic or a structured manner. Whilst the strategy should be chosen in a way that it fits the organization structure, the process of matching structure to strategy is complex.

Ofori and Atiogbe (2011) in their study strategic planning in public universities: a developing country perspective in the University of Ghana found that for strategy implementation process to be effective, an organizational structure must be suitable or relevant to the current strategy. With the structure following strategy principle, it was observed that the universities had indeed adjusted their organizational structures to aid the implementation process to a large extent. One university (the University of Ghana) had re-organized all the academic units into colleges whilst the other two are doing so systematically in an action meant to decentralize decision-making from the centre. However, the intention to professionalize the administrative professions and review their functions had not been very effective.

West (2008) in a study on being strategic in higher education management avers that while the organizational matrix structure is easy to design, it is difficult to implement. Dual chains of command challenge fundamental organizational orientations. Negotiating shared responsibilities, use of resources and priorities can create misunderstanding or confusion among sub-ordinates. The biggest challenge in leadership is in determining the “right things”, especially at a time where industries are mature or declining; the global village is becoming increasingly complex, interconnected, and unpredictable; and product lifecycles are shrinking. Such challenges are even more acute in strategy

implementation. A leader also faces all kinds of barriers, such as conflicting objectives, organizational fiefdoms, political rivalries and organizational inertia.

Kohtamaki and Salmela-Mattila (2009) studied on strategy implementation in a higher education institution: successes and failures and found that parallel reforms in organisational structures, in management and in basic functions were challenging circumstances and conditions for strategy implementation. Structures need not be complex for them to provide a good platform for a successful strategy implementation

2.4.5 Managerial Skills and Strategy Implementation

Stoner, Freeman and Gilbert (2001) describe managerial skills as comprising of technical, human and conceptual skills and add that every manager needs all three. Technical skill is the ability to use the procedures, techniques and knowledge of a specialized field. Human skill is the ability to work with, understand and motivate other people as individuals or in groups while conceptual skill is the ability to coordinate all of an organization's interests and activities. It involves seeing the organization as a whole, understanding how its parts depend on one another and anticipating how a change in any of the parts will affect the whole.

The management is the most fundamental instrument in strategy implementation because it is the leadership and it therefore determines how well the organization will respond to the strategy implementation process. The management sensitizes the organization on the benefits of the new strategies and explains the role of each individual, group or division/department in the new strategy highlighting the benefits and also addressing the challenges of adopting a new strategy. They therefore play an important role in the planning and implementation stages (Speculand, 2009).

Mapetere, Mavhiki, Nyamwanza, Sikomwe and Mhonde (2012) study on strategic role of leadership in strategy implementation in Zimbabwe's state owned enterprises showed

that 54% of the respondents were of the opinion that top management or leadership predominantly used their technical skills to spearhead strategy implementation. The survey revealed that most State Owned Enterprises' top leadership failed to craft and articulate a worthwhile vision for chosen strategies and their subsequent implementation processes. The study revealed that 65% of the respondents did not agree that top leadership was able to craft clear cut visions for the strategy implementation process, while only 35% agreed that there was a clear enabling strategic vision to spearhead strategy implementation processes. These results show that most State Owned Enterprises in Zimbabwe failed to successfully execute strategy implementation with considerable results due to a lack of a clear strategic vision. Their findings were in concurrence with Irianto (2005) who concluded that the successful implementation of strategic decisions and operational directives rested in strategic action and decision in creating awareness through well crafted vision.

Further findings of Mapetere et al.(2012) research established that most strategies failed due to the inability of leaders to make use of their various skills to create the awareness and show the strategy implementation roadmap as most of the strategy implementers were not aware of leadership expectations. They recommend that leadership should make use of their skills and abilities such as Human, technical and conceptual skills to create the need for change and enhance strategy implementation receptivity through imparting knowledge, motivation and guidance to strategy implementation individuals and teams. It was revealed that most State Owned Enterprises leaders failed to role model that ideal behaviour to spearhead and sustain strategy implementation. The most important thing when implementing a strategy is the top management's commitment to the strategic direction itself. Therefore, top managers must be willing to give energy and loyalty to the implementation process. The ability to craft a clear cut strategic vision represents a valuable intangible asset which is key in strategy implementation. The study revealed that most strategies implemented were not backed by well crafted visions to guide them. Thus for the purpose of strategy implementation leaders should be able to

craft a vision that create a fit between intended strategy and the specific personality profile of the implementation's key players in the different departments of the organization.

Thach and Thompson (2007) in their research on examining leadership competencies between for-profit vs. public and non-profit leaders concurred that commonly referenced competencies for successful Strategy Implementation include; integrity/honesty, communication, technical competence, diversity consciousness, developing others, results orientation, change management, interpersonal skills, problem-solving, decision making, political savvy, strategic/visionary thinking, customer focus, business skills, team leadership, influence skills, conflict management, emotional intelligence, social and environmental responsibility. The failure to identify one's competence and use such or a combination thereof dampens the quality and success of strategy implementation programmes.

According to Thach and Thompson (2007) all implementation aspects during the planning phase are fundamental for execution as there is no time to do that during execution. It is critical that everyone on the team understands and agrees upon the details of the plan. Management must make the commitment to stay focused on the agreed upon plans and should only make significant changes to the plan after careful consideration on the overall implications and consequences of the change. The organization should maintain a balance between ongoing business activities and working on new strategic initiatives. That is, that problems with implementation often occur when companies concentrate on new strategy development and in the process forget their main line of business that underlie within previously formulated business strategies.

Jooste and Fourie (2009) in their study on the role of strategic leadership in effective strategy implementation: perceptions of South African strategic leaders used a likert

scale questionnaire designed to measure the respondents' perceptions of the role of specified strategic leadership actions in strategy implementation in their organizations. The respondents' perceptions of the extent to which specific strategic leadership actions contribute positively to effective strategy implementation in their organizations were measured. A five-point Likert scale was used, where 1 is agreement to 'no extent' and 5 is agreement to a 'very large extent'. Evidence from the study showed that the respondents were of the opinion that all the given strategic leadership actions contribute positively to effective strategy implementation in their organizations. This is evident from the fact that the mean scores for all seven items exceeded 3.00, ranging between 3.25 and 4.29. 'Determining a strategic direction for the organization' obtained the highest mean score (M = 4.29), and 'developing social capital' obtained the lowest mean score (M = 3.25).

The respondents perceive the determination of a strategic direction for the organization as the strategic leadership action that plays the most important role in effective strategy implementation (90.2% of the respondents agreed to a 'large extent' and 'very large extent' with this statement). Other strategic leadership roles that play an important role in effective strategy implementation are: development of human capital (M = 3.90) and exploitation and maintenance of core competence (M = 3.83). The respondents viewed the development of social capital as the strategic leadership action that plays the least important role in effective strategy implementation. (Only a third of the respondents agreed to a 'large extent' and 'very large extent' that developing social capital contributes positively to effective strategy implementation in their organizations (Jooste & Fourie, 2009).

Hrebiniak (2005) conducted a research survey entitled "Business strategy: execution is the key" of 400 managers and found that management should modify the culture within the firm to accommodate new changes. This can be done by bringing on board new brains and cultivate the culture of delegation through management by objectives. This

enhances team spirit and accountability among workers. Markets are points of exit for the firm's products, and through measures like advertising, new markets are opened. Leadership should restructure their organizations and empower their followers through motivation to create effective teams. Leadership is the process of persuasion, where an individual induces a group to pursue certain objectives. One aspect of effective leadership involves restructuring organizational architecture in a manner that motivates employees with the relevant knowledge to initiate value-enhancing proposals.

Hrebiniak (2005) found additional factors that may be obstacles to successful strategy implementation such as: employees not feeling like they are important in the process; lack of proper guidelines or a model to guide strategy- execution efforts; lack of understanding of the role of organizational structure and design in the execution process; inability to generate "buy-in" or agreement on critical execution steps or actions; lack of incentives or inappropriate incentives to support execution objectives; insufficient financial resources to execute the strategy. These obstacles can be mitigated by good managerial skills and effective management in an organization.

Brannen (2005) conducted a survey-based study entitled "Upfront: the 33 1/3 percent strategy solution" and concluded that in order to improve execution certain issues – such as inadequate or unavailable resources, poor communication of the strategy to the organization, ill-defined action plans, ill-defined accountabilities, and organizational/cultural barriers – have to be tackled. These issues require the management to use efficient skills and methods to enable the strategy to be successful. Brannen's survey unearthed another significant obstacle to effective strategy implementation namely, failing to empower or give people more freedom and authority to execute. The empowerment is given by the management and hence the need for managers and business leaders to have empowerment skills.

Chege (2009) in a study on relevant, effective, appropriate and transformative leadership in higher education in the 21st Century, observed that most higher education institutions have a mission, vision, core values and objectives well stated, and some pasted on walls, receptions, institutions' handbooks, websites among other places. Ideally, these visions, missions, core values and objectives should act as navigators for these institutions to achieve their goals and realize their dreams. Higher education institutions are ideally to be a lead in education and research in any country. However, his study revealed that many students in these institutions echoed that 'high school was better than university and college in terms of facilities and services offered' and wondered what is wrong especially with such well written down roadmaps. The study concluded that leaders in tertiary institutions need to take a lead in taking the institutions forward by balancing task orientation and people orientation, by embracing technological changes and regular revision of curriculum. Above all an effective, appropriate and relevant leadership should bring changes in the society for the true measure of education is change. Leadership without a following is only taking a walk!

2.4.6 Human Resource Development and Strategy Implementation

The human resource development refers to the people within the organisation working to achieve organizational objectives – they are the employees of the organization. They can support or resist new strategies, but their support is critical in the success of any strategy because they are the labour used in achieving the organizational goals. The people working in an organization sometimes resist change proposals and make strategy difficult to implement. This may take the form of procrastination and delays in triggering the process of change, unforeseen implementation delays and inefficiencies which slow down the change and make it cost more than was originally anticipated, lack of commitment, slow downs, absenteeism, disrespect of deadlines, poor performance and strikes (Lynch, 2000).

A study on strategy implementation in Iranian higher education institutes, Alashloo, Castka and Sharp (2005) found that if employees have inadequate experience and knowledge, their feelings of insecurity and fear of failure will increase and this can lead to strategic drifts. Lack of motivation can be attributed to low income, high levels of responsibility, extensive bureaucracy, and cumbersome administrative processes. A poor teamwork structure and a spirit of individualism decreases employees desire to work in teams which results in the failure of strategic implementation. Alashloo, Castka and Sharp (2005) as cited in Beer and Eisenstat (2006) opine that employees view ineffective senior management as uncooperative across the organisation or between functional areas, for fear of losing or reducing their power. This leads to lack of trust by the employees and hence a decrease in efficiency and effectiveness of both junior employees and management. Furthermore, they note that inadequate down-the-line leadership development is also an obstacle in strategy management. In many companies, low-level management skills are not internally developed by creating opportunities to lead change, nor supported through leadership coaching or training.

Ng'ang'a, Kosgei and Gathuthi (2009) explored competency, experience and industrial exposure of faculty members in public universities and collaborating colleges in Kenya. The most significant and outright finding is the absence of a systematic form of faculty members' performance metrics. The universities do not seem to have a practical and well adopted method of measuring, assessing and monitoring the faculty members' performance and effectiveness. Research, the mainstay of universities attainment of goals and objectives, is limited to the extent to which the majority of the faculty members can finance from their meagre earnings. Ng'ang'a et al. (2009) findings collaborate those of Beer and Eisenstat (2006) who also view vertical communication as an obstacle to successful strategic implementation. Problems may be identified but are not shared in teams or work groups, as many managers are not open to candid discussion. Top teams appear to avoid potentially threatening and embarrassing issues,

and advise lower levels to keep their observations to themselves and get on with their work.

A study of Finnish university reforms by Kohtamaki and Salmela-Mattila (2009) on balancing organisational differentiation and integration shows that the preparation and implementation process of the strategy is crucial, as also is how actors from students to senior management are involved in the strategy process. The strategic planning process is deemed more important than the formal strategy document. Wide participation of the personnel in the strategy planning processes and decision-making process should be encouraged by the institutional leaders. When each organisational level participates in the strategy process, it enables interactive processes that enhance commitment in the implementation. However, departments and individual personnel members may promote their own strategies and without or with little or no input from institutional management.

Kiamba (2008) in his paper on experience of privately sponsored studentship and other income generating activities at the University of Nairobi made an observation in that Private sponsored students and other income-generating activities at the university of Nairobi that although public universities are raking millions of shillings every year from parallel students, no ambitious staff development programmes have been developed to assist lecturers obtain PhD degrees. Currently, the bulk of lecturers in public universities like their counterparts in private universities have stagnated at Master's degree level. Lecturers complain that little has been done to assist them to acquire higher degrees. The issue is common in East Africa where public universities have embraced the concept of the entrepreneurial university, a model that identifies higher education resources and their exploitation. "The model assumes that universities have to market what they know best, namely, teaching, research and service," Control and incentive structures in the implementation should be organised at the departmental level of higher education institutions. By control the progress of the implementation process is continually evaluated and the process can be adjusted if necessary. The most important is the

incentive structure, which aims at an optimal realisation of the strategic goals. However, it is challenging to establish inspiring incentives in professional academic organisations.

Omutoko (2009) undertook a study on Re-Thinking the Management of Higher Education Institutions Transformational Leadership. The study concluded that Higher education was in crisis today and the current situation was not sustainable throughout the world. The situation was aggravated by low quality which was as a result of rapid enrolment, growth under limited resources, and inefficiency in terms of inappropriate use of public resources in higher education, high dropout rates, program duplication and inequity. The study recommended that due to the fact that most of the faculty members do not know about hierarchical levels in HEIs, it is necessary that institutions take the responsibility of providing management training for lecturers and managers as this would help them in understanding protocol and improve their management. On the same note, orientation and induction of new staff should be a must after the recruitment process as this helps in understanding activities and gives a starting point. Mentorship should also form an integral part of management. In conclusion he stated that Higher education is vital for economic and social development, therefore these institutions should be managed efficiently and issues facing them should be dealt with promptly in order for them to be able to achieve their goals which will ensure that the country moves progressively towards a guided direction. In order for universities to remain relevant, achieve their missions and to keep up with current trends, they can benefit from knowledge management practices which include making use of the corporate portal concept and management by results.

Manyasi (2009) took a study on challenge of crisis management in institutions of higher learning in Kenya. The study revealed that managers in the institution do not use a proactive approach to crises management. They lack knowledge about strategic actions such as integrating crises management into strategic planning process, integrating crises management into statements of corporate excellence, creating crises management teams

and including outsiders on the board. The organizations did not have a crisis management plan. The researcher recommends that: Competent public relations officers should be employed to perform all functions including crises management. Training and workshops in crises management should be provided to strategic managers and public relations practitioners. Managers should use strategic actions such as integrating crises management into strategic planning process, integrating crises management into statements of corporate excellence, creating crises management teams and including outsiders on the board. A location to act as a crisis management centre should be identified. Organizational members should be exposed to crisis simulations.

2.5 Summary of Literature Review

Studies on implementation of strategies by Schmidt and Brauer (2006), Chimhanzi and Morgan, 2005, Olson, Slater and Hult, 2005, Schaap, 2006, Brenes, Mena and Molina, (2007), Viseras, Baines and Sweeney (2005) focus on the implementation of corporate level strategies. Most of these studies, however, focus on marketing strategy (Chimhanzi, 2004). The only other study of functional strategy implementation identified is Viseras, Baines and Sweeneys study (2005) in the context of manufacturing strategies. This study focuses on the key success factors in the project management for the implementation of strategic manufacturing initiatives. Few studies focus on the actual operational level of strategy implementation such as (Homburg, Krohmer & Workman, 2004). Bantel and Osborn (2001) analyze the effects of two key aspects of product strategy (product leadership and product/market focus) on performance, and on two aspects of strategic implementation (stakeholder input and employee empowerment). This study also emphasizes the relationship between product strategy and several strategic implementation variables. Homburg, Krohmer and Workman (2004) point out that market orientation plays a key role for the successful implementation of a PPD (premium product differentiation) strategy.

According to Strydom, Perks and Smith (2010), strategic management literature has in recent years increasingly commented about the role of socio-cultural factors in strategy implementation. This proposes an underlying consensus about the ideal socio-cultural factors for strategy implementation, further implying that diversity and organizational culture could be profiled on a continuum stretching from supportive to non-supportive for strategy implementation. Strategy implementation literature lacks sufficient concrete evidence to form a clear understanding of the dimensions of such a diversity and cultural profile. As a result, it is neither easy to guide institutions about the areas of diversity and organizational culture that are crucial to strategy implementation, nor to assess these social-cultural factors on a scale of strategy implementation supportiveness.

2.6 Research Gap

Even though it is a known fact that strategy execution is of critical importance, relatively few conceptual models still exist for strategy execution and relatively little other literature could be found on this topic. Moreover, much of the process literature focuses on the effects of strategy formulation, and there was very little evidence on the processes that organizations use when implementing their strategies and the consequences for performance. According to Atkinson (2006), the available literature seems to approach the matter of implementation from a wide range of different disciplines and domains. Strategy implementation has also attracted much less attention in strategic and organisational research than strategy formulation or strategic planning (Aaltonen & Ikävalko, 2002; Hrebiniak, 2006; Pryor, Anderson, Toombs & Humphreys, 2007).

Many of the recent research publications about strategy implementation have tended to focus more narrowly on specific perspectives such as leadership, culture, employee buy-in and performance measurement (Pryor *et al.*, 2007), while relatively few publications attempted to provide an integrated representation to assist in the effective alignment of an organisation with its structure (Beer & Eisenstat, 2000). Atkinson (2006) suggests that there is a lack of agreed upon theoretical frameworks; to such an extent that the

current state-of-play resembles a somewhat incoherent knowledge base, with some consensus but many important gaps.

A few empirical studies on strategy implementation in HEIs are undertaken outside Kenya; Kohtamaki and Salmela-Mattila (2009) study in Finland, Alashloo et al. (2005) study in Iran, and Ofori and Atiogbe (2011) study in Ghana. Omboi and Mucai (2012) have studied on TTIs only. No study had undertaken a comprehensive and in depth study on strategy implementation in HEIs in Kenya. The aim of this research was to present a more integrated way of thinking about strategy implementation. The study broke away from the many strategy studies that concentrate with business organizations mostly in the private sector. This study has significantly closed the gap by investigating the challenges of strategy implementation in HEIs in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the methods used to capture the data for the research. It details research design, population, sample and sampling techniques, data collection instruments, data collection procedures and data analysis. Zikmund, Babin, Carr and Griffin (2010) describe a research methodology as a part that must explain technical procedures in a manner appropriate for the audience. It achieves this by addressing the research and sample designs used for the study, the data collection and fieldwork conducted for the study and the analysis done to the collected data. Dawson (2009) states that the research methodology is the philosophy or general principle which guides the research. Kombo and Tromp (2009) concur with Zikmund et al. (2010) that research methodology deals with the description of the methods applied in carrying out the research study.

3.2 Research Philosophy and Design

3.2.1 Research Philosophy

Research philosophy or paradigm is the underlying assumption upon which research and development in the field of inquiry is based. The dominant philosophical orientations in social sciences are phenomenology and positivism. Positivism also called empiricism was first coined in the 19th century by mathematician Auguste Comte who stressed the importance of scientific rigor in quest for knowledge (Saunders, Lewis & Thornhill, 2009). The approach postulates that the researcher is independent of what is being observed. As such the choice of the study and how it should be handled is determined by objective measures associated with quantitative data. The researcher follows a pattern of deductive reasoning beginning with a linear approach of formulating hypotheses and operational definition about the characteristics of phenomena being observed based on existing theory, testing hypotheses based on statistical methods leading to approval or rejection of hypotheses (Muganda, 2010). Phenomenology research involves gathering

large amounts of rich information based on belief in the value of understanding the experiences and situations of a relatively small number of subjects (Veal, 2005). The strength of phenomenology research is that it enables researchers to gain a depth of understanding of the cases and situation studied (Berg, 2004). However, a major weakness of this approach is that it reduces generalizability due to the relatively small number of samples (Patton, 2002).

This thesis adopted the positivism paradigm to achieve its objectives. This allowed use of survey approach whose benefits were easier administration to a large and geographically spread population and greater coverage of the population which may provide greater validity through a larger and more representative sample. The choice was based on the fact that in order to empirically establish the relationships between the variables, hypotheses were formulated and tested and findings generalized. This philosophy has been used by other researchers like Kinoti (2012), Letting (2011) and Thuo (2010).

3.2.2 Research Design

A research design can either be exploratory, descriptive, experimental or hypothesis testing. The nature of the study - whether it is exploratory, descriptive or experimental depends on the stage to which knowledge about the research topic has advanced (Sekaran, 2003). Schwab (2005) states that a research design establishes procedures to obtain cases for study and to determine how scores will be obtained from those cases. Polit and Beck (2003) describe a research design as the overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process. Miller and Yang (2008) and Kothari (2004) describe a research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Newing (2011) states that the term 'research design' is used both for the overall process described above (research methodology) and also, more specifically, for the research design structure. The latter is to do with how the data collection is

structured. Lavrakas (2008) explains that a research design is a general plan or strategy for conducting a research study to examine specific testable research questions of interest. Yang (2008) states that the phrase “research design” denotes both a process and a product aimed at facilitating the construction of sound arguments.

Lavrakas (2008) asserts that choosing an appropriate research design depends on; the nature of the research questions and hypotheses, the variables involved, the sample of participants, the research settings, the data collection methods and the data analysis methods. Thus, a research design is the structure, or the blueprint, of research that guides the process of research from the formulation of the research questions and hypotheses to reporting the research findings. In designing any research study, the researcher should be familiar with the basic steps of the research process that guide all types of research designs. Also, the researcher should be familiar with a wide range of research designs in order to choose the most appropriate design to answer the research questions and hypotheses of interest.

This study used a combined descriptive survey research design and correlational research design. Lavrakas (2008) describes a descriptive survey research design as a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, observations, and interviews. It is one of the most widely used non-experimental research designs across disciplines to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population. Orodho (2003) and Kothari (2004) describe a descriptive survey design as a design that seeks to portray accurately the characteristics of a particular individual, situation or a group. According to Polit and Beck (2003), in a descriptive study, researchers observe, count, delineate, and classify. They further describe descriptive research studies as studies that have, as their main objective, the accurate portrayal of the characteristics of persons, situations, or groups, and/or the frequency with which certain phenomena occur.

Borg and Gall (2007) define correlation research as studies whose purpose is to discover relationships between variables through the use of correlational statistics. Correlation design describes in quantitative terms the degree to which variables are related. It involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. The principal advantage of correlational research is that it enables researchers to analyze the relationships among a large number of variables in a single study (Mugenda & Mugenda, 2003). Correlational research designs are used to explore causal relationships between variables and to predict scores on one variable from research participants' scores on other variables (Borg & Gall, 2007). It also allows one to analyze how several variables either singly or in combination might affect a particular phenomenon. The method provides information concerning the degree of relationship between the variables being studied. (Mugenda & Mugenda, 2003).

In view of the above definitions, descriptions and strengths, descriptive survey and correlational design were the most appropriate design for this study.

3.3 Population

Burns and Grove (2003) describe population as all the elements that meet the criteria for inclusion in a study. A population refers to an entire group of individuals, events or objects having a common observable characteristic. Hence it is an aggregate of all that conforms to a given specification (Mugenda & Mugenda, 2003). Two types of population are target and accessible population. Target population consists of all members of a real or hypothetical set of people, events or objects from which a researcher wishes to generalize the results of their research while accessible population consists of all the individuals who realistically could be included in the sample (Borg & Gall, 2007). Beck, Steer and Brown (2003) refer to the term population as the aggregate or totality of those conforming to a set of specifications. Newing (2011)

describes a population as the set of sampling units or cases that the researcher is interested in. Kothari (2004) states that a population refers to all items in any field of inquiry and is also known as the 'universe'.

In this study, there were two types of population. These were target population and accessible population. Target population referred to the entire group of individuals or objects to which researcher were interested in generalizing the conclusions (Castilo, 2009). The target population was all employees of all the institution of higher learning in Kenya. Accessible population referred to the population in research to which the researchers could apply their conclusions (Castilo, 2009). The accessible population was senior management, middle management and lecturers of public and private universities, constituent university colleges and registered TIVET institutions in Kenya. Since teaching (training) is a core business of higher education institutions, lecturers were included in the population because they are vital implementers of strategy at operational level. The accessible population and the institutions of higher learning were chosen due to ease of access to their locations and also their information disclosure was higher and hence was able to conduct the research with ease.

A population with more than ten thousand people is called a large population (Mugenda & Mugenda, 2003). Therefore this study had a large population. In such a case, a final sample estimate is calculated using a formula recommended by Mugenda and Mugenda (2003). Table 3.3 shows the population of institutions in the country as found in the database of MOHEST.

Table 3.1: Population of Higher Education Institutions

Category	Number of Institutions	Percent Distribution
Public Universities	22	25%
Public Universities Constituent Colleges	9	10%
Private Universities	27	30%
Technical Training Institutes	22	25%
Institutes of Technology	9	10%
Total	89	100%

Year: February 2013

3.4 Sampling Frame

The sampling frame for this study consisted of all public and private universities, constituent university colleges, national polytechnics, technical training institutes and institutes of technology in operation in Kenya as at February, 2013 as they appeared in the Ministry of Higher Education Science and Technology (MOHEST) database, (see appendix I). These were the institutions that had a higher likelihood of preparing strategic plans and for public HEIs the strategic plans were mandatory and were used as the basis of preparation of annual performance contracts. Lavrakas (2008) defines a sampling frame as a list of the target population from which the sample is selected and that for descriptive survey designs a sampling frame usually consists of a finite population.

Mugenda and Mugenda (2003) and Kothari (2004) define the term sampling frame as a list that contains the names of all the elements in a universe. Polit and Beck (2003) refer to a sampling frame as the technical name for the list of the elements from which the sample will be chosen. A sampling frame is a list of population from which a sample

will be drawn (Learly, 2001). A sampling frame is the source material or device from which a list of all elements within a population that can be sampled is drawn (Särndal, Swensson & Wretman, 2003) and may include individuals, households or institutions. It is a published list with a set of directions for identifying a population (Borg & Gall, 2007).

3.5 Sample Size and Sampling Technique

A sample is a subset of population (Hyndman, 2008). Marczyk, Dematteo and Festinger (2005) define a sample as subset of the population to be studied. Polit and Beck (2003) defines a sample as a proportion of a population whereas Hollaway and Wheeler (2002) asserts that sample size does not influence the importance or quality of a study and note that there are no guidelines in determining sample size in qualitative research. Qualitative researchers do not normally know the number of people in the research before hand; the sample may often change in size and type during the research. Lavrakas (2008) describes a sample in a survey research context as a subset of elements drawn from a larger population. Chaturvedi (1953) and Kothari (2004) describe a sample as a collection of units chosen from the universe to represent it. Gerstman (2003) states that a sample is needed because a study that is insufficiently precise or lacks the power to reject a false null hypothesis is a waste of time and money. Newing (2011) defines a sample as a subset of sampling units or cases for which data are collected. Yang (2008) states that the word 'sample' refers to the subset of a population.

Sampling is the selection of a subset of individuals from within a population to yield some knowledge about the whole population, especially for the purposes of making predictions based on statistical inference (Scott & Wild, 1986, Black, 2004, 2011). Its main advantages are cost, speed, accuracy and quality of the data (Adèr, Mellenbergh & Hand, 2008). The sampling process comprises of defining the population, sampling frame, sampling method, sample size and sample plan. This study used stratified sampling to identify the sampling units. Stratified sampling divides a population into a

number of distinct categories or strata of independent sub population from which individual elements can be randomly selected (Bartlett, Kotrlik & Higgins, 2001). Johnson (2002) state that prior knowledge of the make-up of the population from which a random sample is to be drawn will make the researcher aware that there may be particular population characteristics, or strata, that make random sampling from within specific subgroups necessary if the sample is to be representative and efficiently drawn.

The study used multi-stage sampling. It used both stratified sampling and simple random sampling. Stratified random sampling was used in institution to have three strata. The strata were those of senior management, middle management and lecturers. Senior management included vice-chancellors, deputy vice-chancellors, college principals, faculty deans, deans/directors of schools/institutes. Middle management included the registrars, senior assistant registrars and chairmen of departments while the teaching staff (lecturers) included the assistant lecturers, lecturers, senior lecturers, associate professors and professors. Within each of the three strata simple random sampling was done to identify individual respondents were to be issued with a questionnaire to respond to the research statements.

Using the formula below a sample size of 28 institutions was determined. The sample for a large population is determined using the formula given as:

$$n=Z^2*p*(1-p)/d^2$$

Where:

n = Sample size for large population

Z = Normal distribution Z value score

p = Proportion of units in the sample possessing the characteristic of interest, where for this study it is set at 50% (0.5). It is assumed that one half of these institutions undertake strategy implementation

d = Precision level desired or the significance level which is 90% confidence interval for the study

The substituted values in determining the sample size for a large population are as follows.

$$n = \frac{(1.2816)^2 * (0.5)(0.5)}{(0.1)^2} = 41$$

Since the population is less than 10,000 the computation of sample size was as follows:

$$n_f = \frac{n}{1 + (n - 1)/N}$$

$$n_f = \frac{41}{1 + \frac{(41 - 1)}{89}} = 28$$

which is $28/89 * 100 = 31.46\%$.

N = Population size

n_f = final sample size (sample of institutions)

The sampled institutions were distributed proportionately as laid on table 3.5.1.

Table 3.2: Sample Institutions

Category	Number of Institutions	Percent Distribution	Sample
Public Universities	22	31.46%	7
Public Universities Constituent Colleges	9	31.46%	3
Private Universities	27	31.46%	8
Technical Training Institutes	22	31.46%	7
Institutes of Technology	9	31.46%	3
Total	89	31.46%	28

The formula used below is by Mugenda and Mugenda (2003).

$$n = \frac{(1.96)^2 * (0.5)(0.5)}{(0.05)^2} = 384$$

For a population that is less than 10,000:

$$n_f = \frac{384}{1 + \frac{(384-1)}{6948}} = 384 / 1.05512 = 363.93$$

which is $363.93/6948 * 100 = 5.24\%$

where n_f above is the sampled respondents

As shown on Table 3.3, the sample for senior management was 24, middle management was 55 and teaching staff was 284 giving a rounded off total of 364 respondents.

Table 3.3: Sample of Respondents

S/No	Institution	Senior Management	Sample	Middle Management	Sample	Teaching Staff	Sample	Total	Total Sample
			5.24%		5.24%		5.24%		5.24%
1.	University of Nairobi	98	5	197	10	1116	59	1411	74
2.	Kenyatta University	44	2	220	12	1024	54	1288	68
3.	Jomo Kenyatta University	78	4	155	8	775	41	1008	53
4.	Technical University of Kenya	35	2	87	5	434	23	556	29
5.	Dedan Kimathi University of Technology	7	0	16	1	139	7	162	9
6.	Multimedia University of Kenya	6	0	8	0	74	4	88	5
7.	Karatina University	8	0	15	1	58	3	81	4
8.	Machakos University College	5	0	10	1	120	6	135	7
9.	Murang'a University College	6	0	17	1	86	5	109	6
10.	Cooperative University College of Kenya	8	0	23	1	65	3	96	5
11.	United States International University	15	1	30	2	75	4	120	6
12.	Catholic University of East Africa	21	1	33	2	149	8	203	11
13.	Kenya Methodist University	28	2	55	3	297	16	380	20
14.	Mount Kenya University	21	1	29	2	249	13	299	16
15.	Daystar University	14	1	22	1	198	10	234	12
16.	Africa Nazarene University	12	1	24	1	112	6	148	8
17.	Management University of Africa	6	0	15	1	38	2	59	3
18.	Inoorero University	6	0	14	1	75	4	95	5

19.	Kabete Technical Training Institute	4	0	6	0	28	2	38	2
20.	Nairobi Technical Training Institute	5	0	10	1	43	2	58	3
21.	Kinyanjui Technical Training Institute	4	0	7	0	39	2	50	3
22.	Thika Technical Training Institute	3	0	8	0	48	3	59	3
23.	Nyeri Technical Institute	5	0	9	1	30	2	44	2
24.	Michuki Technical Training Institute	2	0	5	0	23	1	30	2
25.	Kenya Technical Teachers' College	8	0	18	1	63	3	89	5
26.	Kiambu Institute of Science and Technology	4	0	10	1	33	2	47	3
27.	Rwika Institute of Technology	4	0	9	1	17	0.9	30	2
28.	Nyandarua Institute of Technology	5	0	8	0	18	0.9	31	2
Total		462	24	1,060	55	5,426	284	6,948	364

Adapted from institutional websites, institutional strategic plans and RoK papers

3.6 Data Collection Instrument

The choice of data collection instrument is often very crucial to the success of a research and thus when determining an appropriate data collection method, one has to take into account the complexity of the topic, response rate, time and the targeted population. Kothari (2004) define a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. Thorndike (1977) and Kothari (2004) define a questionnaire as a document that consists of a number of questions printed or typed in a definite order on a form or set of forms. Wilson (1994) states that the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straight forward to analyze. In this study, a questionnaire was the key instrument used to gather information from the sampled respondents.

3.7 Data Collection Procedure

The study used questionnaires to obtain qualitative data for analysis to support or refute the hypotheses. Yang (2008) states that the questions in a study are directly related to the research questions. In development of a survey questionnaire, the variables for which information needs to be collected have to be identified followed by their operational definition. The procedure for issuing the questionnaires to the respondents was through self introduction. The questionnaires were accompanied with an introduction letter and a data collection authority letter from the University. Primary data was collected through the administration of questionnaires to senior management, middle management and lecturers of higher learning institutions. Research assistants were trained and engaged to administer and follow up on the questionnaires using well-spaced phone calls. The key areas of investigation were based on the specific objectives.

3.8 Pilot Testing

The questionnaire was pilot tested to determine its validity and reliability. Pilot test was conducted in order to determine approximate length of the survey in terms of time, as well as to further refine the instrument. Pilot testing of the instrument included opportunities for comments relating to the clarity and content of the instrument. A sample of 10% of respondents was involved in the pilot test which was 36 respondents. The respondents who took part in the pilot test were not included in the final data collection process.

Pilot testing was a crucial step in conducting a research. Even modest pretesting can avoid costly errors and therefore the questionnaire was tested for its reliability and validity. A pilot test is an evaluation of the specific questions, format, question sequence and instructions prior to use in the main survey. Questions answered by the pilot test include: Is each of the questions measuring what it is intended to measure? Are questions interpreted in a similar way by all respondents? Do close-ended questions have a response which applies to all respondents? Are the questions clear and understandable? Is the questionnaire too long? How long does the questionnaire take to complete? Are the questions obtaining responses for all the different response categories or does everyone respond the same?

3.8.1 Validity

According to Rodney (1998), an instrument is valid if it measures the concept that it is supposed to measure. Mugenda and Mugenda (2003) explain that validity is the accuracy and meaningfulness of inference, which are based on the research results. It is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity has to do with how accurately the data obtained in the study represents the variables of the study. The validity of the questionnaire was enhanced after a pilot test of a sample of 10% of respondents (36 questionnaires). Principal Component Analysis was generated from SPSS and the results

were discussed by the researcher and the supervisor and their proposed changes were evaluated and considered for adjusting the questionnaire. Items that did not reach the threshold were either rewritten or dropped from the questionnaire. The validity test results of the pilot are presented in tables in appendix IV.

3.8.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error which is the deviation from a true measurement due to factors that have not effectively been addressed by the researcher such as inaccurate coding, ambiguous instructions to the subjects, interviewers fatigue, interviewee's fatigue and interviewer's bias (Mugenda & Mugenda, 2003). A reliability test answers to the consideration whether the procedures of data collection and analysis will generate the same results on other occasions or will other observers make similar observations and arrive at the same conclusions from the raw data (Smith *et al.*, 2002; Saunders *et al.*, 2009). It means that repeat observations give similar results.

The reliability of the questionnaire was tested by use of SPSS statistical software. To test reliability of the questionnaire, 36 questionnaires were piloted and the responses input into a statistical software and the results of the reliability test produced. The researcher determined the Cronbach's alpha or reliability coefficient which estimates the internal consistency of data in measuring a given construct (Mugenda, 2008). Kurpius and Stafford (2006) recommend that a Cronbach alpha reliability correlation coefficient should be around 0.70. A coefficient of 0.80 or more implies that there is a high degree of reliability of the data (Mugenda & Mugenda, 2003). In this pilot study the Cronbach's alpha was above 0.70 and therefore the testing instrument was found to be reliable. The reliability test results (Cronbach's alpha) of the pilot are presented in tables in appendix IV.

3.9 Data Analysis

Burns and Grove (2003) define data analysis as a mechanism for reducing and organizing data to produce findings that require interpretation by the researcher. De Vos (2002) goes ahead and describes data analysis as a challenging and creative process characterized by an intimate relationship of the researcher with the participants and data generated. According to Zikmund et al. (2010), data analysis refers to the application of reasoning to understand the data that has been gathered with the aim of determining consistent patterns and summarizing the relevant details revealed in the investigation. To determine the patterns revealed in the data collected regarding the selected variables, data analysis was guided by the aims and objectives of the research and the measurement of the data collected. Information was sorted, coded and input into a statistical software for production of graphs, tables, descriptive statistics and inferential statistics.

According to Hyndman (2008), data processing involves translating the answers on a questionnaire into a form that can be manipulated to produce statistics. This involves coding, editing, data entry, and monitoring the whole data processing procedure. The main aim of checking the various stages of data processing is to produce a file of data that is as error free as possible. In analyzing qualitative data, the researcher needs to analyze the data with rigor and care (Coffey & Atkinson, 1996). Data analysis is the processing of data collected to make meaningful information out of them (Saunders *et al.*, 2009). This is necessary as raw data convey little meaning to most people. After data was obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, categorizing and keyed in using the SPSS statistical software for analysis.

Qualitative research investigates the quality of relationships, activities, situations and materials where attributes and characteristics of interest are studied (Ng'ang'a, Kosgei & Gathuthi, 2009). Qualitative data refers to all non-numeric data that is collected in form

of words or pictures rather than numbers and concern is on both process as well as final results. Data is analyzed through description and induction mainly analyzed using qualitative techniques. This involves summarizing or condensing the meaning of key points into themes. This is followed by categorizing the data for ease of coding or labelling.

The information gathered in the questionnaires was sorted, coded and input into the statistical software for production of frequencies, descriptive statistics and inferential statistics. The information generated by the statistical software was used to make generalizations and conclusions of the study. A multiple regression model was also used to test the significance of the influence of the independent variables on the dependent variable. The multiple regression model is as laid below.

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + B_6X_6 + e$$

Where:

- (a) Y = the value of the dependent variable
- (b) $\{ \beta_i; i=1,2,3,4,5,6 \}$ = The coefficients representing the various independent variables and intervening variable.
- (c) $\{ X_i; i=1,2,3,4,5,6 \}$ = Values of the various independent (covariates) variables and intervening variable.
- (d) e is the error term which is assumed to be normally distributed with mean zero and constant variance.

Y = Strategy Implementation

X_1 = Institutional Culture

X_2 = External Environment

X_3 = Organizational Structure

X_4 = Managerial Skills

X_5 = Human Resource development

X_6 = Quality of Staff Training

Using statistical software, the regression model was tested on how well it fits the data. The significance of each independent variable was also tested. Fischer distribution test called F-test was applied. It refers to the ratio between the model mean square divided by the error mean square. F-test was used to test the significance of the overall model at a 5 percent confidence level. The p-value for the F-statistic was applied in determining the robustness of the model. The conclusion was based on the p-value where if the null hypothesis of the beta is rejected then the overall model was significant and if null hypothesis was accepted the overall model was insignificant. In other words if the p-value was less than 0.05 then it was concluded that the model was significant and had good predictors of the dependent variable and that the results were not based on chance. If the p-value was greater than 0.05 then the model was not significant and could not be used to explain the variations in the dependent variable.

Similarly the t-test statistic was used to test the significance of each individual predictor or independent variable and hypothesis. The p-value for each t-test was used to make conclusions on whether to fail to accept or fail to reject the null hypotheses. The benchmark for this study for failure to reject or failure to accept the null hypothesis was a level of significance of 5 percent. If the p-value was less than five percent the null hypothesis failed to be accepted and the alternate hypothesis failed to be rejected. Also if the p-value was greater than 5 percent the null hypothesis failed to be rejected and the alternate hypothesis failed to be accepted.

The degree of relationship was expressed as a correlation coefficient (r). The magnitude of a correlation coefficient was evaluated by considering the absolute size and lies between zero and one but can never assume values of zero or one. Correlation coefficients close to one indicate a strong relationship between variables. A negative correlation implies that, as the measurements of one variable increase, the measurements of the other variable decrease. A positive correlation implies that measurement of one variable increase as the measurement on the other variable increase and vice versa.

The design also allows one to determine the multiple correlation coefficient (R-squared) also called coefficient of determination which is the proportion of the variance in the dependent variable explained uniquely or jointly by the independent variables in a prediction study. When many independent variables are used to predict the dependent variable, the r-squared may be spuriously high because chance variations in some independent variables explain parts of the variance in the dependent variable (Mugenda, 2008).

Using correlation research the researcher determined the regression coefficient b , which estimates the expected change in the dependent variable given a one unit change in the independent variable, while controlling for other independent variables in a prediction study. Additionally the researcher determined the standardized regression coefficients (beta) which are the regression coefficients for standardized data (Z-scores). A standardized regression coefficient (beta) indicates the average amount the dependent variable changes when the independent variable changes by one standard deviation, holding other independent variables constant. The magnitude of beta coefficients associated with independent variables can be compared to determine the strongest independent variable in predicting the dependent variable (Mugenda, 2008).

3.9.1 How to Analyze Specific Objectives

The study had five objectives which comprise of one dependent variable (strategy implementation) and five independent variables (institutional culture, external environment, organizational structure, managerial skills and human resource development). The study also had one intervening variable namely quality of staff training.

Analysis of Quantitative Data

Quantitative data on each of the variables was gathered by use of a likert scale questionnaire. The responses were coded and weighted to produce variables which were used to analyse the data further by use of regression model. A multiple linear regression model was used to derive inferential statistical indicators like the correlation, coefficient of determination, F-statistics, t-test statistic and the p-value. The multiple linear regression model that was employed was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \epsilon$$

Where

Y = strategy implementation

The independent variables; institutional culture, external environment, organizational structure, managerial skills and human resource development were represented by X_1 , X_2 , X_3 , X_4 and X_5 , respectively while the intervening variable, quality of staff training, was represented by X_6 . β_0 was the constant or intercept while β_1 , β_2 , β_3 , β_4 , β_5 , and β_6 were the corresponding coefficients for the respective independent variables and intervening variable. ϵ was the error term which represents residual or disturbance factors or values that were not captured within the regression model. Specifically the effect of each independent variable on the dependent variable based on the specific objective was measured and tested as follows.

1. Objective one - To establish the effect of institutional culture in the strategy implementation in HEIs in Kenya.

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

2. Objective two - To determine the effect of the external environment in the strategy implementation in HEIs in Kenya.

$$Y = \beta_0 + \beta_2 X_2 + \epsilon$$

3. Objective three - To determine the influence of organizational structure in the strategy implementation in HEIs in Kenya

$$Y = \beta_0 + \beta_3 X_3 + \epsilon$$

4. Objective four - To investigate the effect of the managerial skills in the strategy implementation in HEIs in Kenya.

$$Y = \beta_0 + \beta_4 X_4 + \epsilon$$

5. Objective five - To find out the effect of human resource development in the strategy implementation in HEIs in Kenya.

$$Y = \beta_0 + \beta_5 X_5 + \epsilon$$

6. Objective six on intervening variable – To investigate the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable (strategy implementation) in HEIs in Kenya.

To test the power of the intervening variable a product of each independent variable and the intervening variable was generated in order to produce a new interaction factor and assess how the interaction factor affects the dependent variable (strategy implementation). The test for the power of the intervening variable was assessed based on the magnitude of change of the coefficient of determination. The intervening variable was tested at intervals for each of the independent variables and eventually in a combined manner as follows:

$$Y = \beta_{01} + \beta_1 X_1 X_6 + \epsilon$$

$$Y = \beta_{02} + \beta_2 X_2 X_6 + \epsilon$$

$$Y = \beta_{03} + \beta_3 X_3 X_6 + \epsilon$$

$$Y = \beta_{04} + \beta_4 X_4 X_6 + \epsilon$$

$$Y = \beta_{05} + \beta_5 X_5 X_6 + \epsilon$$

$$Y = \beta_{06} + \beta_1 X_1 X_6 + \beta_2 X_2 X_6 + \beta_3 X_3 X_6 + \beta_4 X_4 X_6 + \beta_5 X_5 X_6 + \epsilon$$

3.9.2 Analysis of Qualitative Data

Qualitative data analysis seeks to make general statements on how categories or themes of data are related. McLeod (2001) suggests that qualitative data provides for a

description and interpretation of what things mean to people. In this study content analysis method was used to analyse qualitative data. Content analysis categorises phrases, describes the logical structure of expressions and ascertains associations, connotations, denotations, elocutionary forces and other interpretations (Mugenda & Mugenda, 2003). This method was chosen because of its strength in compressing lengthy interviews and conversations. Through this method conclusions can be made by systematically and objectively identifying specified characteristics of information collected (Mugenda & Mugenda, 2003). Qualitative data was analyzed by classifying opinions into main emerging themes, categorizing and codifying the categories and assigning them numerical values. These values were processed by use of the SPSS to deduce descriptive statistics.

3.9.3 Factor Analysis

According to Chang, Van Witteloostuijn and Eden (2010) common method variance (CMV) is the amount of spurious correlation between variables that is created by using the same method like a questionnaire to measure each variable. CMV may lead to erroneous conclusions about relationships between variables by inflating or deflating findings. In order to control for common method variance, factor analysis was carried out on all items in each variable. Items with factor loading below 0.4 were dropped from regression analysis.

3.9.4 Multicollinearity

In regression, multicollinearity refers to predictors that are correlated with other predictors. Multicollinearity occurs when the model includes multiple factors that are correlated not just to the response variable, but also to each other. Multicollinearity increases the standard errors of the coefficients. Increased standard errors in turn mean that coefficients for some independent variables may be found not to be significantly different from 0. In other words, by overinflating the standard errors, multicollinearity makes some variables statistically insignificant when they should be significant. Without

multicollinearity (and thus, with lower standard errors), those coefficients might be significant (Tabachnick & Fidell, 2007). Pearson's correlation analysis was used to test for the existence of multicollinearity. The recommended indicator for multicollinearity in data is a Pearson's correlation coefficient of 0.7 which is also an indicator of variable relatedness. Further confirmatory test for multicollinearity that was done is Variance inflation factor (VIF). If VIF for any variable is around or greater than 10, there is collinearity associated with that variable. If there is a variable that has VIF around or greater than 10, the variable must be removed from the regression model (Cox, 2006).

3.9.5 Autocorrelation

To detect the presence of autocorrelation between the variables in the study a Durbin-Watson test was conducted. Autocorrelation is the correlation between members of a series of observations ordered in time or space Gujarat (2009) and Cameron (2005). The Durbin-Watson statistic varies from 0 to 4 where a value near 2 indicates non-autocorrelation while a value closer to 0 shows positive autocorrelation. A value closer to 4 indicates negative autocorrelation. The results of the test are discussed in chapter four sub-section 4.4.1.1 of this study.

3.9.6 Normality Test

Normality analysis helps to check that data is normally distributed. To do this, one can construct histograms and look at the data to see its distribution. Often the histogram will include a line that depicts what the shape would look like if the distribution is truly normal and therefore one can eyeball how much the actual distribution deviates from this line (Moore & McCabe, 2003). Another method to determine normality graphically, is to use the output of a normal Q-Q Plot. If the data are normally distributed, the data points will be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. If one is unsure of being able to correctly interpret the graph, numerical methods can be used instead because it can take a fair bit of experience to correctly judge the normality of data based

on plots. The two well-known numerical tests of normality are the Kolmogorov-Smirnov Test and the Shapiro-Wilk Test. The Shapiro-Wilk Test is more appropriate for small sample sizes (< 50 samples), but can also handle sample sizes as large as 2000. If the Sig. value of the Kolmogorov-Smirnov Test or Shapiro-Wilk Test is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviates from a normal distribution (Cohen, 1992). In this study the Kolmogorov-Smirnov Test and the Q-Q Plot test were undertaken. The results of Kolmogorov-Smirnov Test are presented in table 4.10 and the result of the Q-Q Plot test is presented in figure 4.14.

3.9.7 Analysis of Variance (ANOVA)

According to Wichura (2006) variations in data were decomposed by use of Analysis of variance (ANOVA). ANOVA is a collection of statistical models used to analyze the differences between group means and their associated procedures (such as "variation" among and between groups). In ANOVA setting, the observed variance in a particular variable is partitioned into components attributable to different sources of variation. In its simplest form, ANOVA provides a statistical test of whether or not the means of several groups are equal, and therefore generalizes the *t*-test to more than two groups. ANOVAs are useful in comparing (testing) three or more means (groups or variables) for statistical significance which is found in multivariate data (Gelman, 2008).

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This study investigated the Challenges of Strategy implementation in Higher Education Institutions in Kenya. Specifically it sought to establish the effect of institutional culture in strategy implementation in HEIs in Kenya, determine the effect of the external environment in strategy implementation in HEIs in Kenya, determine the influence of organizational structure in strategy implementation in HEIs in Kenya, investigate the effect of the managerial skills in strategy implementation in HEIs in Kenya and find out the effect of human resource development in strategy implementation in HEIs in Kenya. The study also investigated the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable (strategy implementation) in HEIs in Kenya.

This chapter contains details of response rate, sample characteristics, presentation of data analysis, interpretation and discussion of findings. Data presentation is organized based on the specific objectives of the study.

4.2 Background Information

This section includes descriptive statistics of response rate and demographic information such as gender, age, years in employment, the department worked for and highest level of education. The section also sought participants' responses on general strategy implementation issues such as importance of teamwork, opportunities for employees to discover their highest potential, institutional changes and adequacy of internal mechanisms in empowering employees. Other views sought were employee satisfaction, quality of supervision, personal development opportunities and plans and performance management framework. Descriptive statistics are used to describe the characteristics of the sample (Beaumont, 2012).

4.2.1 Response Rate

Data was collected between June and August 2014 using a questionnaire. Three hundred and sixty five (365) questionnaires were issued. Three hundred and fifty two (352) were returned representing ninety six percent response rate (96%) (Table 4.1). The response rate is considered adequate since Mugenda and Mugenda (2003) advise on response rates exceeding 50% and Hager, Wilson, Pollak and Rooney (2003) recommend 50%. Saunders, Lewis and Thornhill (2009) suggest a 30-40% per cent response rate.

Table 4.1: Response by type of institution

Type of institution	Questionnaires issued	Questionnaires returned	Response rate (%)
Public universities	240	229	95.42%
Constituent university colleges	17	17	100%
Private universities	82	80	87.56%
Technical training institutions/ Institutes of technology	26	26	100%
TOTAL	365	352	96.44%

4.2.2 Sample Demographics

This section gives the general characteristics of the respondents in terms of their gender, experience in the institution, departments they serve and their highest levels of education.

4.2.2.1 Gender

Figure 4.1 shows that majority (67%) of the respondents were male while the female gender was represented by 33%. This finding conforms to the study by Afenyo (2006) on Academic Staff Satisfaction of Working Conditions which indicated that there were more than twice as many male as female respondents in the survey whose results were 67.3% male and 32.7% female. The European Commission (2009) and the Zinovyeva and Bagues (2010) study aver that the reason for underrepresentation of female gender

in academia as the lower percentage of women on selection committees and the lack of transparency in the criteria for selection. The implication of this finding is that HEIs need to strive to reduce the gender inequality since women on their way to the top in academia are still facing biases.

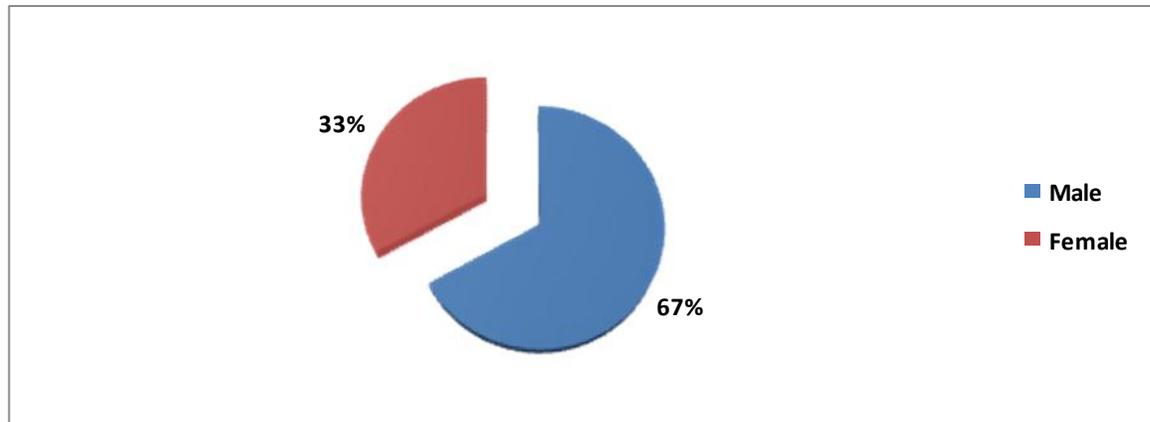


Figure 4.1: Distribution by gender

4.2.2.2 Working Experience

Figure 4.2 shows that most of the staff (89%) has served their institutions for three years and above. Only a small percentage (about 11%) consisted of newly recruited staff having served the institution for less than 2 years. About 25% of staff has served the institutions for over 16 years which indicates stability of staff in higher education sector and which is positive for long-term implementation of strategic plans. The 13% of staff who have served for over 20 years can be explained by the terms of service at universities which provide for a high retirement age of between 70-72 years. These findings concur with the study by Ghafoor (2013) cited in Kamau (2014) on the role of demographic characteristics on job satisfaction among academic staff which revealed that 19% of the staff had worked for 16 years and above. The implication of these findings is that in terms of strategy implementation long service translates into ability to experience the implementation of plans in the medium and in the long-term.

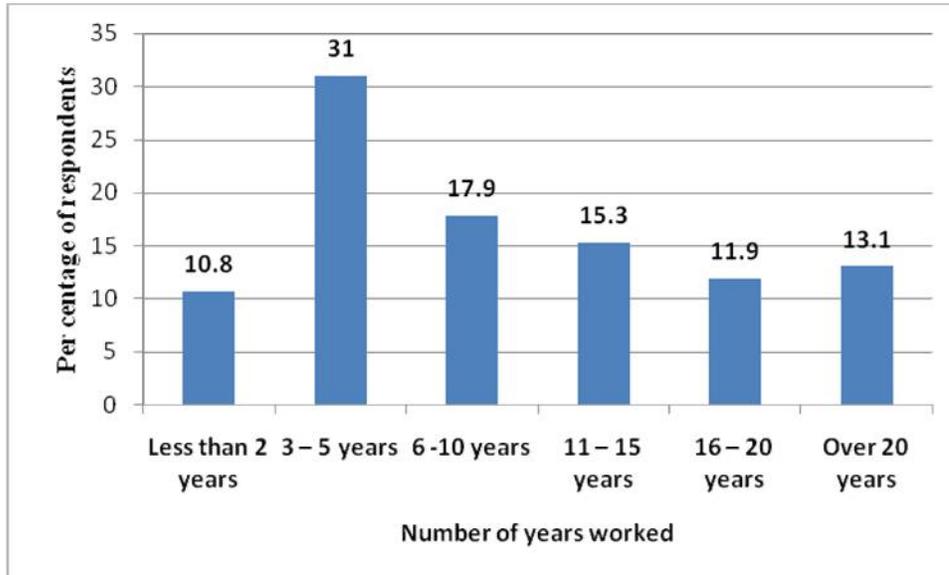


Figure 4.2: Distribution by number of years worked in the institution

4.2.2.3 Department worked for

Figure 4.3 shows the distribution of staff by the department they work for. Department worked for referred to the strata that the respondent was classified in which was top (senior administration) management, middle management or lecturing staff. Top management represents the lowest percentage (6.8% only). A majority representation of 68% by lecturing staff is in line with what is expected in an educational institution where lecturers represent the operational level.

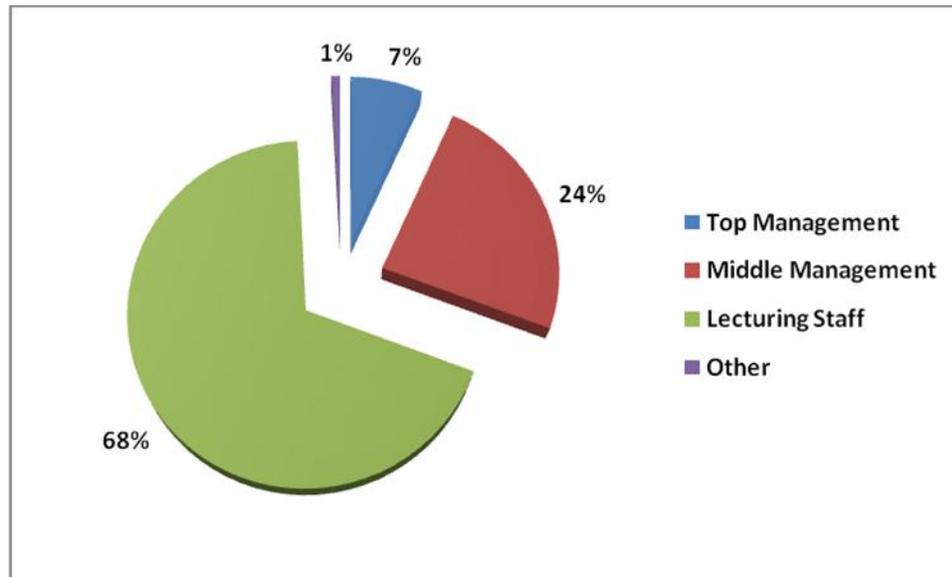


Figure 4.3: Distribution by departments

4.2.2.4 Highest level of education

Figure 4.4 shows that majority (86.3%) of the respondents have masters (48.8%) and PhD degrees (37.5%) while only 13.4% have lower qualifications. This finding conforms to the study by Gichuhi (2014) which revealed that (40.4%) of the respondents had Masters degree, 21.6% had PhDs while those with bachelors, diplomas and other qualifications were 17.0%, 12.4% and 8.5% respectively. This reflects well with the requirement for teaching at most HEIs where the minimum qualification has been a master's degree. Those with diploma and bachelors qualifications could either be in teaching or non teaching jobs. The implication of this finding is that HEIs need to put more effort to increase the number of staff with higher qualifications to PhD level.

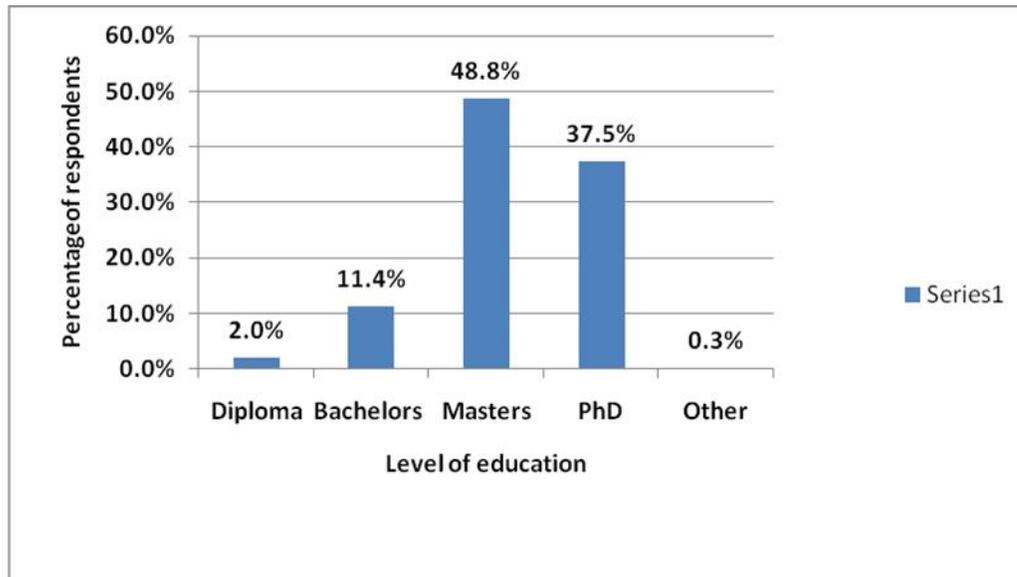


Figure 4.4: Distribution by highest level of education

4.2.3 General Strategy Implementation Issues

4.2.3.1 Ability to understand and interpret the company vision, objectives and core values

This question sought to investigate the respondents' view on whether they were able to understand and interpret their institutions' company vision, objectives and core values. Figure 4.5 shows that over ninety per cent of the respondents were able to understand and interpret their institutions company vision, objectives and core values. This finding is supported by Muli (2008) whose study established that employees of Telkom Kenya are relatively well informed about the strategic changes that the company has undertaken. This may also be supported by the fact that it is a requirement for all HEIs in Kenya to prepare strategic plans on whose basis performance contracts are signed. Ali and Hadi's (2012) study revealed that managers' inadequate understanding of company strategies and future outlook, as well as inadequate attention and support of managers and other influencing people in the organization towards the implementation of business strategies are identified as two factors with most role in preventing the implementing of strategy. The finding is consistent with the study by Kaplan and Norton (2008) who argued that a

vision statement should be external and market oriented and should express how the organization wants to be perceived by the world. According to Pearce II and Robinson (2011) an organization's vision is developed to express the aspirations of the leadership. More support of this finding was from scholars such as Yabs (2010) and Hill (2010) who defined objectives as forward looking statements of what organizations intend to accomplish within a period of time (normally one year). The study by Kaplan and Norton (2008) supports this finding by reaching a conclusion that an organization's strategy must enable it to deliver a value proposition, a set of benefits, different from those that competitor's offer. The implication of this finding is that ability to understand and interpret strategic issues may lead to ownership and support of strategy implementation by staff of HEIs.

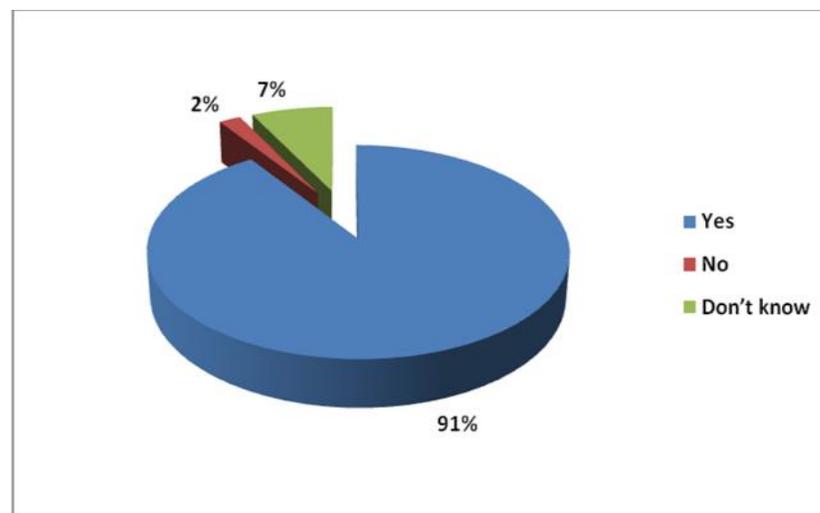


Figure 4.5: Distribution by ability to understand and interpret the company vision, objectives and core values

4.2.3.2 Importance of team work in improving performance

This question sought to investigate the respondents' view on whether teamwork was important in improving performance. Figure 4.6 shows that majority of respondents (about 90%) agree and strongly agree that teamwork is important in improving performance with about 70% strongly agreeing to the statement. Only a few respondents (8.8%) disagreed while those who were indifferent were only 2.3%. These findings

conform to the study by Gichuhi (2014) which established that majority of the respondents (41.4 %) agreed that the organizations recognizes and celebrates successes of team members. Ali and Hadi (2012) agree with the above statement and concludes that top managers must develop adequate commitment in middle managers and operational level and that 91% of successful companies feel that having a proper and committed managing team plays an important role in successful implementation of business strategies. The findings imply that HEIs need to put more effort in recognizing of teamwork for better performance.

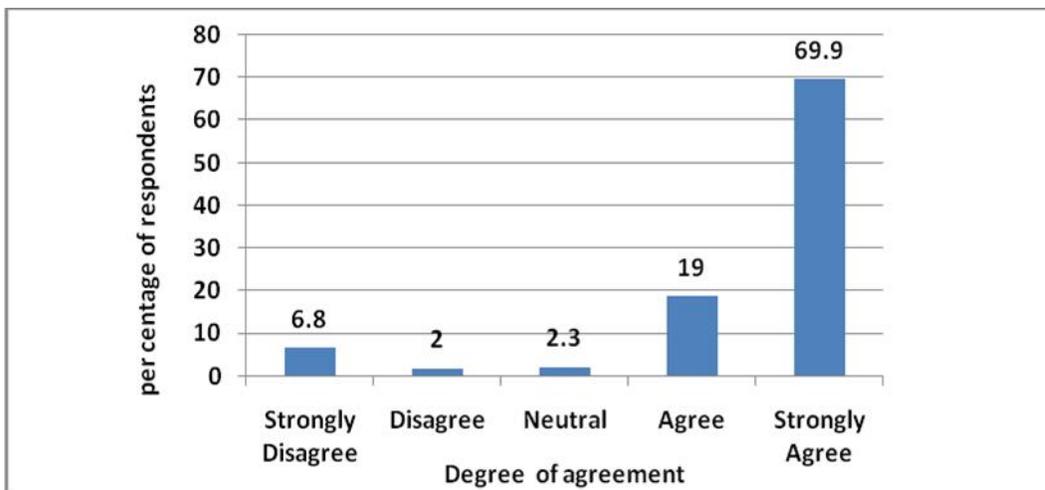


Figure 4.6: Distribution by extent to what you agree that team work is important in improving performance

4.2.3.3 Opportunities for employees to discover their highest level of potential

This question sought to investigate the respondents' view on whether their institutions offer opportunities for employees to discover their highest level of potential. Figure 4.7 reveals that majority (63.9%) of the respondents agreed that their institutions offer opportunities for employees to discover their highest level of potential. This finding is contradicted by the study by Tewfik (2010) cited in Keraro (2014) which established that Ethiopia faced several human resource challenges at the outset of the implementation of regional governments. The study added that the government

experienced the challenge of how to rebuild and sustain an efficient and productive civil service and added that in spite of redeployment of civil servants from the central governments to regional governments, all the regional governments suffered a scarcity of skilled personnel and poor capacity for the implementation of their policies and programmes. The finding implies that HEIs need to improve on creating opportunities for employees to improve their careers.

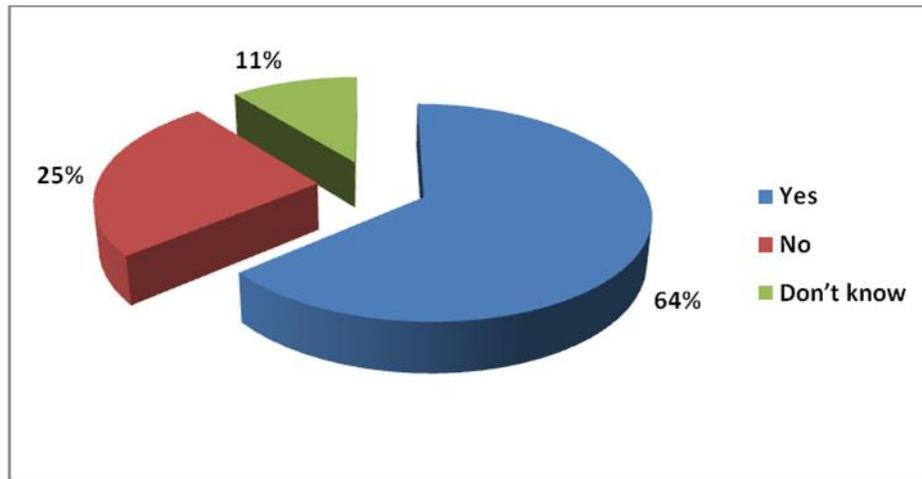


Figure 4.7: Distribution by offer of opportunities for employees to discover their highest level of potential.

4.2.3.4 Issues with any proposed institutional changes for improving performance

This question sought to investigate the respondents' view on whether they had issues with any proposed institutional changes for improving performance. Figure 4.8 reveals that slightly over fifty percent (57.7%) of the respondents have no issues with any proposed institutional changes for improving performance while 35.2% of the respondents indicated that they had issues with any proposed changes. Only a few (7.1%) of the respondents indicated that they did not know. It contradicts with the Curt Lewin's Change Management Model as described by Blokdiijk (2008) which avers that people do not usually accept change as a part of the work process, and would continually stay in their comfort-zone and that in overcoming this status quo, the organization must

motivate the people for the change to occur. These findings contradict conventional literature on employee behavior during change management initiatives as they are known to resist change. The 35.2% of respondents with issues reflects well with studies in change management where some employees are known to resist change. The finding implies that HEIs need to give more change management training to their staff.

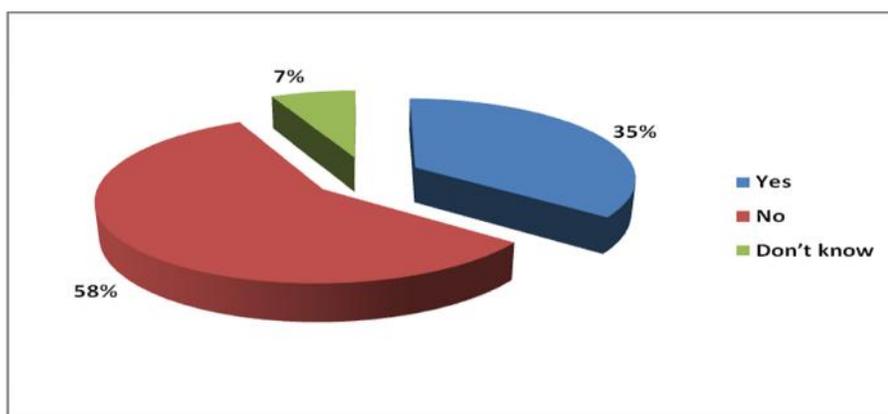


Figure 4.8: Distribution by issues with any proposed institutional changes for improving performance

4.2.3.5 Adequacy of internal mechanisms in empowering employees to achieve their highest level of performance

This question sought to investigate the respondents' view on whether the internal mechanisms in their institutions were adequate in empowering employees to achieve their highest level of performance. Figure 4.9 shows that majority of the respondents (47.7%) did not trust that internal mechanisms in their institutions were adequate in empowering employees to achieve their highest level of performance. Another 15.6 per cent of the respondents did not know if internal mechanisms were adequate. This large proportion (63%) indicates that lack of empowering employees to perform better leads to low motivation and is a challenge for strategy implementation. The finding was supported by the study by Ntoiti (2013) whose results concluded that local authorities

had poor human resources management practices especially in the areas of hiring, recruitment, promotions and rewarding of performance.

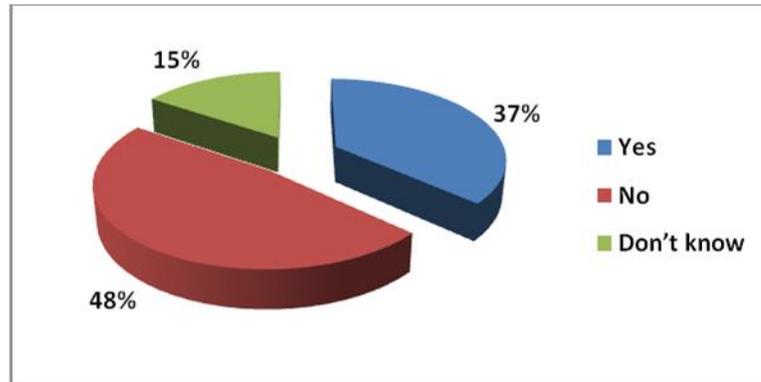


Figure 4.9: Distribution by trust that the internal mechanisms established by institution are adequate in empowering employees to achieve their highest level of performance

4.2.3.6 Employee satisfaction

This question sought to investigate the respondents' view on the degree of satisfaction concerning their institution's strategy implementation. Figure 4.10 shows that a total 42.6% (37.2% satisfied and 5.4 % very satisfied) of the respondents were satisfied as employees while 23.9% were dissatisfied only 1.4% of the respondents were very dissatisfied. A large number of respondents (32.1%) of the respondents were neutral. The fact that only 5.4% of the respondents were very satisfied means that there may be challenges in strategy implementation as dissatisfied staff may not support the process. This finding is supported by the study by Musyoka (2011) which revealed that human resources performance was a major challenge during implementation of the plan and that low workforce morale and inability to retain competent and qualified staff was a significant observation during implementation of strategies. The study revealed that although there was no apparent evidence of go-slows or staff unrests, cases of absenteeism, disrespect of time, coupled with under-productivity experienced in the last few years attested to underutilization of the people asset.

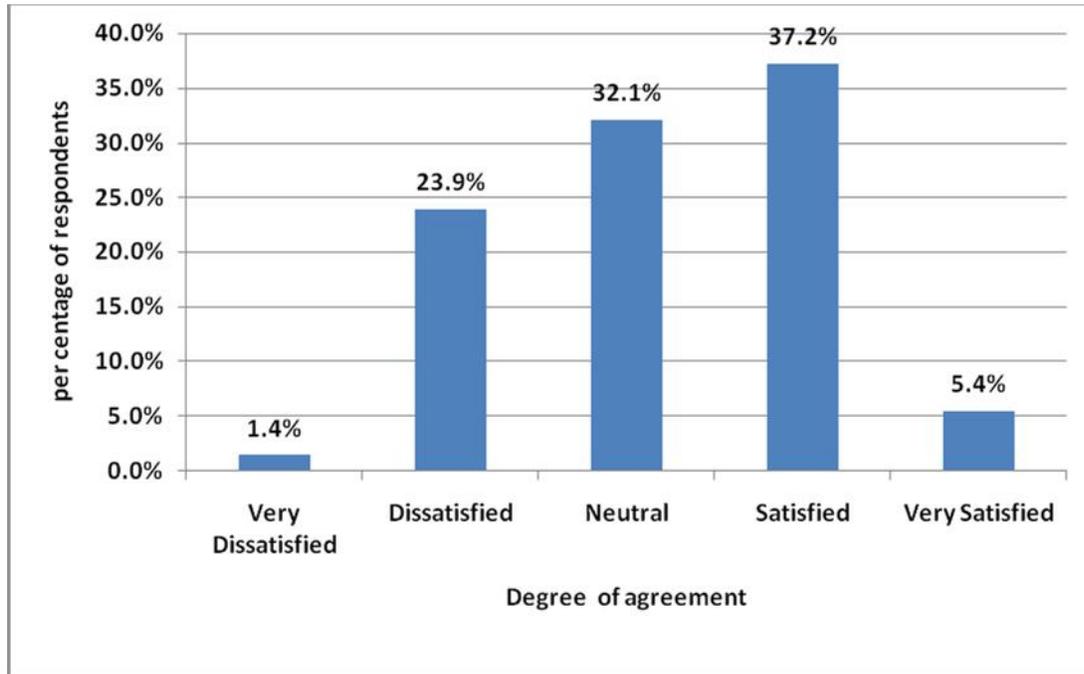


Figure 4.10: Distribution by degree of satisfaction as an employee

4.2.3.7 Quality of supervision

This question sought to investigate the respondents' view on how they would classify the quality of supervision in their institutions. Figure 4.11 shows that 64.5% of the respondents were supportive of the quality of supervision in their institutions with 6.3% being very supportive. 11.1% of the respondents were not supportive and 18.2% of the respondents were neutral. The study by Al Ghamdi (2005) on obstacles to successful implementation of strategic decisions: the Saudi Case contradicts this finding as it concluded that it was apparent that managers fail to adequately define subordinate tasks for implementation, or assign new tasks before implementation was complete. The study summarized that in the overall, these results imply that managers have the tendency to be less concerned about implementation.

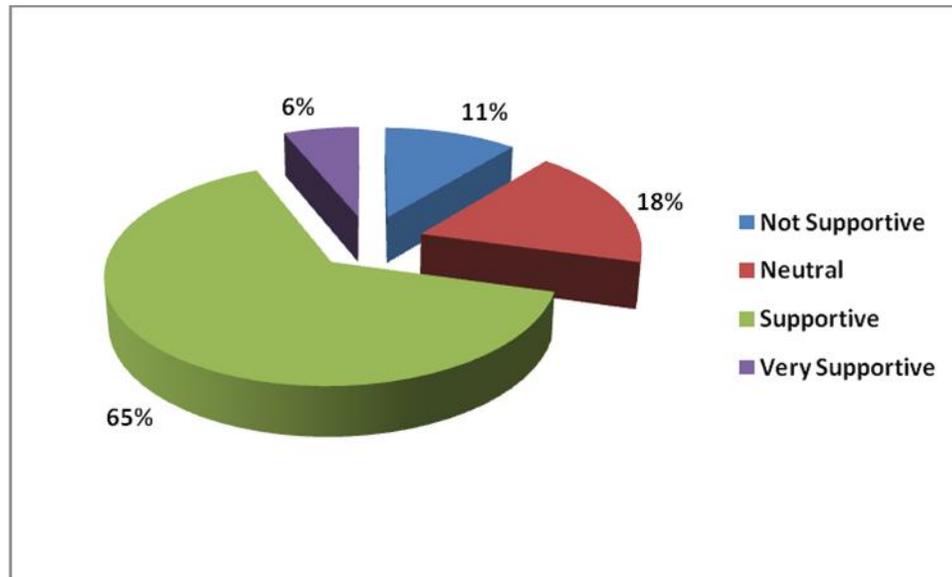


Figure 4.11: Distribution by classification of the quality of supervision in the institution

4.2.3.8 Personal development opportunities and plans

This question sought to investigate the respondents' view on whether the personal development opportunities and plans were highlighted to staff. Figure 4.12 shows that 67.5% of respondents indicated that they don't know if personal development opportunities and plans are highlighted to staff. Only a small percentage (14.5%) of the respondents indicated that personal development opportunities and plans were often highlighted to staff. The rest of the respondents (17.5%) indicated that personal development opportunities and plans were not at all highlighted to staff. This finding is supported by the study of Jooste and Fourie (2009) which revealed that one of the moderate barriers to effective strategy implementation was that human capital was not effectively developed to support strategy implementation. The study by Omboi and Mucai (2012) contradict this finding as they found out that there were conducive resource allocation policies for equitable distribution of opportunities for staff development and the sensitive policies on student's performance in tertiary institutions. However, the study did not indicate whether the presence of policies translated to

individual personal development in the institutions. This situation indicates a challenge to strategy implementation as staff development is vital for staff to acquire the necessary skills needed for successful implementation.

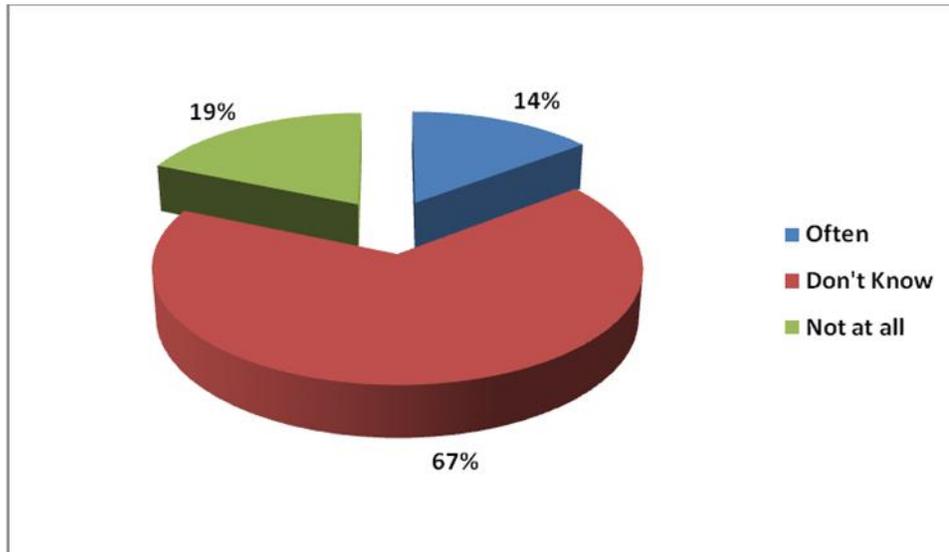


Figure 4.12: Distribution by how often are personal development opportunities and plans highlighted to staff.

4.2.3.9 Performance management framework

This question sought to investigate the respondents' view on whether their institutions had a performance management framework. Figure 4.13 revealed that majority (76%) of the respondents knew that their institutions had a performance management framework. In support of this finding, Dollery (2005) contends that financial indicators would be among the acceptable means of measuring efficiency. The specific techniques for measuring efficiency and performance may include benchmarking analysis, ratio analysis, regression analysis, internal performance measurement, comparative performance indicators, use of graphs, economic evaluation and cost efficiency, accounting based costs and statistical methods (Bester, 2007; Premchand, 1993). This awareness is good for strategy implementation because the staff will put their efforts towards the achievement of the set performance targets.

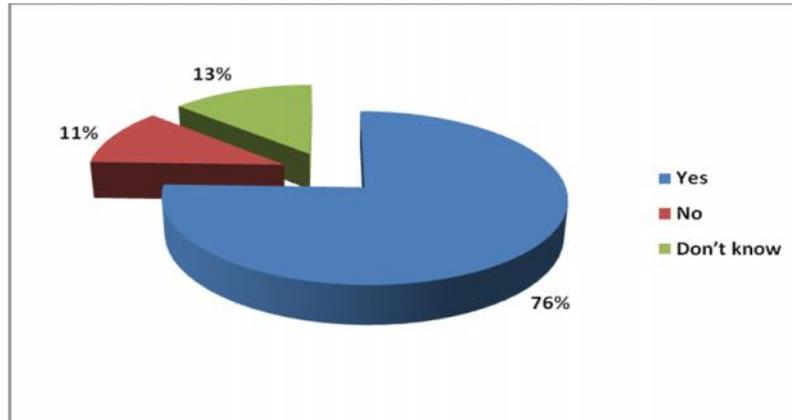


Figure 4.13: Distribution by those who know if institution has a performance management framework in place

4.3 Factor Analysis and Reliability

4.3.1 Factor Analysis

The validity of the model constructs was assessed by exposing the variable item responses from the questionnaires to factor analysis. Content validity is the adequacies with which the test items or variables represent the conceptual domain of interest (Miller, 1997; Brown & Laverick, 1994). The exploratory factor analysis (EFA) determines the least number of factors which can account for the common variance of a set of variables. This process reduced the number of items that fall below 0.4 levels and thus strengthening the content validity of items in the factors. Rahim and Magner (2005) recognize that for explanatory purposes a factor level of 0.4 is adequate measure for real life data.

In this study the analysis outcome of this process supported distinct constructs of strategy implementation, institutional culture, external environment, organizational culture, managerial skills, human resource development and quality of staff training. Total variance explanatory components are tabulated in tables 4.2-4.9.

4.3.1.1 Factor Analysis for Strategy Implementation

All the variable indicators of the dependent variable, strategy implementation (table 4.2) had a factor loading greater than 0.4. The highest item “The institution’s graduates are easily absorbed by industry.” had factor loading of 0.744 and the lowest item “Our strategy is aligned to Kenya Vision 2030” had a measure of 0.620. All the ten items were therefore retained for further analysis.

Table 4.2: Factor Analysis for Strategy Implementation**Component Matrix**

Variable indicators	Component
The institution's graduates are easily absorbed by industry.	0.744
The institution has diversified the courses offered in the recent years.	0.742
Research projects have increased in the past five years.	0.740
Our organization has adequate policies to ensure appropriate growth and development.	0.738
The institution has signed a number of partnerships and collaborations with other institutions.	0.728
We always link our annual work plans to the strategy.	0.728
The institutional policies are aligned to the strategic objectives.	0.712
The institution has increased funds for various research projects.	0.710
Resources in our institution are allocated according to the budget.	0.662
Our strategy is aligned to Kenya Vision 2030.	0.620

4.3.1.2 Factor Analysis for Organizational Culture

With the independent variable organizational culture (table 4.3) factor loading ranged from 0.421 to 0.810. The item with the highest factor loading was “*Our internal culture has always been related to successful strategy implementation*” while the item with the lowest factor loading was “*All official documents must have symbols such as logo, vision, mission and motto*”. All the items were therefore retained for further analysis.

Table 4.3: Factor Analysis for Organizational Culture

Component Matrix

Variable indicators	Component
Our internal culture has always been related to successful strategy implementation	0.810
Our internal policies and procedures are key enablers of good strategy implementation	0.780
There is always appreciation of new ideas and hence it takes a short time to effect change in my institution	0.745
Our institution handles change with a sense of urgency	0.741
The institution always benchmarks with the best practice before adopting new systems or techniques of working	0.738
The staff upholds professionalism and integrity in all its activities	0.685
The institution is an equal employer and does not practice any form of discrimination	0.680
We are encouraged to practice the core values of our institution	0.664
It is the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others	0.611
All official documents must have symbols such as logo, vision, mission and motto	0.421

4.3.1.3 Factor Analysis for external environment

In the independent variable, external environment, (table 4.4) two items had a factor loading of less than 0.4. The first indicator was: *distance learning and open learning from overseas universities have derailed our strategic initiatives*. This variable had a factor loading of 0.344. The second indicator was: *the recent change of university charter is conducive for competition and quality standardization*. This item had a measure of 0.067. The two items were dropped from the analysis. The item “*Cost of doing business is never stable in Kenya and it always forces us to adjust our costs*” had the highest factor loading of 0.731 while the item “*We have had to recast our strategy due to actions of competitors*” had a factor loading of 0.356 which was rounded off to 0.4. This variable was therefore left with seven items for further analysis.

Table 4.4: Factor Analysis for external environment

Variable indicators	Component
Cost of doing business is never stable in Kenya and it always forces us to adjust our costs	.731
The society/ industry forces are changing very fast hence rendering some of our plans irrelevant	.729
There is a lot of political interference which always makes the management adjust strategic initiatives	.682
Our competitors are a great threat to our future plans	.663
Government policy is never stable because its changes almost every year and it really affects our plans	.621
New regulations by the Commission for University Education (CUE) have also influenced our strategy implementation	.503
We have had to recast our strategy due to actions of competitors	.358

Distance learning and open learning from overseas universities have derailed our strategic initiatives	.344*
The recent change of the university charters is conducive for competition and quality standardization	.067*

* Indicators with a factor loading of less than 0.4 after rounding off were dropped from further analysis.

4.3.1.4 Factor Analysis for Organization structure

In the independent variable, organizational structure (Table 4.5), one indicator “Interdepartmental linkage and liaison is important for successful strategies” had a factor loading of 0.158. This item was dropped from the analysis. Of the remaining indicators the one with the highest factor loading (0.718) was “In our institution, each employee holding a position of authority is responsible for a few subordinates” while the one with the lowest factor loading (0.479) was “Middle managers are better in strategy implementation than senior management”. Five indicators were left in the variable for analysis further analysis.

Table 4.5: Factor Analysis for Organization structure

Variable indicators	Component
In our institution, each employee holding a position of authority is responsible for a few subordinates only which makes feedback of ideas effective and hence facilitates strategy implementation	0.718
Our institution has linked structure to strategy	0.696
All departments should be allowed to have their own structures which are unique to themselves in strategy implementation	0.515

All departments should have a monitoring and evaluation officer responsible for the strategy	0.501
Middle managers are better in strategy implementation than senior management	0.479
Interdepartmental linkage and liaison is important for successful strategies	0.158*

* Indicator with a factor loading of less than 0.4 after rounding off was dropped from further analysis

4.3.1.5 Factor Analysis for Managerial Skills

In the variable managerial skills (Table 4.6) the factor loading ranged between 0.654 and 0.808. the indicator with the highest loading was *“The management in your institution has high level of integrity and spearhead strategy better and get trusted by employees”* while the indicator with the lowest factor loading was *“Management staff are all well aware of the institutional strategy”*. All items were above the factor loading of 0.4 and were therefore retained for further analysis.

Table 4.6: Factor Analysis for Managerial Skills

Variable indicators	Component
The management in your institution has high level of integrity and spearhead strategy better and get trusted by employees.	0.808
Our vice-chancellor/ principal is easily available to explain to employees any ambiguities in our strategy	0.808
Top management encourages feedback on strategy implementation from the rest of staff	0.796

The institution has appointed a “Champion” to spearhead the strategy implementation process.	0.740
My senior is very supportive in my work and hence attainment of better results	0.686
The institution involves students in strategy execution	0.684
Management staff are all well aware of the institutional strategy	0.654

4.3.1.6 Factor Analysis for Human Resource Development

In the variable human resources development (table 4.7) the factor loading ranged between 0.658 and 0.833. The indicator “*The institution invests in improving people skills and other soft skills which are important in ensuring success in strategy implementation*” had the highest factor loading (0.833) while the indicator with the lowest factor loading (0.658) was “*New employees in the institution undergo orientation and induction training*”. All the eight items were above the factor loading of 0.4 and were therefore retained for further analysis.

Table 4.7: Factor Analysis for Human Resource Development

Variable indicators	Component
The institution invests in improving people skills and other soft skills which are important in ensuring success in strategy implementation	.833
Staff development policy is applied to the letter when the needs arises	.832
The institution has a well defined staff development policy	.827
The institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented.	.791
There is more training of employees in the institution which is good for successfully implementing strategies	.785
The institution encourages teamwork which facilitates successful strategy implementation.	.774
The institution awards incentives to employees who perform well.	.747
New employees in the institution undergo orientation and induction training	.658

4.3.1.7 Factor Analysis for Quality of Staff Training

In the intervening variable quality of staff training (table 4.8) the factor loading ranged between 0.683 and 0.846. The item with the highest factor loading was “*The institution conducts evaluation to obtain feedback at the end of the training*” while the item with the lowest factor loading was “*There has not been any complaints from the employees about the quality of training of staff*”. All the seven items had a factor loading of above 0.4 and were therefore retained for analysis.

Table 4.8: Factor Analysis for Quality of Staff Training

Variable indicators	Component
The institution conducts evaluation to obtain feedback at the end of the training	.846
The institution invites professionals in training of workers	.811
The institution shares the feedback from the trained staff with the consultants/trainers	.805
The institution conducts job requirements to identify competencies needed for each job	.746
Training needs assessment is normally conducted before conducting training of employees	.725
All staff are retrained as changes of processes such as ISO requirements and new ICT developments among others occur.	.716
There has not been any complaints from the employees about the quality of training of staff	.683

4.3.2 Reliability

In testing for the internal consistency of the research instruments to confirm reliability, the Cronbach's alpha was used. The findings as shown in Table 4.9 were found to be acceptable as the overall average Cronbach's value for this study was 0.814 which was found to be acceptable value and reflect reliability of the instrument used. This was supported by (Clark & Watson, 1995; Fowler, 2000; Sekeran, 2003), who pointed out that the commonly acceptable Cronbach's alpha value has to be well above 0.70. Also Aggarwal (2004) suggested that a Cronbach's alpha value greater than 0.60 is considered reliable. The suggestion was also supported by Benko, Farias and Cordeiro (2011) who claimed that Cronbach's alpha values between 0.60 and 0.80 are also acceptable. It was noted that after dropping 2 items from the variable external environment (table 4.9) the cronbach's alpha for the variable improved from 0.704 to

0.734. After dropping one item in the variable organization structure (Table 4.9) the cronbach's alpha for organizational structure improved from 0.498 to 0.533 but did not improve to the threshold expected of 0.6 as suggested by Aggarwal (2004). However, while it is generally agreed that loadings from factor analysis of 0.7 and above are preferable for analysis, Rahim and Magner (2005) explained that researchers use 0.4 as a realistic measure given that 0.7 can be high for real life data to meet this threshold. Reliability of organizational structure with an alpha of 0.533 was therefore considered acceptable.

Table 4.9: Reliability Statistics

Study Variable	Reliability Before items dropped	Number of Items	Reliability After items were dropped	Number of Items
Strategy implementation	.903	10		
Institutional culture	.877	10		
*External environment	.704	9	.734	7
*Organizational structure	.498	6	.533	5
Managerial skills	.863	7		
Human resource development	.907	8		
Quality of staff training	.880	7		

* study variables whose indicators were dropped due to low factor loading; table shows the recalculated Cronbach's alpha after the indicators were dropped.

4.4 Data Analysis for Study Variables

4.4.1 Strategy Implementation

4.4.1.1 Normality Test on Strategy Implementation

For purposes of making inferences from the study, a normality test was performed on the sample observations. This was to establish the pattern of distribution of the dependent variable, strategy implementation against the independent variables and its similarities to the universe population. According to Pallant (2005), an assessment of the normality of the dependent variable is a prerequisite condition in multiple linear regression analysis. If the dependent variable is not normally distributed, then there would be problems in the subsequent statistical analysis until the variable assumes normality (Child, 1990).

As discussed in chapter three of this study, one of the methods used to check for normality is a Q-Q test which is a plot of percentiles of a standard distribution against the observed data (Royston, 1982). A Q-Q plot using the quintiles of a standard normal distribution against the corresponding quintiles of the observed data of the independent variables is presented in figure 4.14. The resulting plot roughly follows a straight line with a positive slope, at approximately 45⁰ degree angle. This is indicative of a normal distribution which is a requirement for a linear regression model. The sample population is similar to the universe population. As such, strategy implementation is normally distributed. In this regard, statistical inferences can be made against analysis of the data.

Additionally, table 4.10 presents the results of a one-sample Kolmogorov-Smirnov test indicating that the test distribution is normal. Mugenda and Mugenda (2003) define a hypothesis as a researcher's anticipated explanation or opinion regarding the result of the study. The collected data is analyzed to determine whether the hypothesized relationships exist. The hypothesis is stated thus: H₀: The data is normally distributed Vs H₁: The data is not normally distributed. According to Cohen (1992), if the significant value of the Komolgorov-Smirnov test is greater than 0.05, the data is normal but if it is

below 0.05, then the data significantly deviates from a normal distribution. In this study the Sig. value is 0.986 which is greater than 0.05 indicating that the data is normal.

Table 4.10: One-Sample Kolmogorov-Smirnov Test

Parameters		Strategy implementation
Sample size		352
Normal Parameters	Mean	25.3263
	Std. Deviation	7.87851
Most Extreme Differences	Absolute	.024
	Positive	.019
	Negative	-.024
Kolmogorov-Smirnov Z		.454
Asymp. Sig. (2-tailed)		.986

Normal Q-Q Plot of STRATEGY IMPLEMENTATION

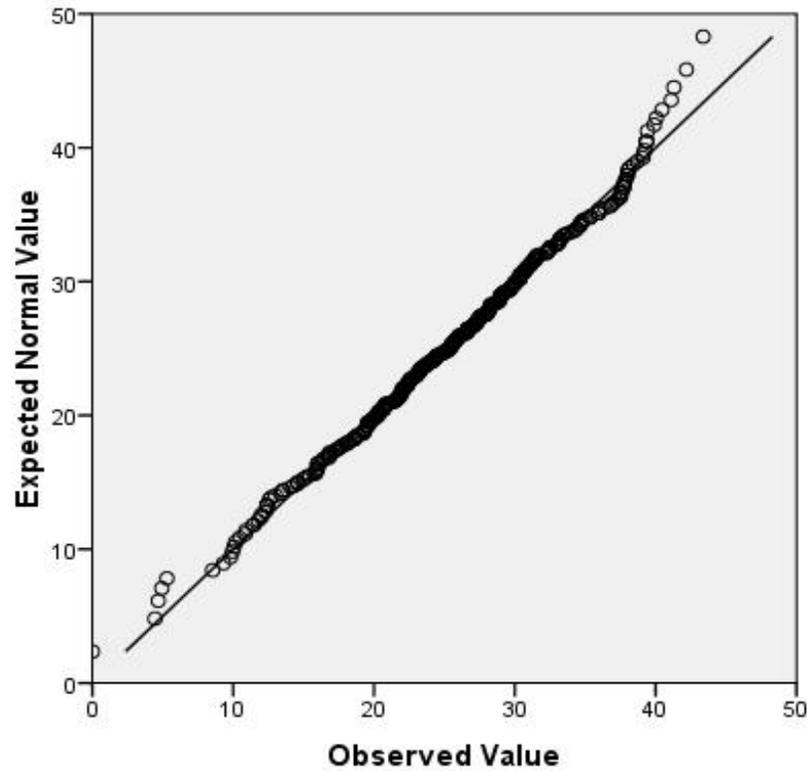


Figure 4.14: Normality Test on Strategy implementation

4.4.1.2 Multicollinearity Analysis

The existence of multicollinearity between the dependent variable; strategy implementation and the independent variables was explored and the results presented in Table 4.11. The variance inflation factor (VIF) measures the impact of multicollinearity among the variables in a regression model. VIFs of unity indicate absence of multicollinearity while, as a rule of the thumb, VIFs of between 5 and 10 are an indication of problematic multicollinearity of the independent variables. VIFs of more

than 10 might indicate poorly estimated coefficients (Myers, 1990; Bowerman & O'Connell, 1990).

In this study, the independent variables' VIFs were all below 5 which is an indication of absence of multicollinearity. The results are an indication of good estimation of variable coefficients which is a requirement for a linear regression model.

Table 4.11: Multicollinearity between dependent and independent variables

Independent variables	Collinearity Statistics VIF
Institutional culture	2.422
External environment	1.061
Organizational structure	1.098
Managerial skills	2.476
Human resource development	2.349

4.4.1.3 Autocorrelation

As discussed in chapter three sub-section 3.9.5 a Durbin-Watson test was conducted to detect the presence of autocorrelation between the variables in the study. The Durbin-Watson statistic varies from 0 to 4 where a value near 2 indicates non-autocorrelation while a value closer to 0 shows positive autocorrelation. A value closer to 4 indicates negative autocorrelation. The closer to 2 the value is, the better (Verbeek, 2004). In this study, the Durbin-Watson statistic was 1.860 indicating non-autocorrelation.

4.4.1.4 Quality of Graduates

This question sought to investigate if respondents thought that the institution's graduates were easily absorbed by industry. Table 4.12 shows that majority (36.7%) of the respondents disagreed that their graduates were easily absorbed while (29%) of the respondents agreed. The rest of the respondents (34.4%) were non committal.

The World Bank, in its September 2015 report entitled Kenya's Education Achievements and Challenges, supports this finding by stating that it was perturbed over the quality of graduates that Kenyan universities and colleges were producing. The Bank avers that the education system was not producing graduates with the knowledge, skills and competences crucial for securing Vision 2030. The report comes in the wake of the suspension of a number of courses by professional bodies such as the Council for Legal Education and the Engineers Education Board over failure by universities to observe minimum requirements for such courses (Daily Nation, 2nd October 2015).

Ooro (2009) avers that quality in the universities and the aspect of funding is a multi-faceted matter that touches on all issues such as availability of sufficient infrastructure vis-a-vis student population, ratio of teachers to students and availability of facilitating technology among others. Students enrolled in parallel programmes pay high fees almost commensurate to fees paid in private universities. This has led to commercialization of education that compromises on quality. The insufficient infrastructure and sometimes haphazard establishment of university campuses adds to the problem.

Omboi and Mucai (2012) on a study on factors affecting the implementation of strategic plans in selected technical training institutes quotes the UNESCO report (UNESCO, 2001) that emphasizes that quality education is a tool to overcome most of the problems in Africa and a means to fulfil other rights. Indicators of quality education must be revised to ensure that standard is maintained worldwide. Quality education assures sustainable acquisition of knowledge, be it intelligent or practical of developing the

individual and contributes to national and global development. The study by Ngome (2003) cited in Ooro (2009) adds that there has been deterioration of education standards. These findings imply that there is need for HEIs to invest more on aspects that improve on quality especially on reducing of inefficiencies and uncoordinated monitoring and evaluation of education outcomes and programmes.

4.4.1.5 Educational Programmes

This question sought to investigate if respondents thought that their institutions had diversified the courses offered in the past five years. Table 4.12 shows that a very large proportion (86.4%) of the respondents agreed that their institutions had diversified the courses offered in the past five years while only a small number (3%) of the respondents disagreed and the rest of the respondents (10.5%) were non committal.

These results are supported by Kohtamaki and Salmela-Mattila (2009) who studied the successes and failures of strategy implementation in a higher education institution in Finland and found that higher education institutions reforms aspired for future oriented change to integrate educational programmes and units. Further, it has been revealed that some of these universities are designing irrelevant degrees in the Arts disciplines in order to mint extra funds creating surplus in this area while the country desperately needs to strengthen the technical based programmes (CHE Workshop Proceedings, 2008) cited in Ooro (2009). The findings imply that HEIs have to a large extent seen the advantages of diversification of their programmes.

4.4.1.6 Research Projects

(a) Increase in research projects

This question sought to investigate if respondents thought that research projects in their institutions have increased in the past five years. Table 4.12 shows that majority (38.3%) disagreed that research projects have increased in the past five years while 29.9% agreed with the statement. The remaining (31.8%) were non committal.

Kohtamaki and Salmela-Mattila (2009) study on the successes and failures of strategy implementation in a higher education institution in Finland concluded that the institutions aspired for change that included the integration of research and development and teaching. Ooro (2009) on *The Quest for inclusive Higher Education in Kenya: A Vivisection of concerns, policies and reform initiatives* notes that the importance placed on research in Africa is minimal in comparison to the developed countries. The study also noted that a significant number of the few research projects that are completed suffer the unfortunate fate of sliding into oblivion. The importance of research in higher education cannot be overemphasized.

(b) Increase in research funds

This question sought to investigate if respondents thought that their institutions had increased funds for various research projects. Table 4.12 shows that only a few (24.8%) of the respondents agreed that their institutions had increased research funds while the majority (39.8%) disagreed. The remaining respondents (35.5%) were non committal.

The lack of visibility of many of Kenyan researchers is evidence of the insufficient structural and financial support mechanisms in existence (Mungai, 1998). Ngome (2003) cited in Ooro (2009) notes that factors such as the poor dissemination of research findings due to the general absence of research journals in Kenya and Africa as a whole is a major hindrance. This coupled with the overall consideration of the publication of academic books and journals as money losing ventures as well as the fact that promotions are based on cronyism rather than meritocracy and participation to research also contribute to the lower prominence of research. The finding implies that HEIs need to increase the percentage allocated to research in their budgets.

4.4.1.7 Partnerships and Collaborations

This question sought to investigate if respondents thought that their institutions had signed and implemented a number of partnerships and collaborations with other institutions. Table 4.12 shows that out of (41.5%) of the respondents 35.5% agreed and 6.0% strongly agreed that their institutions had signed and implemented a number of partnerships with other institutions. It also showed that 27.9% disagreed with the statement while the rest (30.7%) remained neutral.

In support of this finding, Ngome (2003) avers that due to liberalization and the need for universities to not only remain relevant but also attract funding, the public universities have entered into internal collaborative arrangements with what are referred to as middle level colleges. Ngome (2003) elaborates that due to these collaborations students in these colleges have the possibility of enrolling for degree programmes. This is a positive development in the sense that there has been increased access to higher education especially with respect to university education. Another important attribute of increased access is the element of external collaboration with universities abroad. This has considerably reduced the number of students travelling abroad (Ooro, 2009).

Kohtamaki and Salmela-Mattila (2009) study on the successes and failures of strategy implementation in a higher education institution in Finland found that future reforms included changes that consisted of establishing new co-operation with new partners and to learn new strategy-based management. The implication of this finding is that HEIs need to intensify partnerships and collaborations to increase access to higher education and for the country to save on funds used to study abroad.

4.4.1.8 Resources/Budgetary Allocations

(a) Resources allocated according to the budget

This question sought to investigate if respondents thought that resources in their institutions were being allocated according to the budget. Table 4.12 reveals that slightly

less than half of the respondents (43.5%) agreed (29.8% agree and 13.6% strongly agree) with the statement that resources in their institutions were being allocated according to the budget. Out of 21.6%) of the respondents (12.8%) disagreed and only (8.8%) respondents strongly disagreed. The remaining respondents (34.9%) were non committal on the statement.

This finding agrees with David (2009) who asserts that organizations have at least four types of resources that can be used to achieve desired objectives, namely financial, physical, human and technological. The various activities necessary to implement any particular strategy should be defined in terms of each type of resource required. The operating level must have the resources needed to carry out each part of the strategic plan (Harvey and Sid, 1998). It is often a common practice to reduce this specification of resource requirements to monetary terms (Copeland et al., 2000). These findings imply that HEIs have embraced the linking up of resources and the budgeting process but the low percentage of those who agreed indicate that they need to do more.

(b) Linkage of annual work plans to the strategy

This question sought to investigate if respondents thought that Table 4.12 shows that majority (58.5%) of the respondents agreed (45.7%) and strongly agreed (12.8%) that they always linked their annual work plans to strategy. The rest of the respondents (11.6%) disagreed and (3.4%) strongly disagreed while 26.4%) remained neutral to the statement.

This finding is supported by Ofori and Atiogbe (2011) in his study on strategic planning in public universities: a developing country perspective in which he explains that strategy can only make a difference when the intended purposes of the public universities are aligned to action and they can adequately respond to emerging internal and environmental issues. However, the study by Musyoka (2011) contradicts this finding by revealing that none of the departments had an explicit annual operational plan

with defined annual objectives. Some senior managers had not developed any operational tool for the current financial year even as the first quarter was coming to an end (Musyoka, 2011). The finding implies that HEIs need to intensify and monitor the operationalization of their strategic plans during implementation.

4.4.1.9 Policies

(a) Strategy is aligned to Kenya vision 2030

This question sought to investigate if respondents thought that the strategy in their institutions was aligned to Kenya Vision 2030. Table 4.12 shows that most of the respondents (61.4%) agreed (41.8%) and strongly agreed (19.6%) that the strategy in their institutions was aligned to Kenya Vision 2030. Of the remaining respondents (8.2%) disagreed and (2.3%) strongly disagreed with the statement while the rest (28.1%) of the respondents remained neutral.

The finding agrees with the study by Omboi and Mucai (2012) which avers that the vision which is in tandem with the Government's plan as articulated in the Economic Recovery Strategy for Wealth and Employment Creation (ERS), provides the rationale for major reforms in the current education system in order to enable all Kenyans to have access to quality lifelong education and training. This finding also agrees with the conclusion of Musyoka (2011) that Jomo Kenyatta Foundation serves the education sector which forms an important social pillar in Vision 2030 and that it was undertaking a noble cause since its mandate was to advance education, knowledge and alleviating poverty through provision of scholarships for the needy, bright secondary school students. She explained that if the government was serious about attaining vision 2030, then JKF should be facilitated by increasing the degree of autonomy to ease challenges of competitiveness, limitations by government regulations and quicker decision making.

However, the introductory chapter of the current study disagrees with this finding by stressing that as the Ministry of Higher Education and the institutions of higher

education braise themselves to contribute to the achievement of Kenya's Vision 2030, recent study by Kenya Institute of Public Policy Research (KIPPRA, 2008) noted that there was a generational and leadership crisis in Kenya and a palpable mismatch between the peoples' attitudes and those of their leaders towards well being. The implication of this finding is that there has been an effort by HEIs to align their strategic plans with the plan for the Ministry of Education which is in turn aligned to vision 2030.

(b) Institutional policies aligned to the strategic objectives

This question sought to investigate if respondents thought that institutional policies were aligned to the strategic plans. Table 4.12 shows that out of 62.2% of the respondents who agreed, 42.3% agreed and 19.9% strongly agreed with the statement that institutional policies were aligned to the strategic plans. Of the remaining 37.8% of the respondents, only a few disagreed (7.7%) while even fewer (1.7%) strongly disagreed with the statement. The rest of the respondents (28.4%) remained neutral.

This finding is supported by the study by Omboi and Mucai (2012) on factors affecting the implementation of strategic plans in government tertiary institutions. The authors aver that institutional policies were found to influence implementation of strategic plans in tertiary institutions and cited awareness of specific institutional policies that guide ISO process and performance contracting. However, in the correlation coefficient index this was indicated as negligible. In support of these finding, the study by Musyoka (2011) noted that administrative and legal controls by the central government under the authorities of various government policies, circulars and statutes need to be in cognizance of the commercial basis of the entity. Pearce and Robinson (2007) supports this finding by adding that policies are directives designed to guide the thinking, decisions and actions of managers and their subordinates in implementing a firm's strategy. The findings imply that any proposed policies in HEIs should be paramount to success of strategy implementation of the institutions.

(c) Our organization has adequate policies to ensure appropriate growth and development

This question sought to investigate if respondents thought that their organization had adequate policies to ensure appropriate growth and development. Table 4.12 shows that slightly over half (55.4%) of the respondents agreed (33.5% agree and 21.9% strongly agree) with the statement that their organization had adequate policies to ensure appropriate growth and development. Of the remaining (44.6%) respondents, 13.4% disagreed while 5.1% strongly disagreed while 26.1% remained neutral to the statement.

This finding contradicts Hrebiniak's (2006) research survey of 400 managers contributed to the identification of additional factors that may cause obstacles to successful strategy implementation included: Lack feelings of "ownership" of a strategy or execution plans among key employees; not having guidelines or a model to guide strategy- execution efforts; lack of understanding of the role of organizational structure and design in the execution process; inability to generate "buy-in" or agreement on critical execution steps or actions. This finding has additional support from Pearce and Robinson (2007) who stress that policies communicate guidelines to decisions and that they are designed to control decisions while defining allowable discretion within which operational personnel can execute business activities. Additionally, policies can play an important role in strategy implementation. Communicating specific policies will help overcome resistance to strategic change; empower people to act, and foster commitment to successful strategy implementation (Pearce & Robinson, 2007). The implication of these findings is that managements of HEIs have adopted the crafting of policies to support strategic decisions. However, the high response of those who disagreed and those who were non-committal may mean that some of the institutions need to adopt the use of policies.

The overall average reveals that a majority (48%) of the respondents agree and strongly agree on the strategy implementation issues in HEIs. This finding is strengthened by an overall mean of 3.5.

Table 4.12: Strategy Implementation

Variable indicators	STRONGLY	DISAGREE	NEUTRAL	AGREE	STRONGLY	Total	Mean
	DISAGREE				AGREE		
	Row N %	Row N %	Row N %	Row N %	Row N %		
The institution’s graduates are easily absorbed by industry.	9.7%	27.0%	34.4%	20.5%	8.5%	100%	3
The institution has diversified the courses offered in the past five years.	1.1%	2.0%	10.5%	62.8%	23.6%	100%	4
Research projects have increased in the past five years.	11.9%	26.4%	31.8%	25.9%	4.0%	100%	3
The institution has increased funds for various research projects.	10.8%	29.0%	35.5%	22.2%	2.6%	100%	3
The institution has signed and implemented a number of partnerships with other institutions.	9.7%	18.2%	30.7%	35.5%	6.0%	100%	3
Resources in our institution are allocated according to the budget	8.8%	12.8%	34.9%	29.8%	13.6%	100%	3
We always link our annual work plans to the strategy	3.4%	11.6%	26.4%	45.7%	12.8%	100%	4
Our strategy is aligned to Kenya vision 2030	2.3%	8.2%	28.1%	41.8%	19.6%	100%	4
The institutional policies are aligned to the strategic objectives	1.7%	7.7%	28.4%	42.3%	19.9%	100%	4
Our organization has adequate policies to ensure appropriate growth and development.	5.1%	13.4%	26.1%	33.5%	21.9%	100%	4
Average	7%	16%	29%	35%	13%	100%	3.5

4.4.1.10 Qualitative data analysis on strategy implementation

In this section, the study sought the respondents' opinions on the factors that are specific to their organizations that facilitated or hindered effective strategy implementation. Qualitative data on the dependent variable strategy implementation showed that 62.6% of the respondents view administrative problems (31.3%) and inadequate communication (31.3%) to be the highest problems in strategy implementation in HEIs in Kenya (Table 4.13). 25.9% of the respondents viewed inadequate resources as another problem while lack of involvement of employees in the strategic process and resistance to change scored 9.7% and 2% respectively.

This finding conforms to the study by Joostie and Fourie (2009) on the role of strategic leadership in effective strategy implementation that established that strategic leadership is one of the most important drivers of strategy implementation. The study further established that determining strategic direction for the organization as the strategic leadership action that plays the most important role in effective strategy implementation. In support of this finding, Kalali et al. (2011) consider non-commitment of decision makers who do not have enough commitment to implement the strategy as a factor related to failure of strategy implementation.

The finding is also supported by Sterling (2003) on translating strategy into effective implementation: dispelling the myths and highlighting what works, which identified that some strategies fail because of insufficient buy-in, understanding and/or communication among those who need to implement them. Sterling (2003) adds that effective communication of the strategy and its underlying rationale are also critically important; particularly when reaching out beyond the group directly involved in the development of the strategic plan. The finding implies that successful transition from strategy formulation to the implementation of strategy ultimately depends on the strategic leaders of the organisation; reluctance of incompetence in crafting the process for implementing

strategic change is the single most reliable predictor of its failure (Joostie & Fourie, 2009).

Table 4.13: Shows the responses for the question: State and explain factors that are specific to your organization that facilitate or hinder effective strategy implementation.

Main themes	Frequency	Percent
Administrative problems	110	31.3
Inadequate communication	110	31.3
Inadequate resources	91	25.9
Involvement in the process	34	9.7
Resistance to change	7	2.0
Total	352	100.0

4.4.1.11 Qualitative data analysis for other issues that are challenges of strategy implementation

This section sought the respondents' opinion on any other issues that they felt were challenges to strategy implementation in their institutions. Table 4.14 reveals that a total of 56.5% rated resistance to change and inadequate resources; 28.1% and 28.4% respectively as the major issues that were challenges of strategy implementation. 22.7% of the respondents rated unethical practices as a challenge to strategy implementation while the rest (15.9% and 4.8%) of the respondents rated low motivation and poor communication as two other challenges.

Kalaliet al. (2011) in their study on: *Why do strategic plans fail? A study in the health service sector of Iran*, concur with this finding that resource limitation; money, material

and human resources are insufficient for strategic implementation. The findings imply that HEIs in Kenya need to prioritize resource allocation during both strategy formulation and implementation.

Table 4.14: Shows responses for the question: Kindly state and describe any other issues that you feel are challenges to strategy implementation in your institution

Main themes	Frequency	Percent
Resistance to change	99	28.1
Inadequate resources/funding	100	28.4
Low motivation	56	15.9
Unethical practices	80	22.7
Poor communication	17	4.8
Total	352	100.0

4.4.2 Institutional Culture

The first objective of the study was to establish the effect of institutional culture in the strategy implementation in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement and values were attached to each response as follows:

1 =Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 =Strongly agree.

4.4.2.1 Shared Values, meaning and understanding

(a) Encouraged to practice the core values of institution

This question sought to investigate if respondents thought that managements of HEIs encouraged staff to practice the core values. Table 4.15 shows that of the majority (81%) of the respondents who agreed with the statement that they were encouraged to practice

the core values of their institutions, 14.8% of the respondents strongly agreed while 66.2% of the respondents agreed with the statement. Of the remaining 19% of the respondents, only a few disagreed (3.9%) with only 1.1% strongly disagreeing and 2.8% disagreeing. The rest of the respondents (15.1%) remained neutral to the statement.

The finding is supported by the study by Lewa, Mutuku and Mutuku (2009) on strategic planning in the higher education sector of Kenya: case study of public universities in Kenya which agrees that core values and operating principles must be agreed upon and universities must be precise about the programmes they will offer, their markets and the technology of delivery. The study by Chege (2009) entitled: Relevant, effective, appropriate and transformative leadership in higher education in the 21st century observed that most higher education institutions have a mission, vision, core values and objectives well stated and some pasted on walls, receptions, institutions' handbooks and websites among other places. Pearce and Robinson (2007) support the finding by stating that emphasis should be placed on the use of existing personnel where possible to fill positions created to implement the new strategy. Existing personnel embody the shared values and norms that help ensure cultural compatibility as major changes are implemented.

The implication of this finding is that higher education institutions need to encourage and motivate the old staff to retain them as well as continuously train the new staff on core values of the organization.

(b) Staff upholds professionalism and integrity in all its activities

This question sought to investigate if respondents thought that staff of HEIs upheld professionalism and integrity in their institutions. Table 4.15 shows that a majority of the respondents (63.6%) agreed that the staff upheld professionalism and integrity in all its activities. 12.2% disagreed while the rest (24.1%) remained neutral.

This finding is supported by Pearce and Robinson (2007) who state that principles are one's fundamental personal standards that guide his sense of honesty, integrity and ethical behavior. If a leader has a clear moral compass guiding his priorities and those he set for the company, he will be a more effective leader. Further, Hill and Jones (1998) support the finding by expounding that the task of business ethics is to ensure that business decisions do have an ethical component and that managers must weigh the ethical implications of strategic decisions before choosing a course of action. Hill and Jones (1998) stress the need for confidence in and respect for people, open communication and concern for the individual employee. The finding is further supported by Johnson and Scholes (2003) who add that given that strategy development can be an intensely political process, managers can often find real difficulties establishing and maintaining this position of integrity. There is a potential conflict for managers between what strategies are best for their own career and what strategies are in the longer-term interests of their organisations.

The implication of this finding is that ethical values must be included into the company's mission statement. Additionally these values must be acted on by top management who should, for example, implement hiring, firing and incentive systems that explicitly recognize the importance of adhering to ethical values in strategic decision making.

4.4.2.2 Organizational practices and behavior

(a) Institution is an equal employer and does not practice any form of discrimination

This question sought to investigate respondents' views on whether their higher education institutions were equal employer and that it did not practice any form of discrimination. Table 4.15 shows that less than half of the respondents (46%) agreed that their

institutions were equal employers and did not practice any form of discrimination. 23.6% of the remaining respondents disagreed while 30.4% remained neutral.

On the influence of personal values and behaviour, Branson (2005) in a study on *Values and principle-ship behaviour: illustrating the relationship*; supports this finding by proposing that the key to positively influencing the employee's individual consciousness is in helping the employee to know how the organization's strategic values are formed. They also get to know how they are to be applied in order to create an appropriate and successful organizational culture. This finding also conforms to the statement by Pearce and Robinson (2007) that leaders and their associates play a key role in shaping and defining the ethical standards that become absorbed into and shape the culture of the organizations they lead. Those ethical standards then become powerful informal guidelines for the behaviours, decisions and dealings of members of that culture. In addition, Stoner, Freeman and Gilbert (2001) advise that CEOs can institutionalize the process of ethical decision making by ensuring that each moral decision builds upon preceding decisions. Some ways of institutionalizing ethical policy include corporate codes of conduct, ethics committees, ombudsman offices, judicial boards, ethics training programmes and social audits.

The implications of this finding is that higher education institutions need to set up programs to teach/sensitize the employees on how to confront moral problems in business.

(b) Institution always benchmarks with the best practice

This question sought to investigate the respondents' view on whether the institution always benchmarked with the best practice. Table 4.15 shows that the 46% of the respondents who agreed comprised of 15.3% who strongly agreed and 30.7% of the respondents who agreed that the institution always benchmarks with the best practice. Of those who disagreed (26.1%) disagreed, only a few (4.8%) strongly disagreed while

21.3% of the respondents disagreed. The rest of the respondents (27.8%) remained neutral.

The results indicate that about half of the HEIs undertake benchmarking. The ultimate objective in benchmarking is to identify the “best practices” in performing an activity and to learn how lower costs, fewer defects or other outcomes linked to excellence are achieved (Pearce & Robinson, 2007). Omboi and Mucai (2012) in their study on “Factors affecting the implementation of strategies in government tertiary institutions” contradict this find by implying that there has not been a standard benchmark for the tertiary institutions as it is for universities in the East African region and that for the universities there is the inter-university council for East Africa (IUCEA) common quality assurance system which aims at harmonizing higher education standards in East Africa thereby promoting comparability of academic programs among universities, based on regional benchmark standards. In support of this finding, Johnson and Scholes (2003) add that when benchmarking, managers would need to observe and understand how top performing organizations undertook their activities and to assess if these could be imitated or improved upon. The power of benchmarking is the impetus it might give in breaking the frame and conceiving of new ways of meeting and beating the performance of the best.

The implication of this finding is that in choosing a strategy, managers should compare the firm’s key internal capabilities with those of its rivals, thereby isolating its key strengths and weaknesses.

(c) Internal policies and procedures are key enablers of good strategy implementation

This question sought to investigate the respondents’ view on whether internal policies and procedures were key enablers of good strategy implementation. Table 4.15 shows that majority (58.8%) of the respondents agreed that internal policies and procedures

were key enablers of good strategy implementation. Those who disagreed were 13.1% comprising of 10.5% of the respondents disagreeing and 2.6% strongly disagreeing while 28.1% remained neutral.

This finding is supported by Omboi and Mucai (2012) in their study on “Factors affecting the implementation of strategies in government tertiary institutions” who noted that institutional policies were found to influence implementation of strategic plans in tertiary institutions though it was indicated as negligible on the correlation coefficient index. Their finding was supported by awareness of specific institutional policies that guided ISO process and performance contracting which were benchmarks and the guidance of policy on strategic implementation. However, Omboi and Mucai (2012) further noted that there was evidence that low influence of policy statements on decision making is an indicator to the relative weakness of correlation between implementation of strategies and institutional plans. The finding is supported by the study by Lewa, Mutuku and Mutuku (2009) on strategic planning in the higher education sector of Kenya: case study of public universities in Kenya who assert that implementation is about policy and functional implementation which is concerned with development of broad guidelines to guide action in each of the functional areas as well as resource deployment.

The implication of this finding is that higher education institutions in Kenya need to put in place appropriate policies to support strategy implementation. More attention and resources should be given to policies such as ISO and performance contracting to improve on performance.

(d) Internal culture has always been related to successful strategy implementation

This question sought to investigate the respondents’ view on whether internal culture in their institutions had always been related to successful strategy implementation. Table

4.15 shows that slightly over half (56.8%) of the respondents agreed that internal culture in their institutions has always been related to successful strategy implementation with 13.6% strongly agree and 43.2% agree. Of the remaining respondents 11.9% disagreed and just a few (2.8%) strongly disagreed while 28.4% of the respondents remained neutral to the statement.

This finding conforms to the study by Musyoka (2011) on challenges of strategy implementation in the Jomo Kenyatta Foundation which agrees that the compatibility of organizational culture to new strategic changes is an important measure in overcoming behavioural resistance to change in an organization and that lack of synergy between strategy and culture may obstruct the smooth implementation of strategy by creating resistance to change. This finding also resonates well with statement by Morgan (1986) on strategy formulation and implementation who stated that culture can affect strategy lenses of an organization both positively or negatively and that some organizations may have “strategic myopia due to the culture therein. Schein (1985) explains that the impact of culture goes far beyond the human side of the organization to affect and influence its basic mission and goals. Ali and Hadi’s (2012) study add that researches have shown that 86% of successful companies have a culture aligned with the company strategies. This finding implies that higher education institutions need to ensure that institutional culture is aligned with the company strategies for successful strategy implementation.

4.4.2.3 Traditions, Beliefs and Symbols

(a) Institution's tradition to consistently celebrate its milestones

This question sought to investigate the respondents’ view on whether it was the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others. Table 4.15 shows that majority (67.3%) of the respondents agreed that it was the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of

achievements among others. Of the remaining respondents, 16.5% disagreed with the statement while 16.2% remained neutral.

This finding is supported by Pearce and Robinson (2007) who explain that managers often attempt to identify significant milestones that will be reached during strategy implementation. These milestones may be critical events, major resources allocations, or simply the passage of a certain amount of time. The milestone reviews that then take place usually involve a full-scale reassessment of the strategy and of the advisability of continuing or refocusing the firm's direction. Further, Pearce and Robinson (2007) state that organizations should institutionalize practices that systematically reinforce desired beliefs and values and explain that companies with strong cultures are clear on what their beliefs and values need to be and take the process of shaping those beliefs and values very seriously.

The finding is also supported by Ahmad (2001) in a research study of 1,500 employees in which he found out that what tends to motivate workers the most are intangibles as being appreciated for the work they have done. Ahmad (2001) in a study: *Corporate leadership and workforce motivation in Malaysia* adds that employees should be kept informed about things that affect them and that managers should be sympathetic and take time to listen to them. Pierce and Gardner (2009) in their study entitled "Effects of personality and job design on organization-based self-esteem" support this finding by noting that people with positive self-esteem are potentially an institution's best employees and that the beliefs about employee recognition are common among employers even if not commonly carried out.

The implication of this finding is that higher education institutions should institutionalize practices that systematically reinforce desired beliefs and values. Companies with strong cultures are clear on what their beliefs and values need to be and take the process of shaping those beliefs and values very seriously.

(b) Official documents must have symbols such as logo, vision, mission and motto

This question sought to investigate the respondents' view on whether official documents must have symbols such as logo, vision, mission and motto. Table 4.15 shows that an overwhelming majority (92.1%) of the respondents agreed that official documents must have symbols such as logo, vision, mission and motto. Of the remaining respondents only 3.4% and 4.5% disagreed and remained neutral respectively. None of the respondents (0.0%) strongly disagreed with the statement.

Johnson and Scholes (2003) supports this finding by expounding that power is the ability of individuals or groups to persuade, induce or coerce others into following certain courses of action. This is the mechanism by which one set of expectations will dominate strategic development or seek compromise with others. Since there are a variety of different sources of power, it is often useful to look for indicators of power, which are the visible signs that stakeholders have been able to exploit one or more of the sources of power. Johnson and Scholes (2003) further explain that some of the useful indicators of power are the status of the individual or group such as job group or reputation; the claim on resources such as budget size; representation in powerful positions and finally symbols of power such as office size or use of titles and names.

The finding also conforms to the study of Ofori and Atiogbe (2011) entitled *Strategic planning in public universities: a developing country perspective*. The study revealed that quite a large number of respondents were aware of strategic planning in their universities and that strategy development in the public universities was formal and linear indicating that decision making is top-down involving mostly higher and middle management as against members of lower management and other stakeholders. The implication of this finding is that most of the higher education institutions have seen the need for corporate identity practices and this has enhanced employees' awareness of their institution's strategic planning and implementation.

4.4.2.4 Resistance to Change

(a) Institution handles change with a sense of urgency

This question sought to investigate the respondents' view on whether the institution handled change with a sense of urgency. Table 4.15 shows that a total of 41.8% respondents agreed comprising of 28.4% who agreed and 13.4% who strongly agreed that the institution handles change with a sense of urgency. Of the remaining (58.2%), a half (29%) of the respondents disagreed with 22.2% of the respondents strongly disagreeing and only a few respondents (6.8%) disagreeing while the other half (29.2%) remained neutral.

This finding is supported by Fuerer and Charharbaghi (1997) as cited by Ofori and Atiogbe (2011) who emphasize speed as an integral part of strategic planning leading to the generation of large strategic options in line with changes occurring in the competitive environment. The finding also agrees with the view by Kalio, Niukko and Jalava (2010) in their paper entitled "Strategy implementation in Public universities: lessons from a school of economics", who observed that the indoctrination process that every scholar must go through, together with the long traditions that universities have, make the university organizations rather inflexible and resistant to change and that from this perspective university organizations are most likely far from easy for the middle managers when it comes to change or implementing change.

Musyoka (2011) adds that resistance to change may take the form of procrastination and delays in triggering the process of change, unforeseen implementation delays and inefficiencies which slow down the change and make it cost more than was originally anticipated, lack of commitment, slow downs, absenteeism, disrespect of deadlines, poor performance and strikes. The implication of this finding is that higher education institutions need to overcome inflexible and resistant to change issues which are barriers to effective strategy implementations.

(b) Appreciation of new ideas and hence it takes a short time to effect change

This question sought to investigate the respondents' view on whether there was always appreciation of new ideas and hence it took a short time to effect change in their institutions. Table 4.15 shows that 35.8% of the respondents agreed that there was always appreciation of new ideas and hence it takes a short time to effect change in their institutions. Of the remaining (64.2%) respondents, (37.8%) disagreed while 26.4% remained neutral.

Andrews, Boyne, Law and Walker (2011) explain that in an incremental style, responsibility is decentralized. Bourgeois and Brodwin (1984) argued, for example, that in the crecive model "the chief executive must relax his expectations concerning the extent to which strategic plans can be developed centrally". The role of the organization's members is enhanced as they are active participants in the process of developing and implementing strategies (Ragaopalan & Rasheed, 1995). This involvement of staff enables organizational learning as the strategy can be fine-tuned and adjusted, leading to the continual adaptation of strategies as they are being implemented. This finding contradicts the study by Bolo, Wandera, Imita and K'Obonyo (2010) who agree that management should modify the culture within the firm to accommodate new changes. This can be done by bringing on board new brains and cultivate the culture of delegation through management by objectives.

Omboi and Mucai (2012) add that faculty members should be motivated to learn new knowledge on the role and place of strategic management in steering organizations to strategic advantage in times of volatile market conditions. There is motivation in knowing you can control dynamic managerial challenges as with time one may become the manager of the situation or even the institutions. The implication of this finding is that higher education institutions in Kenya could be using the rational approach which separates formulation and implementation which is a key reason for implementation

failure. Connecting these processes means that organizations can learn more effectively and respond to changes in the environment.

On average the study established that higher education institutions have a supportive culture as suggested by the average 58.92% of the respondents who agreed as opposed to the average 18.03 who disagreed. The overall mean of 3.6 further confirms the above finding that the culture was supportive.

Table 4.15: Institutional culture

Variable Indicators	STRONGLY	DIS	NEUTRAL	AGREE	STRONGLY	Mean	
	DISAGREE	AGREE			AGREE		
	Row N %	Row N %	Row N %	Row N %	Row N %		
We are encouraged to practice the core values of our institution	1.1%	2.8%	15.1%	66.2%	14.8%	100.00 %	4
Our internal culture has always been related to successful strategy implementation	2.8%	11.9%	28.4%	43.2%	13.6%	100.00 %	4
Our internal policies and procedures are key enablers of good strategy implementation	2.6%	10.5%	28.1%	39.5%	19.3%	100.00 %	4
Our institution handles change with a sense of urgency	6.8%	22.2%	29.3%	28.4%	13.4%	100.10 %	3
There is always appreciation of new ideas and hence it takes a short time to effect change in my institution	9.7%	28.1%	26.4%	24.4%	11.4%	100.00 %	3
The institution always benchmarks with the best practice before adopting new systems or techniques of working	4.8%	21.3%	27.8%	30.7%	15.3%	99.90%	3
All official documents must have symbols such as logo, vision, mission and motto	0.0%	3.4%	4.5%	47.2%	44.9%	100.00 %	4
The staff upholds professionalism and integrity in all its activities	5.1%	7.1%	24.1%	42.0%	21.6%	99.90%	4
The institution is an equal employer and does not practice any form of discrimination	5.7%	17.9%	30.4%	27.8%	18.2%	100.00 %	3

It is the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others	4.0%	12.5%	16.2%	39.5%	27.8%	100.00%	4
Average	4.26%	13.77%	23.03%	38.89%	20.03%	99.98%	3.6

4.4.2.5 Qualitative data analysis on Institutional Culture

This question sought to investigate the respondents' opinion on the extent to which issues related to institutional culture positively or negatively impacted on effective strategy implementation in their institutions. Table 4.16 shows that a total of 65.9% of the respondents rated resistance to change (41.5%) and apathy among staff (24.4%) as the two main issues related to culture that impact on effective strategy implementation in HEIs. Respondents (16.2%) viewed lack of transparency and poor reward system (13.6%) as issues related to institutional culture that impacts on strategy implementation. The rest (4.3%) of the respondents identified poor teamwork as a minor issue related to institutional culture that impacts on strategy implementation.

The finding conforms to the study by Kim and Brymer (2011) quoted in Gichuhi (2014) that suggest that high-involvement work practices can develop the positive beliefs and attitudes associated with employee engagement and that employees who conceive, design and implement workplace and process changes are engaged employees. Kalali et al. (2011) aver that non-acceptor organizational culture; beliefs and values of the employees of organizations are conflicting with implementing the considered strategy. The findings imply that HEIs in Kenya require to inculcate the culture of involvement of employees in strategy formulation and also in implementation so that the employees can develop positive attitudes and beliefs.

Table 4.16: shows the responses for the question: In your opinion, explain the extent to which issues related to institutional culture positively or negatively impact on effective strategy implementation in your institution.

Main themes	Frequency	Percent
Poor reward system	48	13.6
Lack of transparency	57	16.2
Resistance to change	146	41.5
Apathy among staff	86	24.4
Poor teamwork	15	4.3
Total	352	100.0

4.4.2.6 Correlation Analysis – Institutional culture on strategy implementation

Table 4.17 presents the degree of correlation and levels of significance between institutional culture and strategy implementation. The findings indicate that the correlation coefficient between organizational culture and strategy implementation is 0.738 with a p-value of 0.000 for a 5% 2-tail test. Since the p-value is less than 0.05, this shows a positive and significant relationship between institutional culture and strategy implementation.

Table 4.17: Correlation model summary – Institutional culture and strategy implementation

Variable	Coefficient type	Strategy implementation	Institutional culture
Strategy implementation	Pearson Correlation	1	0.738
	Sig. (2-tailed)		0.000
	Number of respondents	352	352
Institutional culture	Pearson Correlation	0.738	1
	Sig. (2-tailed)	.000	
	Number of respondents	352	352

These results are corroborated by the study by Musyoka (2011) in her study on challenges of strategy implementation in Jomo Kenyatta Foundation which concluded that the challenges faced in strategy implementation at the institution emanated from sources internal to the organization due to behavior resistance to change from the traditional deep-rooted public sector culture to a dynamic culture responsive to the market.

4.4.2.7 Regression Analysis – Institutional Culture on Strategy Implementation

(a) The Scatter Plot

Figure 4.16 shows that the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There is no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was

a linear relationship between institutional culture and strategy implementation. The relationship takes the form:

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

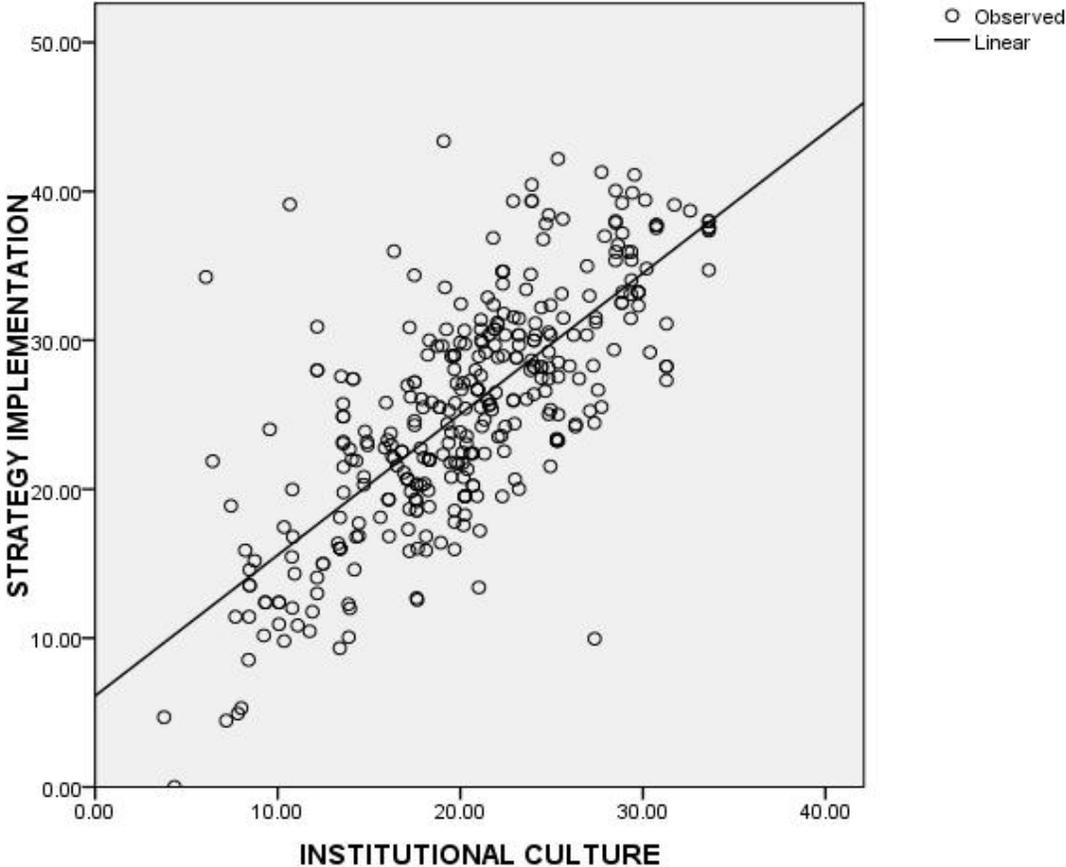


Figure 4.15: Regression analysis of institutional culture and strategy implementation

(b) ANOVA analysis - Institutional culture and strategy implementation

Table 4.18 shows the analysis of variance (ANOVA) of the influence of institutional culture and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.000 indicated that the linear model was statistically significant in explaining the impact of institutional culture on the higher education institution’s sector strategy implementation in Kenya.

Table 4.18: ANOVA Analysis of Institutional culture and strategy implementation

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	11,876.876	1	11,876.876	419.464	0.000
Residual	9,910.042	350	28.314		
Total	21,786.918	351			

(c) Goodness of Fit model

Table 4.19 shows the goodness of fit of the model: $Y = \beta_0 + \beta_1 X_1 + \epsilon$ which is the linear model involving institutional culture (X_1) as the only independent variable. The coefficient of determination (R square) of 0.545 indicates that institutional culture on its own in the model explains 54.5% of the variation or change in the dependent variable (strategy implementation). The remainder of 44.5% is explained by other factors and variables other than institutional culture. The Adjusted R square was 0.544 which did not change the results substantially as it reduced the explanatory behavior of the predictor to 54.4%

Table 4.19: Fitness test model - Institutional culture and strategy implementation

Model	Coefficient
R	0.738
R Square	0.545
Adjusted R Square	0.544
Std. Error of the Estimate	5.32113

(d) Model coefficients

Table 4.20 shows the model coefficients of the regression results of institutional culture on strategy implementation in HEIs in Kenya. With a significant constant value (p-value=0.000) of 6.116, the study concluded that even without institutional culture, the HEIs sector depicted some level of strategy implementation

Table 4.20: Model coefficients of Institutional culture and strategy implementation

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	6.116	.980		6.241	.000
Institutional culture	.946	.046	.738	20.481	.000

The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable which is the change in strategy implementation due to a unit change in institutional culture. The gradient coefficient from Table 4.20 was positive meaning that a unit change institutional culture leads to 0.946 units of positive change in strategy implementation in HEIs in Kenya. This meant that institutional culture was significant (p-value = 0.000) in positively influencing strategy implementation in HEIs in Kenya.

With a constant of 6.116, the model estimate for institutional culture in strategy implementation is as follows:

$$Y = 6.116 + 0.946X_1$$

These findings corroborate the study by Ofori and Atiogbe (2011) in the case of University of Ghana whose regression showed a 76% success rate in strategy implementation explained by the institutional culture practiced where ($r^2 = 0.7595$) and $p = 0.05$. There was therefore an association between institutional culture as practiced at

the university and the success of strategy implementation 35% of the time where $r = 0.35$. The study by Ofori and Atiogbe (2011) further supports this finding in the case of the University of Kwame Nkrumah in which it revealed that the regression showed a 95% success rate on strategy implementation due to the presence of institutional culture. The implications of these findings point to the need for higher education institutions to ensure that there is a fit between institutional culture and strategy implementation.

4.4.3 External Environment

The second objective of the study was to determine the effect of the external environment in the strategy implementation in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement. Values were attached to each response as follows: 1 = Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 = Strongly agree.

4.4.3.1 The Macro environment

This question sought to investigate the respondents' view on whether competitors were a great threat to future plans. Table 4.21 shows that a large number of the respondents (44.6%) agreed that competitors were a great threat to future plans. 34.3% disagreed while 28.1% were neutral.

The study by Muli (2008) on challenges of strategy implementation in public corporations: a case of Telkom Kenya supports this finding. The study agrees that changes in the degree of integration of major competitors, industry's vulnerability to new or substitute products, changes in the magnitude of the barriers to entry among others are all likely to impact on implementation of strategies of HEIs in Kenya. This finding is also supported by literature in the open systems theory (Bastedo, 2004) whose proposition is that an organization's survival is dependent upon its relationship with the

environment. More support of the finding is based on the PESTEL framework which is a strategic planning technique that provides a useful framework for analyzing the environmental pressures on a team or an organization.

The findings imply that HEIs in Kenya do not operate in isolation of the macro-environment and hence need to scan the environment for any challenges that would impact negatively to their efforts of successful strategy implementation.

4.4.3.2 Society/industry forces

This question sought to investigate the respondents' view on whether society/industry forces were changing very fast hence rendering some of their plans irrelevant. Table 4.21 shows that 45.2% agreed that society/industry forces were changing very fast hence rendering some of their plans irrelevant. Of the remaining respondents 31.8% disagreed while 23% were neutral.

This finding is supported by Feurer and Charharbaghi (1997) in Ofori and Atiogbe (2011) who emphasize speed as an integral part of strategic planning leading to the generation of large strategic options in line with changes occurring in the competitive environment. In other words, high performance in dynamic environments is an imperative that must be pursued through an ongoing process of change which is in line with changes in the competitive environment of the public universities. Musyoka (2011) supports this view by revealing that the market has experienced unanticipated new substitute or competing products with a potential of rendering some of the organization's products uncompetitive leading to obsolescence of some publications. Additionally, the evolving regional market presents a further challenge of obsolescence of some publications. The findings conform to study by Muli (2008) who agrees that efforts to implement a strategy can be impaired by industry forces such as powerful buyers, powerful supplies and stiff rivalry from competitors among other forces.

These findings imply that an industry forces in higher education sector in Kenya pose a challenge to strategy implementation and HEIs need to be wary of what other institutions are planning in terms of competitive programmes, fees, facilities and other offerings to be ahead of competitors.

4.4.3.3The Operating environment

This question sought to investigate the respondents' view on whether the cost of doing business was never stable in Kenya and it always forces them to adjust their costs. Table 4.21 shows that 38.8% of the respondents agreed that the cost of doing business was never stable in Kenya and it always forces them to adjust their costs. 22.7% of the respondents disagreed while 38.4% remained neutral.

This finding is supported by Musyoka (2011) in her study entitled *Challenges of strategy implementation in Jomo Kenyatta Foundation*. The study revealed that the key challenges facing the foundation emanate from the operating environmental changes that present a threat to effective implementation of the strategy. All the senior managers reported that competitive position is a key issue in the operating environment for Jomo Kenyatta Foundation. Ofori and Atiogbe (2011) also supports this finding by stating that the political legal status has led to non-competitive terms and conditions of employment leading to high staff turnover especially among the professional cadres who after undergoing training were attracted to more lucrative work in other publishing firms. This has resulted to high operational costs in terms of filling in vacancies, staff training, loss of institutional memory and lack of continuity.

Further, Downes (2001) observes that external forces may be a challenge to the implementation of strategy in an organization and can also influence internal resistance to strategic planning and implementation. These findings imply that HEIs in Kenya incur heavy costs while undertaking their operations and this could impact negatively to

strategy implementation. Higher education institutions need to craft and implement strategies that will lead to cost reduction in their operations.

4.4.3.4 Competition

This question sought to investigate the respondents' view on whether higher educational institutions had to recast their strategies due to actions of competitors. Table 4.21 shows that about half of the respondents (49.4%) agreed that they had to recast their strategies due to actions of competitors. Of the remaining respondents, 23% disagreed to the statement while 27.6% were neutral.

In support of this finding, Musyoka's (2011) study revealed that new entrance of important new competitors in to the industry captured a large market share of the secondary and tertiary books. This presented a major challenge and Jomo Kenyatta Foundation (JKF) had to invent new strategies continuously to enhance its presence in the secondary and tertiary segments. The threats of Globalization of the book market present further challenges. The stiff competition led to fluctuation of JKF finances from year to year. Between June 2002 and June 2006, JKF made losses in three of the five years. At the same time, sales have been falling since June 2004 as a result of increasing competition. How to address the downward trend in its market share and return to profitability is a major challenge.

Porter (1985) in Bolo et al. (2010) in their research paper on *Challenges facing the implementation of differentiation strategy in the operations of the Mumias Sugar Company Limited*, alludes that five forces of competition that emanates from the environment determine competition in the market and that as a result of these forces, the concept of differentiation was curved out to bring more prosperity in markets. Additionally, Lewa et al. (2009) in their study on Strategic planning in the higher education sector of Kenya: case study of public universities in Kenya, suggests that universities need to establish where their strategic competitive advantage is and be

thoughtful and concise and specific about where they want to make the campus' mark, where they do well; what they do differently; what they do better than most other universities. These findings underpin the importance of scanning the internal and the external environment as an analysis during strategic planning. Higher education institutions need to link strategic planning and implementation, communicate the strategy, allocate resources to the plan, all with the aim of minimizing challenges to strategy implementation.

4.4.3.5 Changes in Legislation

This question sought to investigate the respondents' view on whether new regulations by the Commission for University Education (CUE) had also influenced their strategy implementation. Table 4.21 shows that majority (66.2%) agreed that new regulations by the Commission for University Education (CUE) have also influenced their strategy implementation. Of the remaining respondents 11.4% disagreed while 22.4% were neutral.

A study by Arasa and Mayunga (2009) in Omboi and Mucai (2012) on current higher education assurance dynamics agrees with this finding that regulatory agencies in Kenya (CHE now CUE), Tanzania (TCU) and Uganda (NCHE) have embarked on introduction of a common quality assurance system for universities in East Africa. The study noted that there were still a number of challenges to overcome, including financing of the system at the universities, inertia towards embracing the system among the university stakeholders and streamlining the student evaluation procedures as part of the quality assurance process. The finding is also supported by Pearce and Robinson (2007) who agree that the government can limit or even foreclose entry to industries with such controls as license requirements, limits on access to raw materials and tax incentives and that the potential rival's expectations about the reaction of the existing competitors also will influence its decisions on whether to enter.

Kohtamaki and Salmela-Mattila (2009) in a study on reforms by Finnish universities supports the finding by revealing that the new universities' Act was seen as an opportunity to develop university management towards strategic management. He avers that universities traditionally did not have the kind of management as understood elsewhere and that the new law gave the possibility of real management; as up to that time university management had been mainly about persuading people. These findings imply that a harmonized regulatory framework in higher education sector in the East African region have facilitated strategic planning and positively influenced strategy implementation.

4.4.3.6 Political interference

(a) Government policy never stable

This question sought to investigate the respondents' view on whether government policy was never stable because it changed almost every year and it really affects their plans. Table 4.21 shows that 21.9% agreed that government policy was never stable because it changes almost every year and it really affected their plans. Of the remaining respondents 44.9% disagreed to the statement while 32.2% were neutral.

This finding conforms to the study by Musyoka (2011) which revealed that despite reported involvement and participation of all stakeholders, including the government during the strategic planning process, it was evident that government and its regulations present a major hindrance to effective implementation. The author states that whereas the foundation was classified as a commercial state corporation with semi-autonomous status, it had not fully operated as such. That was principally due to the administrative and legal controls by the central government under the authorities of various government policies, circulars and statutes, including the state corporations Act Cap 446, Laws of Kenya. These controls present challenges and are not business friendly. These findings imply that frequent changes in government policy will negatively influence strategic

planning and by extension be a challenge to successful strategy implementation in higher education institutions in Kenya.

(b) Political interference and adjustment of strategic initiatives

This question sought to investigate the respondents' view on whether there was a lot of political interference which always made the management adjust strategic initiatives. Table 4.21 shows that only 26.4% agreed that there was a lot of political interference which always made the management adjust strategic initiatives. 36.3% disagreed while 37.2% were neutral to the statement.

This finding is supported by Musyoka (2011) who states that the politico-legal status of JKU has led to non-competitive terms and conditions of employment leading to high staff turnover, especially among the professionals' cadres. This has resulted in JKU being used as a platform for training of employees as they are attracted to more lucrative work. It also opens the company to unfair competition and loss of business secrets. Hill and Jones (1998) argue that political and legal factors also have a major effect on the level of opportunities and threats in the environment and that one of the most significant trends in recent years has been the move toward deregulation. They add that by eliminating many legal restrictions, deregulation has lowered barriers to entry and lead to intense competition in a number of industries. These findings imply that stakeholders in the higher education sector in Kenya need to lobby government to eliminate the many restrictions involved in entry into the industry.

On average it was established that majority (41.8%) of the respondents agreed on the statements on the effect of the external environment on strategy implementation while 29.2% of the respondents disagreed. An overall mean of 3.14 supported the finding.

Table 4.21: External Environment

Variable indicators	STRONGLY	DIS-	NEUTRAL	AGREE	STRONGLY	Total %	Mean
	DISAGREE	AGREE			AGREE		
	Row N %	Row N %	Row N %	Row N %	Row N %		
Our competitors are a great threat to our future plans	8.2%	26.1%	21.0%	28.1%	16.5%	100%	3
We have had to recast our strategy due to actions of competitors	4.5%	18.5%	27.6%	40.3%	9.1%	100%	3
Government policy is never stable because it changes almost every year and it really affects our plans	8.0%	36.9%	33.2%	17.9%	4.0%	100%	3
Cost of doing business is never stable in Kenya and it always forces us to adjust our costs	3.4%	19.3%	38.4%	31.8%	7.1%	100%	3
There is a lot of political interference which always makes the management adjust strategic initiatives	10.2%	26.1%	37.2%	19.3%	7.1%	100%	3
The society/ industry forces are changing very fast hence rendering some of our plans irrelevant	4.5%	27.3%	23.0%	34.4%	10.8%	100%	3
New regulations by the Commission for University Education (CUE) have also influenced our strategy implementation	2.6%	8.8%	22.4%	50.0%	16.2%	100%	4
Average	5.91%	23.29%	28.97%	31.69%	10.11%	100%	3.14

4.4.3.7 Qualitative Data Analysis for External Environment

As shown of table 4.22 a total of 61.1% respondents revealed that the two main external environmental factors that were challenges of strategy implementation were competition (35.2%) and inadequate funding/resources (25.9%). Also identified were legal requirements (15.3%) and political factors (19.6%) while rapid changes in technology was the factor with the lowest percentage of respondents (4.0%).

The finding concurs with the study by Omboi and Mucai (2012) who aver that strategic behaviour refers to conduct which is not economically inevitable, but which is the

outcome of a conscious attempt to shape the firm’s market environment to its own lasting advantage and to the competitive disadvantage of rivals. The implication of this finding is that HEIs need to prioritise on implementation of strategies that give their organizations a competitive edge over their rivals.

Table 4.22: shows the responses for the question: State and explain other external environmental factors that you think are challenges or opportunities to strategy implementation in your institution.

Main themes	Frequency	Percent
Legal requirements	54	15.3
Political factors	69	19.6
Competition	124	35.2
Inadequate Funding/resources	91	25.9
Rapid changes in technology	14	4.0
Total	352	100.0

4.4.3.8 Correlation Analysis– External environment on strategy implementation

Table 4.23 presents the degree of correlation and levels of significance between external environment and strategy implementation. The findings indicate that the correlation coefficient between external environment and strategy implementation is -0.170 with a p-value of 0.001 for a 5% 2-tail test. This shows linear relationship between external environment and strategy implementation.

Table 4.23: Correlation model summary – External environment on strategy implementation

Variable	Coefficient Type	Strategy implementation	External environment
Strategy implementation	Pearson Correlation	1	-.170
	Sig. (2-tailed)		0.001
	Number of respondents	352	352
External environment	Pearson Correlation	-0.170	1
	Sig. (2-tailed)	0.001	
	Number of respondents	352	352

These results are corroborated by the study by Musyoka (2011) which concluded that changes in the macro environment, specifically stakeholders, politico-legal factors, social, economic, technological environment and industry forces had negatively influenced the organization’s strategy implementation. Also corroborating this finding is the study by Ochanda (2010) which revealed that strategy implementation challenges experienced by the Kenya Industrial Estates (KIE) were enhanced by both restrictive regulations and policies under which state corporations operate and that the organization had no control over these policies and regulations since KIE, like any other state corporation operated in a complex environment, which was more unpredictable and less stable.

The findings are further corroborated by a case study of strategy implementation at a major Eastern Cape (South Africa) component Supplier Company in the automotive industry by Koyana (2009) in which the study cites that the global automotive industry is also experiencing the effects of change in an accelerated way due to the globalization

of production. The cost-cutting strategies by the Original Equipment Manufacturers (OEMs) and as a consequence, their suppliers as well are fundamentally driven by certain major global trends for example outsourcing and sourcing strategies, new technology and innovation as well as environmental requirements.

In support of this finding Phillips (2008) cited in Koyana (2009) adds that increased competition, the uncertainty of the legal frameworks as well as increased environmental pressures make the automotive industry a challenging industry. Other challenges cited by Koyana (2009) are global developments, World Trade Organization (WTO), rules and regulations, trade arrangements, logistical costs, raw material prices, currency movements as well as Black Economic Empowerment (BEE) and HIV/Aids.

4.4.3.9 Regression Analysis – external environment on Strategy Implementation

(a) The scatter plot of external environment and strategy implementation

Figure 4.17 shows that the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There is no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between external environment and strategy implementation. The relationship takes the form:

$$= \beta_0 - \beta_2 X_2 +$$

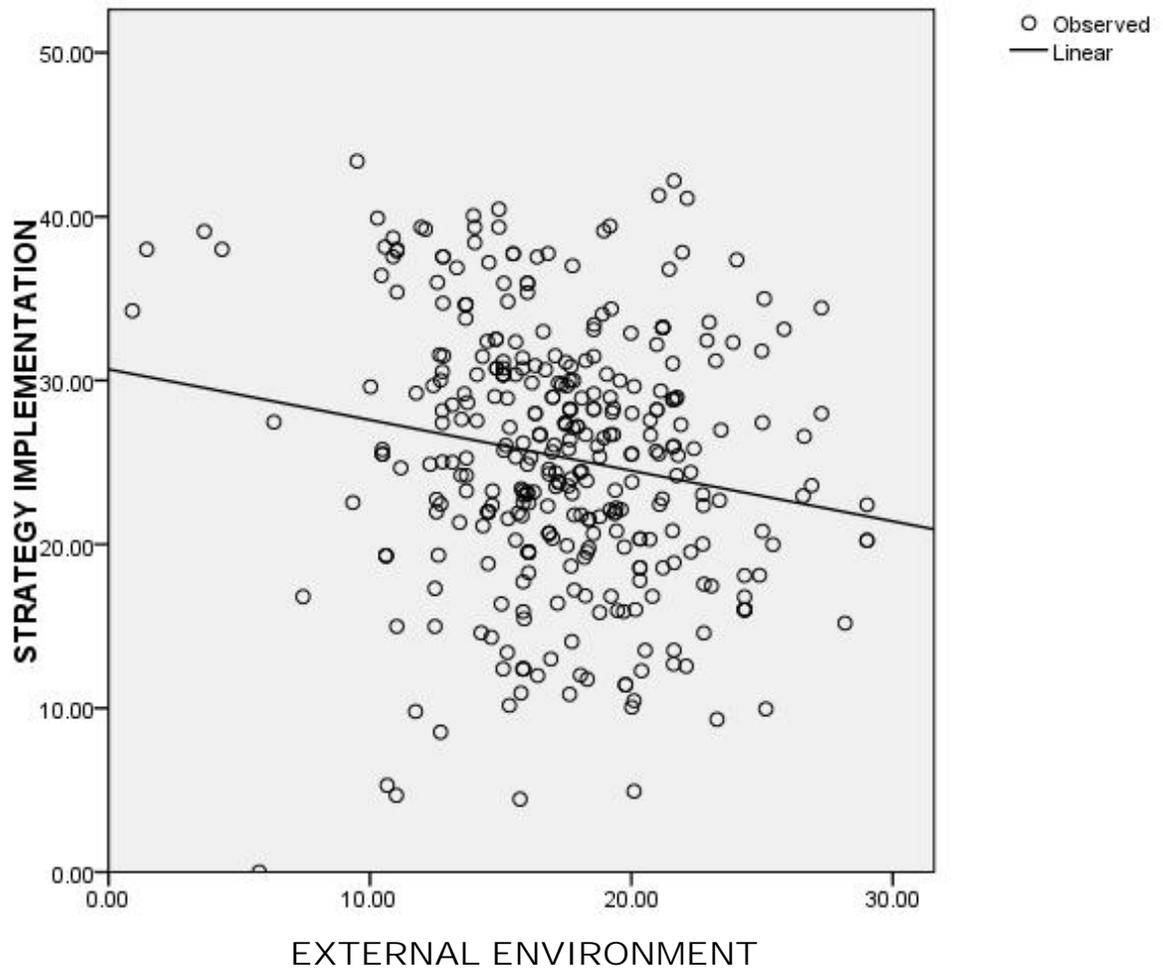


Figure 4.16: Strategy implementation vs external environment

(b) ANOVA analysis - External environment and strategy implementation

Table 4.24 shows the analysis of variance (ANOVA) of the influence of external environment and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.001 indicated that the model was statistically significant in explaining the impact of external environment on the higher education institution’s sector strategy implementation in Kenya.

Table 4.24: ANOVA Analysis of external environment and strategy implementation

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	625.978	1	625.978	10.354	0.001
Residual	21160.941	350	60.460		
Total	21786.918	351			

(c) Goodness of fit of external environment and strategy implementation

Table 4.25 shows the goodness of fit of the model: $Y = \beta_0 + \beta_2 X_2 + \epsilon$ which is the linear model involving external environment (X_2) as the only independent variable. The coefficient of determination (R square) of 0.029 indicates that external environment on its own in the model explains 2.9% of the variation or change in the dependent variable (strategy implementation). The remainder of 97.1% is explained by other factors and variables other than external environment.

Table 4.25: Fitness test model - external environment and strategy implementation

Model	Coefficient
R	0.170
R Square	0.029
Adjusted R Square	0.026
Std. Error of the Estimate	7.77559

(d) Model coefficients of external environment and strategy implementation

Table 4.26 shows the model coefficients of the regression results of external environment on strategy implementation in HEIs in Kenya. With a significant constant value (p-value=0.000) of 30.677, the study concluded that even without external environment, the HEIs sector depicted some level of strategy implementation.

Table 4.26: Model coefficients of external environment and strategy implementation

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	30.677	1.714		17.901	0.000
External environment	-0.309	0.096	-0.170	-3.218	.001

The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable; that is the change in strategy implementation due to a unit change in external environment. The gradient coefficient from Table 4.39 was negative meaning that a unit change in external environment leads to -0.309 units of negative change in strategy implementation in HEIs in Kenya. This meant that external environment was significant (p-value=0.001) in negatively influencing strategy implementation in HEIs in Kenya.

With a constant of 30.677, the model estimate for external environment in strategy implementation is as follows:

$$Y = 30.677 - 0.309X_2$$

In theory, the changes in the task environment require the new strategy to be appropriate to the market conditions, trends and developments in the external environment until the implementation process is completed (Okumus, 2003). For success to be achieved in the implementation of a new strategy, the key changes in responsibilities of employees should be clearly defined so as to ensure alignment with the main strategic goals (Ehlers & Lazenby, 2004). The aim should be to ensure that the majority of the staff component understands the vision and strategy in order to effectively implement a desired strategy (Ehlers & Lazenby, 2004). The implications of these findings is that environmental uncertainty gives rise to a need for new strategies to be implemented thus resulting in changes in tasks within the organization.

4.4.4 Organizational Structure

The third objective of the study was to determine the influence of organizational structure in the strategy implementation in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement. Values were attached to each response as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 = Strongly agree.

4.4.4.1 Centralization versus Decentralization

This question sought to investigate the respondents' view on whether all departments should be allowed to have their own structures which were unique to themselves in strategy implementation. Table 4.27 shows that only 16.4% agreed that all departments should be allowed to have their own structures which were unique to themselves in strategy implementation while majority (72.7%) disagreed with the statement. 10.8% of the respondents remained neutral.

This finding contradicts the study by Kalali et al. (2011) on why strategic plans implementation fail in which one of the variables related to failure of strategic decisions was divergent organizational structure. This contradiction may be attributed to the fact that their study was on the health sector while the current study is on education sector. In support of this finding, Bush (2007) suggests that in a hierarchical organizational structure, employees and leaders are given clearly defined roles and although it has some disadvantages, the structure comes with several advantages that make it worth considering. Musyoka (2011) argues that the choice of a particular structure is a formidable challenge and that the strategic challenge in the functional structure is the effective coordination of the separate functional units. The study by Musyoka (2011) recommends that some form of divisional structure is therefore necessary to meet the coordination and decision making requirements resulting from increased diversity and size. The findings imply that the type of organizational structures adopted by higher educational institutions may pose challenges to strategy implementation.

4.4.4.2 Span of Control

This question sought to investigate the respondents' view on whether each employee holding a position of authority was responsible for a few subordinates only which made feedback of ideas effective and hence facilitates strategy implementation. Table 4.27 shows that majority (52.6%) agreed that in their institutions, each employee holding a position of authority was responsible for a few subordinates only which made feedback of ideas effective and hence facilitates strategy implementation. Only 16.5% disagreed with the statement while 31% were neutral.

In the study by Donselaar (2012) the 8-S analysis suggests that the categories structure, strategy, systems, staff, skills and sodality are direct barriers towards the strategy implementation. The main barriers for the organizational structure' were the lack of coordination activities related towards the strategy implementation, the differences in the processes of decision making, and the negative effect of the organizational structure on

the outcome of the implementation process. The study revealed that two out of seven regions provided information which states that the organizational structure within their region is clear and that it facilitates the strategy implementation process. The five other regions provide information clarifying that they find the organizational structure unstructured and that the process of the strategy implementation is poorly coordinated. In support of this finding,

Martone (2003) established that organizational structure allocates authority and responsibility. It specifies who is to direct whom and who is accountable for what results. The structure helps an organization member to know what his role is and how it relates to other roles. Kohtamaki and Salmela-Mattila (2009) in a study on reforms by Finnish universities support this finding by revealing that the ongoing strategy process was fuelled by an overall structural reform of the university organization and that the strategic planning model had changed from a top-down to a bottom-up one. The finding implies that that the current organizational structures in higher education institutions contribute positively to the span of control and facilitate strategy implementation.

4.4.4.3 Processes

This question sought to investigate the respondents' view on whether their institution had linked structure to strategy. Table 4.27 shows that majority (54.8%) of the respondents agreed that their institution had linked structure to strategy. Only 8.9% of the respondents disagreed with the statement while 36.4% of the respondents were neutral.

This finding is supported by Bolo, Wandera, Imaita and K'Obonyo (2010) in their study on challenges facing differentiation strategy. The study recommended that organization architectural strategy should be linked to all departments in order to add value to the final products and that it would create synergy. In further support of this finding, Ofori and Atiogbe (2011) advises that whilst the strategy should be chosen in a way that it fits

the organizational structure, the process of matching structures to strategy is complex. He found out that for strategy implementation process to be effective, an organizational structure must be suitable or relevant to the current strategy. Additionally, Kohtamaki and Salmela-Mattila (2009) argue that structures need not be complex for them to provide a good platform for a successful strategy implementation. The finding implies that more of higher education institutions had linked structure to strategy for successful strategy implementation.

4.4.4.4 Lack of Coordination of functional units

This question sought to investigate the respondents' view on whether middle managers were better in strategy implementation than senior management. Table 4.27 shows that only 15.9% agreed that middle managers were better in strategy implementation than senior management. Close to half (49.2%) of the respondents disagreed with the statement while 34.9% were neutral.

This finding is supported by the study of Altonen and Ikavalko (2002) which revealed that those who side with middle management state that middle managers have a key role in organizations, as they have both “the ability to combine strategic (context-free) and hands-on (context-specific) information” (Nonaka, 1988). Burgelman (1983) emphasizes the importance of autonomous behavior initiated outside top management and therefore, middle managers have a crucial role in formulating new strategies and trying to convince the top management of them. Further, in support of the majority view, Guth and Macmillan (1986) studied strategy implementation versus middle management self-interest, and suggested that “middle managers who believe that their self-interest is being compromised can not only redirect a strategy, delay its implementation or reduce the quality of its implementation, but can also even totally sabotage the strategy”.

In further support of the study Altonen and Ikavalko (2002) consider that commitment for strategy was not seen as problematic as communication. Nevertheless, both the

management and the middle management felt that the lower the actors were in the organization hierarchy, the less they committed themselves for the strategy. The middle managers felt that it was difficult to evaluate how they commit themselves for the strategy. Although the managers saw the problem of middle managers' lack of commitment bigger than the middle managers themselves, half of the middle managers expressed the existence of the problem as well. The finding implies that the role of middle management in higher education institutions in Kenya especially of communicating strategy implementation to the operational core; the lecturers and employees and the feedback to the top management could not be overemphasized.

4.4.4.5 Shortage of monitoring Systems

This question sought to investigate the respondents' view on whether all departments should have a monitoring and evaluation officer responsible for the strategy. Table 4.27 shows that only 4% of the respondents agreed that all departments should have a monitoring and evaluation officer responsible for the strategy while the majority (85.8%) disagreed with this statement. Only 10.2% of the respondents were neutral.

On the importance of each department having a monitoring and evaluation officer this finding contradicts with Anderson and Kleiner, (2003) in Ofori and Atiogbe (2011) that it is important to evaluate because funders need to be assured that their resources are being used efficiently and making great impact and that it also makes those leading the programme/strategy better communicators so that issues can be resolved before they reach a crisis level. The findings also contradict the arguments of Caruana, Ewing and Ramaseshan (2002) who argue that in order to perform better, organisations need to move away from centralized systems to organizational systems that facilitate higher levels of discretion. Similarly, Rusell (2001) claims that reacting to changes in the environment requires moving the decision making authority away from centralised structures towards a decentralized authority. The finding implies that higher education

institutions need to decentralize the function of monitoring and evaluation because it will speed up feedback communication and therefore facilitate strategy implementation

On average it was established that majority (47%) of the respondents disagreed on the statements to determine the influence of organizational structure on strategy implementation in higher education institutions in Kenya while 29% of the respondents agreed. An overall mean of 2.8 supported the finding.

Table 4.27: Organizational Structure

Variable indicators	STRONGLY DISAGREE	DIS-AGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total %	Mean
	Row N %	Row N %	Row N %	Row N %	Row N %		
Middle managers are better in strategy implementation than senior management	16.5%	32.7%	34.9%	13.9%	2.0%	100.0 %	3
All departments should have a monitoring and evaluation officer responsible for the strategy	27.8%	58.0%	10.2%	3.4%	0.6%	100.0 %	2
All departments should be allowed to have their own structures which are unique to themselves in strategy implementation	18.2%	54.5%	10.8%	11.6%	4.8%	99.9%	2
Our institution has linked structure to strategy	2.6%	6.3%	36.4%	42.9%	11.9%	100.1 %	4
In our institution, each employee holding a position of authority is responsible for a few subordinates only which makes feedback of ideas effective and hence facilitates strategy implementation	5.4%	11.1%	31.0%	38.4%	14.2%	100.1 %	3
Average	14%	33%	25%	22%	7%	100%	2.8

4.4.4.6 Qualitative data analysis for Organizational structure

In this section the study sought respondents' opinion on the extent to which they thought the organisational structure in their institutions facilitates or hinders effective strategy implementation. Table 4.28 shows that 41.8% of the respondents support the view that organizational structure supports strategy implementation while 27.3% think that communication flow can be improved. Other respondents (18.5%) thought that organization structure increases bureaucracy while poor overall coordination in inter-departmental linkages (9.9%) was also considered a hindrance to strategy implementation. Finally a few of the respondents (2.6%) thought that span of control could be improved.

The study by Bolo, Wandera, Imita and K'Obonyo, (2010) on *Challenges facing the implementation of differentiation strategy in the operations of the Mumias Sugar Company Limited* concur that one aspect of effective leadership involves restructuring organizational architecture in a manner that motivates employees with the relevant knowledge to initiate value-enhancing proposals. These findings imply that HEIs in Kenya need to link structure to strategy and implement strategies that improve on communication flows.

Table 4.28: shows the responses for the question: Explain the extent to which you think the organizational structure in your institution facilitates or hinders effective strategy implementation.

Main themes	Frequency	Percent
Organization structure supports strategy implementation	147	41.8
Increases bureaucracy	65	18.5
Communication flow can be improved	96	27.3
Poor overall coordination in inter-departmental linkages	35	9.9

Span of control can be improved	9	2.6
Total	352	100.0

4.4.4.7 Correlation Analysis – Organizational structure on strategy implementation

Table 4.29 presents the degree of correlation and levels of significance between organizational structure and strategy implementation. The findings indicate that the correlation coefficient between organizational structure and strategy implementation is 0.155 with a p-value of 0.003 for a 5% 2-tail test. Since the p-value is less than 0.05, this shows a positive and significant relationship between organizational structure and strategy implementation.

Table 4.29: Correlation model summary – Organizational structure on strategy implementation

Variable	Coefficient Type	Strategy implementation	Organizational structure
Strategy implementation	Pearson Correlation	1	0.155
	Sig. (2-tailed)		0.003
	Number of respondents	352	352
Organizational structure	Pearson Correlation	0.155	1
	Sig. (2-tailed)	0.003	
	Number of respondents	352	352

These results are corroborated by the study by Ali and Hadi (2012) study on surveying and identifying the factors affecting successful implementation of business strategies in

companies of Fars Province Industrial Towns (case study: companies of food industries) which revealed that one of the organizational obstacles to strategy implementation was lack of consistency and alignment between organizational structure and developed strategies. Louw and Venter (2006:33) also support this alignment and describe it as organizational architecture, which refers to “How organizational alignment of processes, structures, systems and knowledge with strategy creates a competitive advantage by adding value”.

The alignment of organizational structure to strategy affects the shape, division of labour, job duties and responsibilities, the distribution of power and decision-making procedures within the company (Okumus 2003). For Okumus (2003:876), the issues that should be considered during the implementation of the new strategy in the research company are: “(i) The potential changes in duties, roles, decision-making and reporting relationships due to the new strategy. (ii) Whether the organizational structure facilitates the free flow of information, coordination and cooperation between different levels of management and functional areas. (iii) The attitude of powerful groups towards the new strategy. (iv) The potential challenges of using the existing organizational structure when using process variables including operational planning, communication and resource allocations”.

4.4.4.8 Regression Analysis – Organizational structure on Strategy Implementation

(a) The scatter plot – Organizational structure on Strategy Implementation

Figure 4.23 shows that the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There is no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between organizational structure and strategy implementation. The relationship takes the form:

$$= \beta_0 + \beta_3 X_3 +$$

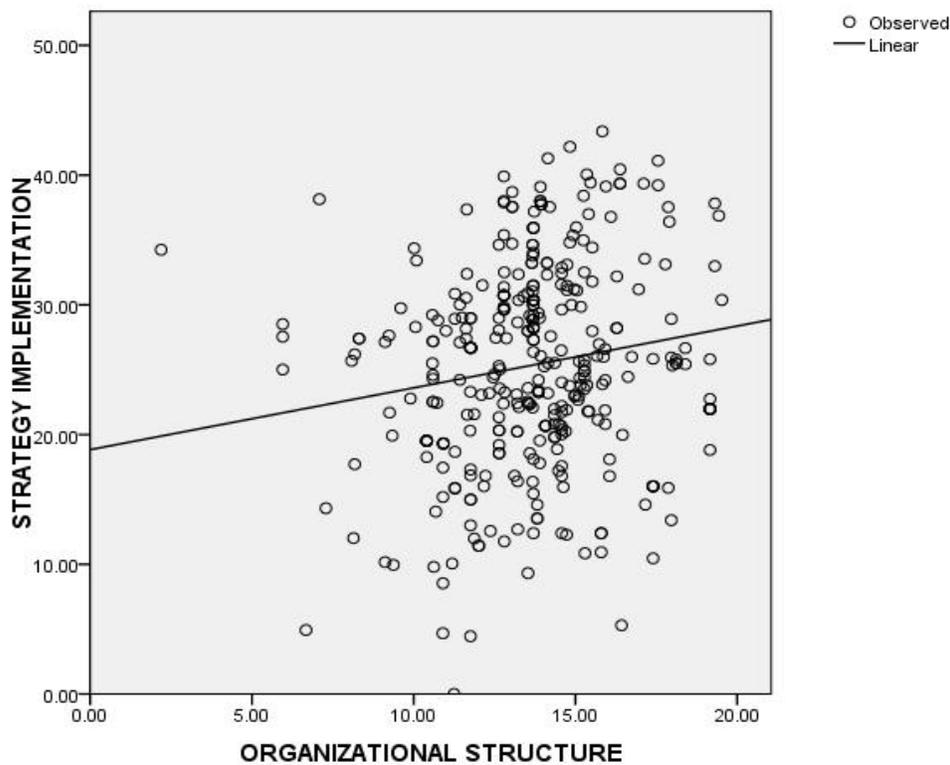


Figure 4.17: Strategy implementation vs organizational structure

(b) ANOVA analysis - Organizational structure and strategy implementation

Table 4.30 shows the analysis of variance (ANOVA) of the influence of organizational structure and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.003 indicated that the model was statistically significant in explaining the impact of organizational structure on the higher education institution’s sector strategy implementation in Kenya.

Table 4.30: ANOVA Analysis of Organizational structure and strategy implementation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	525.870	1	525.870	8.657	.003
Residual	21261.048	350	60.746		
Total	21786.918	351			

(c) Goodness of fit - Analysis of Organizational structure and strategy implementation

Table 4.31 shows the goodness of fit of the model: $Y = \beta_0 + \beta_3 X_3 + \epsilon$ which is the linear model involving organizational structure (X_3) as the only independent variable. The coefficient of determination (R square) of 0.024 indicates that organizational structure on its own in the model explains 2.4% of the variation or change in the dependent variable (strategy implementation). The remainder of 97.6% is explained by other factors and variables other than organizational structure.

Table 4.31: Fitness test model - Organizational Structure and Strategy Implementation

Model	Coefficient
R	0.155
R Square	0.024
Adjusted R Square	0.021
Std. Error of the Estimate	7.79396

(d) Model coefficients - Organizational Structure and Strategy Implementation

Table 4.32 shows the model coefficients of the regression results of organizational structure on strategy implementation in HEIs in Kenya. With a significant constant value (p-value=0.000) of 18.840, the study concluded that even without organizational structure, the HEIs sector depicted some level of strategy implementation.

Table 4.32: Model coefficients of organizational structure and strategy implementation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.840	2.243		8.398	0.000
Organizational structure	0.476	0.162	0.155	2.942	0.003

The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable which is the change in strategy implementation due to a unit change in organizational structure. The gradient coefficient from Table 4.32 was positive meaning that a unit change organizational structure leads to 0.476 units of positive change in strategy implementation in HEIs in Kenya. This meant that organizational structure was significant (p-value=0.003) in positively influencing strategy implementation in HEIs in Kenya. With a constant of 18.840, the model estimate for organizational structure in strategy implementation is as follows:

$$Y = 18.840 + 0.476X_3$$

The implications of these findings is summed up by Koyana (2009) who concludes that the outcome of the research reveals that the organizational structure of the research company is a flat structure which facilitates direct communication between the different

levels of management. Jooste and Fourie (2009) in their study on the role of strategic leadership in effective strategy implementation: perceptions of South African strategic leaders regarded organizational structure as one of the drivers of strategy implementation with a mean score of 3.51.

4.4.5 Managerial Skills

The fourth objective of the study was to investigate the effect of the managerial skills in the strategy implementation in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement. Values were attached to each response as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 = Strongly agree.

4.4.5.1 Conceptual Skills

(a) Management had a high level of integrity, spearheaded strategy better and gets trusted by employees.

This question sought to investigate the respondents' view on whether the management in their institutions had a high level of integrity, spearheaded strategy better and gets trusted by employees. Table 4.33 shows that 42.4% of the respondents agreed that the management in their institutions had a high level of integrity, spearheaded strategy better and gets trusted by employees. 21.6% of the respondents disagreed while 36.1% were neutral.

This finding is supported by a study by Elmuti, Minnis and Abebe (2005) on: *Does education have a role in developing leadership skills?* They aver that recent corporate scandals are the results of unethical leadership and irresponsible decision making and that they believed leaders have to display their commitment for ethical behaviour and

present themselves as role models for their followers. The finding is also supported by Crane (2004) who agrees that business leaders have not only the responsibility to operate ethically, but also have to lead by higher moral and ethical standards.

The finding resonates well with the views of Stoner et al. (2001) in their argument that many companies trying to institutionalize ethical policy have created organizations to enforce that policy. Ethics training programs very often include discussion programs and workshops in which employees thrash out hypothetical moral problems. Participating companies report that the “the give-and-take” of these programs helps to sensitize employees to ethical issues, broaden and deepen employee awareness of code directives and underscore the commitment of the company to its ethical principles. The finding implies that managers of higher education institutions have a responsibility to operate ethically and also have to lead by higher moral and ethical standards.

(b) Appointment of a “Champion”

This question sought to investigate the respondents’ view on whether the institution had appointed a “Champion” to spearhead the strategy implementation process. Table 4.33 shows that 28.4% of the respondents agreed that the institution had appointed a “Champion” to spearhead the strategy implementation process. Those who disagreed were 33% while 38.6% remained neutral.

This finding is supported by Altonen and Ikavalko (2002) in their study on the role of middle managers which revealed that the role of *championing* was typically bringing innovations upwards in the organization. The managers who adopted this role participated in the vision creation, brought their unit or group’s view in the strategy work. In this role, the challenging part was the effectiveness of this participation: to some extent, the interviewees had doubts whether their ideas had any effect. The finding implies that the effectiveness of the participation of the champion was in doubt. An overall observation showed that 45.1% of the respondents agreed that managerial skills

had an influence in higher education institutions in Kenya while only 13.2% disagreed. The mean of 3.3 confirmed the finding.

(c) Management staff were all well aware of the institutional strategy.

This question sought to investigate the respondents' view on whether management staff were all well aware of the institutional strategy. Table 4.33 shows that slightly over half (50.9%) of the respondents agreed that management staff were all well aware of the institutional strategy. Only 13.3% disagreed with the statement while 35.8% were neutral.

This study is contradicts a study by Jooste and Fourie (2009) on the role of strategic leadership in effective strategy implementation whose main finding was that a poor understanding of the strategy by the workforce and ineffective communication of the strategy to the workforce are the most important barriers to effective strategy implementation. Mapetere et al. (2012) in their study on *Strategic role of leadership in strategy implementation in Zimbabwe's state owned enterprises* argue that the use of various communication tools is in line with Kotter (1995) who argues that transmitting vision to employees and using every communication channel and tool possible are central elements in the success of any strategy.

This view is also supported by Larkin and Larkin (1996) who suggested that groundless rumours typical in strategy implementation can undermine chances of success, so it is important to choose appropriate media to avoid misunderstandings. Their study revealed that first line managers were more effective in communicating with employees as their closeness to people on the ground was often seen as sincere and telling the truth and that the employees preferred to receive their information through face to face discussions. The finding underscores the importance for higher education institutions to use appropriate media when communicating strategy to create awareness of strategy implementation.

4.4.5.2 Human Skills

(a) Top management encourages feedback on strategy implementation

This question sought to investigate the respondents' view on whether top management encourages feedback on strategy implementation from the rest of staff. Table 4.33 shows that (44.6%) of the respondents agreed that top management encourages feedback on strategy implementation from the rest of staff. Those who disagreed were 27% respondents and those who remained neutral were 28.4%.

This finding is supported by a study by Breneset al. (2007) in Kalali et al. (2011) on strategy implementation in the health service sector in Iran in which he considered 18 factors as key factors categorized in five groups: strategy formulation process, systematic execution, strategy control and follow-up, right and motivated CEO, management and staff leadership and corporate governance leading the change.

The finding is also supported by Sisungu, Poipoi, Nganyi and Makhanu (2011) on *Leadership of higher education: challenges on governance and industrial linkage* in which they conclude that stakeholder preferences influence product design and development, and business and industry has a long history of using stakeholders in marketing research. The authors found that public sector has typically not used this methodology to plan for change and that organizational change should be influenced by customer feedback, organizational leadership and climate in determining to what extent the organization is able to respond to change. Altonen and Ikavalko's (2002) study supports this finding which states that the roles with upward influence were less common. In the role of *synthesizing* the middle manager evaluated effectiveness of the actions that had been implemented, and communicated the feedback upwards. The finding implies that when implementing strategy, higher education institutions need to recognize that organizational change should be influenced by customer feedback, organizational leadership and climate in determining to what extent the organization is able to respond to change.

(b) The institution involves students

This question sought to investigate the respondents' view on whether their institutions involved students in strategy execution. Table 4.33 shows that 36.1% respondents agreed that their institutions involved students in strategy execution. Those who disagreed were 23.3% respondents while 40.6% were neutral.

In support of this finding a study by Ngome (2003) in Ooro (2009) revealed in his analysis of the level of participation in the critical decision making policy structures of the university by staff and students that 39.05% said they did not participate while 65.95 said they did. Chege (2009) in a study on relevant, effective, appropriate and transformative leadership in higher education in the 21st Century, observed that most higher education institutions have a mission, vision, core values and objectives well stated, and some pasted on walls, receptions, institutions' handbooks, websites among other places. His study revealed that many students in these institutions echoed that 'high school was better than university and college in terms of facilities and services offered' and wondered what is wrong especially with such well written down roadmaps.

The finding is further supported by the study of Kohtamaki and Salmela-Mattila (2009) on *Balancing organisational differentiation and integration* which agrees that the preparation and implementation process of the strategy is crucial, as also is how actors from students to senior management are involved in the strategy process. Gudo and Olel (2011) interpreted that inadequate involvement of staff and students in decision making impacted negatively on quality of teaching and learning in public universities and to some extent in private universities. Participative leaders involve their subordinates in making and implementing decisions. The finding points to the need for higher education institutions to communicate and incorporate student representation in decision making during strategy implementation as important stakeholders.

4.4.5.3 Technical Skills

(a) Availability by management to explain to employees any ambiguities in their strategies

This question sought to investigate the respondents' view on whether their vice-chancellors/ principals were easily available to explain to employees any ambiguities in their strategies. Table 4.33 shows that 41.5% respondents agreed that their vice-chancellors/ principals were easily available to explain to employees any ambiguities in their strategies. 33% disagreed with the statement while 25.6% were neutral.

The study by Jooste and Fourie (2009) supports this finding as it revealed that strategic leadership was perceived as the most important driver of strategy implementation and that it contributed positively to the effective implementation of a strategy within an organization. A contradiction to the this finding is a study on higher education by Ngome (2003) in Ooro (2009) when analyzing the situation in Kenya, elaborated on the centralized system of governance in public universities where power is concentrated in the hands of the vice chancellors.

This finding is supported by Kirkman, Bradley and Rosen (1999) who expounded that feedback is likely to relate positively to the quality of exchange relationship between leaders and their subordinates which in turn may enhance subordinate affective commitment. The finding revealed a variation in responses which implies that higher education institutions need to intensify communication processes to their employees especially when clarify issues of strategy implementation.

(b) Senior very supportive

This question sought to investigate the respondents' view on whether their seniors were very supportive in their work and hence attainment of better results. Table 4.33 shows that the majority (71.8%) of the respondents agreed that their seniors were very

supportive in their work and hence attainment of better results. Only 11.6% disagreed with the statement while 16.5% were neutral.

The study by Brannen (2005) unearthed a significant obstacle to effective strategy implementation which was failing to empower or give people freedom and authority to execute. The study therefore contradicts the finding in the current study which shows that senior management was supportive by a large margin. The study by Mapetere et al. (2012) also contradicts this study as it revealed that most state owned enterprises leaders failed to role model that ideal behavior to spearhead and sustain strategy implementation.

The most important thing when implementing a strategy is the top management's commitment to the strategic direction itself. Therefore, top managers must be willing to give energy and loyalty to the implementation process. However, in support of this finding Omboi and Mucai (2012) in their study on *Factors affecting the implementation of strategic plans in government tertiary institutions* revealed that managerial behavior was found to influence implementation of strategic plans though the correlation coefficient index showed a relatively weak relationship. The finding points to the need for managements of higher education institutions to empower or give people freedom and authority to execute tasks for successful strategy implementation.

Table 4.33: Managerial Skills

Variable indicators	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean
	Row N %	Row N %	Row N %	Row N %	Row N %		
The management in your institution has high level of integrity and spearhead strategy better and get trusted by employees.	6.0%	15.6%	36.1%	27.6%	14.8%	100%	3
Management staff are all well aware of the institutional strategy	1.7%	11.6%	35.8%	32.4%	18.5%	100%	4
My senior is very supportive in my work and hence attainment of better results	4.8%	6.8%	16.5%	40.3%	31.5%	100%	4
Our vice-chancellor/ principal is easily available to explain to employees any ambiguities in our strategy	12.5%	20.5%	25.6%	28.1%	13.4%	100%	3
The institution involves students in strategy execution	7.7%	15.6%	40.6%	30.1%	6.0%	100%	3
The institution has appointed a “Champion” to spearhead the strategy implementation process.	13.4%	19.6%	38.6%	18.2%	10.2%	100%	3
Top management encourages feedback on strategy implementation from the rest of staff	10.2%	16.8%	28.4%	27.3%	17.3%	100%	3
Average	8.0%	15.2%	31.7%	29.1%	16.0%	100%	3.3

4.4.5.4 Qualitative data analysis for Managerial skills

In this section, the study sought the respondents’ opinion on whether managerial skills hinder effective strategy implementation in their institutions. More than half (51.7%) of the respondents agreed that lack of managerial skills in managers in their institutions hinder effective strategy implementation while 48.3% of the respondents disagreed (Figure 4.18).

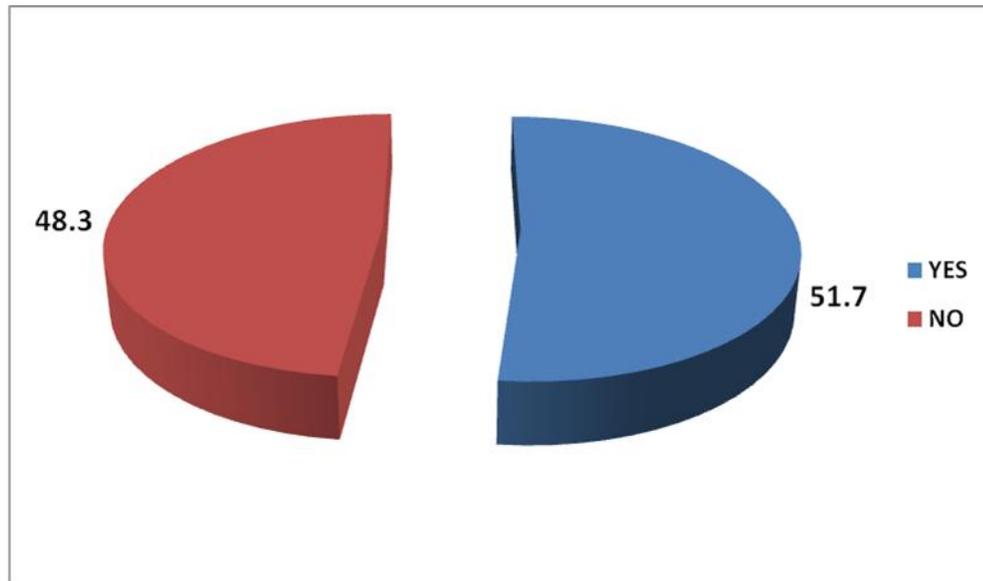


Figure 4.18: shows the responses for the question: *In your opinion, do managerial skills hinder effective strategy implementation in your institution?* Yes [] No []

Table 4.34 shows that 35.2% respondents thought that failure to communicate strategy effectively by managers is a hindrance to effective strategy implementation. 26.1% of the respondents thought that lack of managerial skills inhibits ability to implement strategy while 21.0% thought that academic units were headed by academicians who had not been tested in managerial capacity. Additionally, 15.1% of the respondents thought that there was need for training of managers while a few respondents (2.6%) thought that there was inability to take ideas of staff positively by managers.

The study by Elmuti, Minnis and Abebe (2005) concur with this finding that in today's competitive and very dynamic business environment, the success and failure of an organization is often highly influenced by the presence of effective leaders with a broad business perspective and add that an effective leader must have cognitive skills, interpersonal skills and technical skills that are helpful in determining leadership success. Further, Elmuti, et al. (2005) aver that tomorrow's leaders need to develop

strong interpersonal skills that range from written and oral communication and teamwork to conflict management and cultural sensitivity and that the leader’s ability to communicate the vision and overall strategies of the organization to followers is of paramount importance. These findings imply that leadership in HEIs need to communicate strategies and to equip managers with cognitive, technical and interpersonal skills needed for successful strategy implementation.

Table 4.34: shows the responses for the question: In your opinion, do managerial skills hinder effective strategy implementation in your institution? Yes [] No []

If yes, explain how.

Main Themes	Frequency	Percent
Failure to communicate strategy effectively	124	35.2
Lack of managerial skills inhibits ability to implement strategy	92	26.1
Academic units headed by academicians not tested in managerial capacity	74	21.0
Need for training of managers	53	15.1
Inability to take ideas positively	9	2.6
Total	352	100.0

4.4.5.5 Correlation Analysis – Managerial skills on strategy implementation

Table 4.35 presents the degree of correlation and levels of significance between managerial skills and strategy implementation. The findings indicate that the correlation coefficient between managerial skills and strategy implementation is 0.644 with a p-value of 0.000 for a 5% 2-tail test. Since the p-value is less than 0.05, this shows a positive and significant relationship between managerial skills and strategy implementation.

Table 4.35: Correlation model summary – Managerial skills and strategy implementation

Variable	Coefficient Type	Correlations	
		Strategy implementation	Managerial skills
Strategy implementation	Pearson Correlation	1	0.644
	Sig. (2-tailed)		0.000
	Number of respondents	352	352
Managerial skills	Pearson Correlation	0.644	1
	Sig. (2-tailed)	0.000	
	Number of respondents	352	352

These results are corroborated by Svetlik and Ilic (2005) as cited in the study by Mapetere et al. (2012) on Strategic role of leadership in strategy implementation in Zimbabwe’s state owned enterprises. The research on leadership competencies concurred that commonly referenced competencies for successful strategy implementation include; integrity/honesty, communication, technical competence, diversity consciousness, developing others, results orientation, change management, interpersonal skills, problem-solving, decision making, political savvy, strategic/visionary thinking, customer focus, business skills, team leadership, influence skills, conflict management, emotional intelligence, social and environmental responsibility. The failure to identify one's competence and use such or a combination thereof dampen the quality and success of strategy implementation programmes (Mapetere et al., 2012).

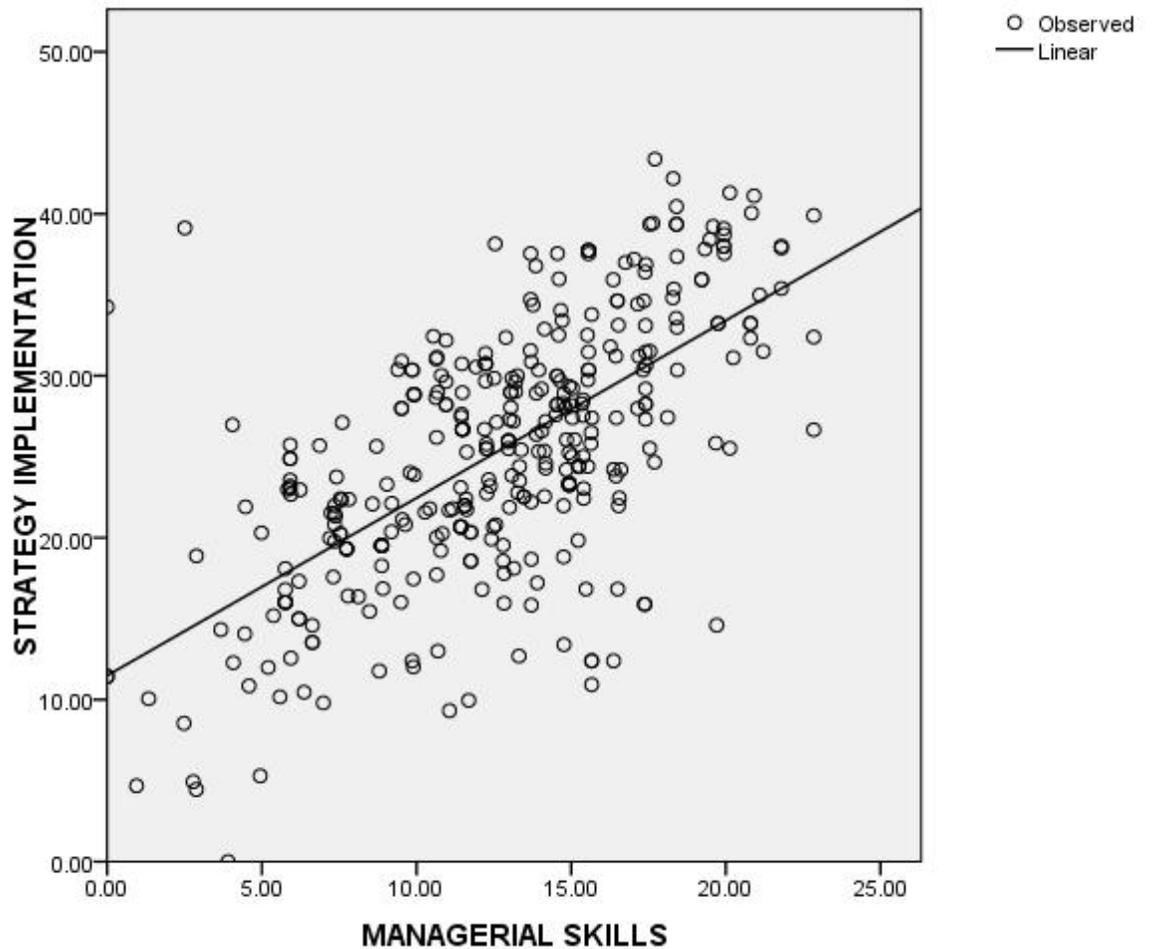


Figure 4.19: Strategy implementation vs managerial skills

(b) ANOVA analysis - Managerial skills and strategy implementation

Table 4.36 shows the analysis of variance (ANOVA) of the influence of managerial skills and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.000 indicated that the model was statistically significant in explaining the impact of managerial skills on the higher education institution's sector strategy implementation in Kenya.

Table 4.36: ANOVA Analysis of managerial skills and strategy implementation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9030.807	1	9030.807	247.786	0.000
Residual	12756.111	350	36.446		
Total	21786.918	351			

(c) Goodness of fit - Managerial skills and strategy implementation

Table 4.37 shows the goodness of fit of the model: $Y = \beta_0 + \beta_4 X_4 + \epsilon$ which is the linear model involving managerial skills(X_4) as the only independent variable. The coefficient of determination (R square) of 0.415 indicates that managerial skills on its own in the model explains 41.5% of the variation or change in the dependent variable (strategy implementation). The remainder of 58.5% is explained by other factors and variables other than managerial skills.

Table 4.37: Fitness test model - Managerial skills and strategy implementation

Model	Coefficient
R	0.644 ^a
R Square	0.415
Adjusted R Square	0.413
Std. Error of the Estimate	6.03705

(d) Model coefficients - Managerial skills and strategy implementation

Table 4.38 shows the model coefficients of the regression results of managerial skills on strategy implementation in HEIs in Kenya. With a significant constant value (p-value=0.000) of 11.488, the study concluded that even without managerial skills, the HEIs sector depicted some level of strategy implementation

Table 4.38: Model coefficients of managerial skills and strategy implementation

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	11.488	0.936		12.272	0.000
Managerial skills	1.096	0.070	0.644	15.741	0.000

The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable which is the change in strategy implementation due to a unit change in managerial skills. The gradient coefficient from Table 4.38 was positive meaning that a unit change managerial skills leads to 1.096 units of positive change in strategy implementation in HEIs in Kenya. This meant that managerial skills was significant (p-value=0.000) in positively influencing strategy implementation in HEIs in Kenya.

With a constant of 11.488, the model estimate for managerial skills in strategy implementation is as follows:

$$Y = 11.488 + 1.096X_4$$

The implications of these findings are expounded by Wilson (1989) who concurs that there is a high need for a set of leadership behaviors that can sustain long term strategy implementation activities. Taking into cognizance the step by step implementation strategy that most state owned enterprises (in Zimbabwe) adopted it then follows that leadership was supposed to role model the necessary behaviour that would sustain the change. The appropriate leadership behaviour was supposed to be focused on vision,

missions, inspiration and intellectual capacity which translate to transformational leadership behaviour.

The research established that most strategies failed due to the inability of leaders to make use of their various skills to create the awareness and show the strategy implementation roadmap as most of the strategy implementers were not aware of leadership expectations. Leadership should make use of their skills and abilities such as Human, technical and conceptual skills to create the need for change and enhance strategy implementation receptivity (Mapetere et al., 2012).

4.4.6 Human Resource Development

The fifth objective of the study was to find out the effect of human resource development in the strategy implementation in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement. Values were attached to each response as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 = Strongly agree.

4.4.6.1 Training and Development

(a) Staff development policy

This question sought to investigate the respondents' view on whether the institution had a well defined staff development policy. Table 4.39 shows that majority of the respondents (58.8%) agreed that the institution had a well defined staff development policy. Those who disagreed were 19.9% respondents while 21.3% were neutral.

This finding is supported by a study by Saad, Mat and Awadh (2013) on review of human resources development training participation in which they revealed that

organizational policies and regulations could either encourage or discourage employees learning participation. Policies seeking learning opportunity for employee will encourage employees' participation in the human resources development training program. Saad, Mat and Awadh (2013) also aver that organizational support is the combination of influences from management, supervisors and peer group and these factors influence participation in a training program. However this finding contradicts the study by Kiamba (2008) in his paper on Experience of privately sponsored studentship and other income generating activities at the University of Nairobi which revealed that no ambitious staff development programmes have been developed to assist lecturers obtain PhD degrees.

(b) Staff development policy is applied to the letter

This question sought to investigate the respondents' view on whether staff development policy was applied to the letter when the need arose. Table 4.39 shows that 37.5% of the respondents agreed that staff development policy was applied to the letter when the need arose. 30.9% respondents disagreed while 31.5% remained neutral.

In support of this finding, Omutoko (2009) in a study *Re-thinking the management of higher education institutions' transformational leadership* recommended that it was necessary that institutions took the responsibility of providing management training for lecturers and managers for them to understand protocol and improve management. The finding is also supported by Lorange (2010) who avers that leaders grow, and that the leadership skills set can be acquired either through formal training or through on-the-job experience. Schultze (2008) in a study on academic research at South African higher education support this finding by observing that institutions were concerned with training and development through mentoring of novices, academic writing workshops and extensive programs relating to research development. The implication of this finding is that to ensure successful strategy implementation higher education institutions need to put in place staff development policy and to use it appropriately.

(c) Training of employees

This question sought to investigate the respondents' view on whether there was more training of employees in the institution. Table 4.39 shows that 43.2% of the respondents agreed that there was more training of employees in the institution which was good for successfully implementing strategies. Those who disagreed were 28.7% while those who were neutral were 28.1%.

This finding is contradicted by Gordon and Stockard, (1991); Thompson and Harrison, (2000) and Ramsden, (1998) as cited in Pounder (2005) who observed that in the US schools of education, a common characteristic of most chairpersons was the total absence of any prior managerial experience. They also noted the lack of management training for these leaders. They have drawn attention to the lack of formal management development for heads of schools in a UK university context. Additionally some of the authors related their feelings of inadequacy resulting from lack of leadership exposure when appointed to an academic leadership position in Australia. The finding conforms with the study by Alashloo, Castka and Sharp (2005) who aver that if employees have inadequate experience and knowledge, their feelings of insecurity and fear of failure will increase and this can lead to strategic drifts.

Similarly, the finding conforms to results by Ng'ang'a, Gitai and Tarus (2010) study on *Competency, experience and industrial exposure of faculty members in public universities and collaborating colleges in Kenya* which found out that there was no adequate literature on comparisons of academic requirement for appointment or promotion into these ranks in public universities or the extent to which they are harmonised in Kenya. Makerere University introduced a new policy on the minimum qualification for appointment to a lecturer teaching position and eligibility for subsequent promotions. The highlight of the policy is a requirement for a PhD or equivalent as the minimum qualification necessary for appointment to a lecturer position

and above. As a result of this policy fewer and fewer members have shown interest or indeed joined the Faculty of Medicine teaching staff roll (Galukande, 2009). These findings imply that for successful implementation of strategies higher education institutions need to intensify the training of academic staff to the required level of PhD.

4.4.6.2 Capacity building

Invests in improving people skills and other soft skills

This question sought to investigate the respondents' view on whether the institution invests in improving people skills and other soft skills. Table 4.39 shows that the majority of respondents (54.2%) agreed that the institution invests in improving people skills and other soft skills which were important in ensuring success in strategy implementation. Those who disagreed were 24.1% respondents. 21.6% remained neutral.

This finding is supported by Spendlove (2007) in her study on *Competencies for effective leadership in higher education* which revealed that people skills/human aspects was the strongest theme in the interviews and that some of the respondents felt that people skills, for example, delegation skills were particularly important in their roles. However, the finding is contradicted by the study by Alashloo, Castka and Sharp (2005) who argue that in many companies, low-level management skills are not internally developed by creating opportunities to lead change, nor supported through leadership coaching or training. Ng'ang'a, Gitaiinge and Tarus (2010) recommend that there should be a clear policy on experience and exposure required for one to be appointed as faculty members as well as a mechanism for monitoring its implementation. This should include work experience in industry, government, business and/or teaching prior to appointment as well as work placement (Industrial Attachment for faculty members), faculty-industry collaborative research work or implementation of technologies generated from the universities. The implication of this finding is that HEIs need to put in place policies to equip workers with people skills.

4.4.6.3 Teamwork structures

This question sought to investigate the respondents' view on whether their institutions encouraged teamwork which facilitates successful strategy implementation. Table 4.39 shows that majority of the respondents (59.9%) agreed that their institutions encourages teamwork which facilitates successful strategy implementation. Only 13.6% respondents disagreed while 26.4% were neutral.

Spendlove's (2007) study supports this finding as it revealed that respondents felt that team building and effective communication were important attributes. Priem et al. (1995) as cited in Kalali et al. (2011) indicated that coincidence of group members on a decision increases the acceptance level of all team members and enhances their tendency to more endeavour in decision implementation. The finding is further supported by Ahmad (2001) in a study of 1,500 employees who found that what tends to motivate workers the most are such intangibles as being appreciated for the work they have done. The results imply that managements in higher education institutions need to intensify the need for teambuilding for successful implementation of strategies.

4.4.6.4 Orientation and induction

(a) Orientation and induction

This question sought to investigate the respondents' view on whether new employees in the institution undergo orientation and induction training. Table 4.39 shows that close to half of the respondents (49.2%) agreed that new employees in the institution undergo orientation and induction training. Those who disagreed were 27.8% of the respondents while those who were neutral were 23.0% of the respondents.

This finding is supported by Alexander (1985) as cited in Kalali et al. (2011) on *Why Strategic Plans Implementation Fail* in which they cite insufficient capabilities of those staff who were not involved in administrative affairs and training and instructions

provided to lower level staff were not sufficient. In support of this finding, Kamau (2014) in a study on *Factors influencing talent management practices in public universities in Kenya* contends that mentoring and induction has been promoted as a means by which individuals can be guided by more experienced or senior colleagues to identify their strengths and weaknesses and to be given the necessary support that will help them develop their fullest potential. The finding is further supported by Tettey (2009) study that agrees that mentoring is a key part of the strategy that universities adapt to support and grow the next generation of academics. The implication of this finding is that higher education institutions need to take more interest in orientation and induction of staff in their institutions for successful strategy implementation.

(b) Employees are close to management

This question sought to investigate the respondents' view on whether the institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented. Table 4.39 shows that 28.1% of the respondents agreed that the institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented. 34.1% disagreed with the statement and 37.8% were neutral.

This finding is supported by Alexander (1985) as cited in Kalali et al. (2011) on *Why Strategic Plans Implementation Fail* in which they cite some of the factors as harmonizing administrative actions which were not sufficiently effective, competitions and crisis divert attention from implementation, and that uncontrolled external factors in the environment had undesired impacts on implementation. Other factors were inadequate leadership and commanding by unit managers. Implementation key actions and tasks were not defined in detail and insufficient information systems to monitor implementation. In support of this finding, Robert and Jackson (2010) established that having supportive supervisors and managers who serve as mentors can be a motivation source to employees. Similarly, Cairns (2009) on the challenges of talent management

revealed that most of the companies concern was continuity in executive leadership for future while neglecting other staff. These results imply that for successful strategy implementation in higher education institutions, supervisors and managers need to mentor employees and to be sources of motivation for them.

4.4.6.5 Incentives structure

This question sought to investigate the respondents' view on whether their institutions awarded incentives to employees who performed well. Table 4.39 shows that 41.5% of the respondents agreed that their institutions awarded incentives to employees who performed well. Those who disagreed were 34.7% while those who were neutral were 23.9%.

Hrebiniak's (2006) research survey of 400 managers contributed to the identification of additional factors that may cause obstacles to successful strategy implementation which included the lack of incentives or inappropriate incentives to support execution objectives and insufficient financial resources to execute the strategy. David (1997) in Musyoka (2011) in her study on challenges of strategy implementation in Jomo Kenyatta Foundation explain that staff in control of systems often prevent line managers from using financial compensation as a strategic tool. He further suggests that for reward system to be closely linked to the strategic performance of an organization, the system should be a dual bonus system based on both annual objectives and long term strategic objectives, profit sharing and gain sharing. Further support of this finding is from Wang, Tsui, Zhang and Ma (2003) who established that in order to contribute to organizational outcomes, organizations should reinforce the specific employee behaviours and qualities required by the organization. The implication of these findings is that higher education institutions need to be more innovative in the use of better ways of rewarding employees.

An overall observation on the average statistics established that 46.6% of the respondents agreed that human resource development had an effect on strategy implementation while 26.7% disagreed. A mean score of 3.1 strengthened this finding.

Table 4.39: Human Resource Development

Variable indicators	STRONGLY DISAGREE	DIS- AGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total	Mean
	Row N %	Row N %	Row N %	Row N %	Row N %		
The institution has a well defined staff development policy	6.0%	13.9%	21.3%	42.0%	16.8%	100%	3
Staff development policy is applied to the letter when the needs arises	8.5%	22.4%	31.5%	29.0%	8.5%	100%	3
There is more training of employees in the institution which is good for successfully implementing strategies	6.3%	22.4%	28.1%	35.8%	7.4%	100%	3
The institution invests in improving people skills and other soft skills which are important in ensuring success in strategy implementation	8.5%	15.6%	21.6%	45.7%	8.5%	100%	3
The institution encourages teamwork which facilitates successful strategy implementation.	3.1%	10.5%	26.4%	44.6%	15.3%	100%	4
New employees in the institution undergo orientation and induction training	6.8%	21.0%	23.0%	34.7%	14.5%	100%	3
The institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented.	8.2%	25.9%	37.8%	19.6%	8.5%	100%	3
The institution awards incentives to employees who perform well.	8.0%	26.7%	23.9%	25.9%	15.6%	100%	3
Average	6.9%	19.8%	26.7%	34.7%	11.9%	100%	3.1

4.4.6.6 Qualitative data analysis for human resource development

In this section, the study sought respondents' description of human resource development practices in their institutions that posed a challenge to effective strategy implementation. Table 4.40 shows that most (59.1%) respondents thought that employment of more contract (part-time) staff than permanent ones (29.8%) and lack of motivational strategies and practices (29.3%) were some of the human resource development practices in their institutions that pose a challenge to effective strategy implementation. Other (23.0%) respondents thought that institutions inability to address staff development needs due to limited financial resources and lack of training opportunities (9.9% respondents) pose a challenge to effective strategy implementation. A few (8.0%) respondents thought that there was need to revise human resource development policy tools and/or practices.

The employment of more contract (part-time) staff than permanent ones in HEIs is supported by the study of Joostie and Fourie (2009) which identified one of the moderate barriers to effective strategy implementation as the allocation of resources not aligned with the strategy of the organization. The finding of lack of motivational strategies and practices is supported by Kayuni and Tambulasi (2007) who aver that lack of motivation and commitment can have a negative impact on the students' learning and that a motivated academician is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character. These findings imply that leadership of HEIs need to be committed in allocation of resources and link budgetary allocations to strategy.

Table 4.40:shows responses for the question: Describe human resource development practices in your institution that pose a challenge to effective strategy implementation.

Main themes	Frequency	Percent
Institutions unable to address staff development needs due to limited financial resources	81	23.0
Lack of motivational strategies/practices	103	29.3
Lack of training opportunities	35	9.9
More contract (part-time) staff than permanent	105	29.8
Need to revise HR development policy tools/practices	28	8.0
Total	352	100.0

4.4.6.7 Correlation Analysis – Human resource development on strategy implementation

Table 4.41 presents the degree of correlation and levels of significance between human resource development and strategy implementation. The findings indicate that the correlation coefficient between human resource development and strategy implementation is 0.727 with a p-value of 0.000 for a 5% 2-tail test. Since the p-value is less than 0.05, this shows a positive and significant relationship between human resource development and strategy implementation.

Table 4.41: Correlation model summary – Human resource development and strategy implementation

Variable	Coefficient type	Correlations	
		Strategy implementation	Human resource development
Strategy implementation	Pearson Correlation	1	0.727
	Sig. (2-tailed)		0.000
	Number of respondents	352	352
Human resource development	Pearson Correlation	0.727	1
	Sig. (2-tailed)	0.000	
	Number of respondents	352	352

These findings are corroborated by the study by Kohtamaki and Salmela-Mattila (2009) on balancing organizational differentiation and integration in the Finnish universities reform. The study revealed that competition, structural changes and new university legislation were the prominent groups of factors observed in external environment. Competition is played out on local, national and international fields. Structural changes are related mergers and enhancing cooperation between the institutions.

With respect to international environments the new university legislation means changes in structures and in ways of university governance and management. The new legislation was seen particularly as an opportunity to develop current management and especially abandon the persuasion and bargaining. Instead of bargaining organizational integration was aimed at reforming university level governance and management. A study by Kalali et al. (2011) revealed incapable human resource as a factor related to the failure of strategic decisions implementation and that the employees who are involved in the strategy implementation lack necessary capabilities.

4.4.6.8 Regression Analysis – Human resource development on Strategy Implementation

(a) The scatter plot – Human resource development on Strategy Implementation

Figure 4.20 shows that the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There is no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between human resource development and strategy implementation.

The relationship takes the form:

$$Y = \beta_0 + \beta_1 X_5 + \epsilon$$

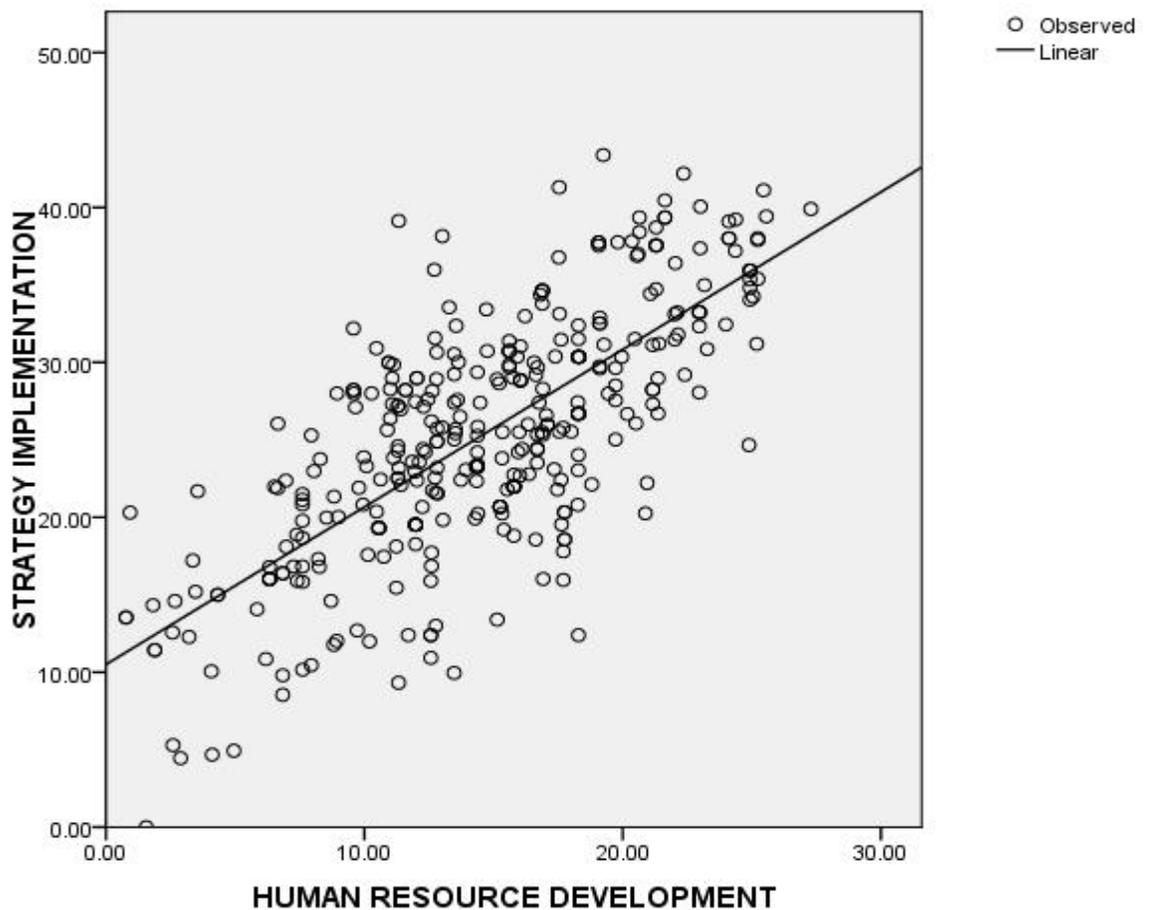


Figure 4.20: Strategy implementation vs human resource development

(b) ANOVA Analysis – Human resource development on strategy implementation

Table 4.42 shows the analysis of variance (ANOVA) of the influence of human resource development and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.000 indicated that the model was statistically significant in explaining the impact of human resource development on the higher education institution’s sector strategy implementation in Kenya.

Table 4.42: ANOVA Analysis of human resource development and strategy implementation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11529.444	1	11529.444	393.401	0.000
Residual	10257.474	350	29.307		
Total	21786.918	351			

(c) Goodness of fit - Human resource development and strategy implementation

Table 4.43 shows the goodness of fit of the model: $Y = \beta_0 + \beta_5 X_5 + \epsilon$ which is the linear model involving human resource development(X_5) as the only independent variable. The coefficient of determination (R square) of 0.529 indicates that human resource development on its own in the model explains 52.9% of the variation or change in the dependent variable (strategy implementation). The remainder of 47.1% is explained by other factors and variables other than human resource development.

Table 4.43: Fitness test model – human resource development and strategy implementation

Model	Coefficient
R	0.727
R Square	0.529
Adjusted R Square	0.528
Std. Error of the Estimate	5.41360

(d) Model coefficients – Human resource development and strategy implementation

Table 4.44 shows the model coefficients of the regression results of human resource development on strategy implementation in HEIs in Kenya. With a significant constant value (p-value=0.000) of 10.501, the study concluded that even without human resource development, the HEIs sector depicted some level of strategy implementation

Table 4.44: Model coefficients of human resource development and strategy implementation

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
Constant	10.501	.801		13.107	.000
Human resource development	1.016	.051	.727	19.834	.000

The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable which is the change in strategy implementation due to a unit change in human resource development. The gradient coefficient from Table 4.44 was positive meaning that a unit change human resource

development leads to 1.016 units of positive change in strategy implementation in HEIs in Kenya. This meant that human resource development was significant (p-value=0.000) in positively influencing strategy implementation in HEIs in Kenya. With a constant of 10.501, the model estimate for human resource development in strategy implementation is as follows:

$$Y = 10.501 + 1.016X_5$$

The implications of these findings are explained by Benson (2006) in the USA as cited in Ragui and Gichuhi (2013) on strategic HRM's role in strategic planning implementation by the higher education training institutions in Kenya, found training and development strategy related to organizational commitment and negatively related to turnover of employees at University of Texas.

4.4.7 Quality of Staff Training

The sixth objective of the study was to investigate the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable (strategy implementation) in HEIs in Kenya. The objective was assessed per indicator by use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements. The indicators were measured by use of Likert scale indicating the degree of agreement. Values were attached to each response as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Undecided/neutral, 4 = Agree, 5 = Strongly agree.

4.4.7.1 Training needs assessment

This question sought to investigate the respondents' view on whether training needs assessment was normally conducted before conducting training of employees. Table 4.45 shows that a majority (42.1%) of the respondents agreed that training needs assessment was normally conducted before conducting training of employees with 34.1% of the respondents agreeing and 8.0% strongly agreeing. A total of 22.1% of the

respondents disagreed with the statement with 13.6% disagreeing and 8.5% strongly disagreeing with the statement. 35.8% of the respondents remained neutral.

This finding is supported by the study by Kidombo (2004) on human resource management orientation and strategic responses to environmental change in which she explains that the hard version of HRM is rooted in the corporate strategy and business policy line of thought which emphasizes environmental scanning and integration of the business plan with human resources. Organizations that practice this model, monitor investment in employee training and development, to ensure it fits in with the firm's business strategy. Collective entities are discouraged with collective bargaining and trade unions taking backstage (Morris & Kuratko, 2002) in (Kidombo, 2004). Hard HRM assumes that the needs of the firm are paramount and that increasing productivity is the management's principal reason for improving the effectiveness of HRM. However, these results contradict the findings by Kipkebut (2010) in a study on organizational commitment and job satisfaction which observed that the main problem in training activities was lack of training needs analysis which resulted in employees ending up enrolling for courses that were not relevant for promotional purposes.

4.4.7.2 Competency Analysis

This question sought to investigate the respondents' view on whether their institutions conducted job requirements to identify competencies needed for each job. Table 4.45 shows that slightly over half of the respondents (52.8%) agreed that their institutions conducted job requirements to identify competencies needed for each job with 45.7% agreeing and 7.1% strongly agreeing. Those who disagreed were a total of 18.5% with 11.1% of the respondents disagreeing and only 7.4% strongly disagreeing. Those who were non-committal were 28.7%.

This finding is supported by Omboi and Mucai (2012) study that agreed that education and training are dynamic aspects that are driven by the world forces like globalization,

lifelong learning and the culture of the people whom the education and training are aimed for. They recommended that there is also a need for the update of the personal skills to match the demands at the work place for all the people. This calls for the appreciation of the fact that we should all be learners, and design our systems and programs with the local conditions at hand being guided by the international perspectives. Ngolovoi (2006) as cited in Ng'ang'a, Kitainge and Tarus (2010) in further support of this finding, argue that increased workload and lack of competence by some lecturers could be affecting the delivery of quality education to students in higher institutions in Kenya. The findings here indicate that the essential metrics for faculty workloads are not fully established and this could lead to both inequitable distribution, over-stretching some staff while others are relatively under utilized and ultimately poor quality. Further support of this finding is by Ashmos et al. (1994) as quoted in the HRD theory in this study that involvement by managers and other organizational member's combined with other organizational processes in strategy implementation can result in a variety of firm outcomes. Thus higher education institutions train, sharpen the competencies and develop managers in order to unleash their expertise and improve their delivery in implementing strategies and hence improve the performance of the organization.

4.4.7.3 Recruitment of consultancies in training

This question sought to investigate the respondents' view on whether their institutions invited professionals in training of workers. Table 4.45 shows that a total 56% of the respondents agreed with 41.8% agreeing and 14.2% of the respondents strongly agreeing that their institutions invited professionals in training of workers. A total of 23% of the respondents disagreed to the statement with 17.6% disagreeing and only 5.4% strongly disagreeing. Those who remained neutral were 21.0% of the respondents.

In support of this finding, Keraro (2014) in a study on *Role of governance in the strategic management of counties in Kenya* agrees that in the short term, while

establishing training institutions to develop the needed manpower, outsourcing of the critically requires skills is a good option. This finding resonates with the view by Pearce and Robinson (2007) in which they agree that career development and training component should guide the action that personnel take to meet the future human resources needs of the overall business strategy. Keraro (2014) further argues that to realize decentralization dreams, several HRD policy actions and interventions are necessary, including the establishment of functional, well re-tooled and professional HRD institutional structures at all levels of decentralised government administration.

4.4.7.4 Training evaluation and feedback sharing

(a) Staff retrained as changes of processes occur

This question sought to investigate the respondents' view on whether all staff were retrained as changes of processes such as ISO requirements, and new ICT developments among others occurred. Table 4.45 shows that majority of respondents (62%) agreed that all staff were retrained as changes of processes such as ISO requirements, and new ICT developments among others occurred. Only 17.6% of the respondents disagreed with the statement while 20.5% were neutral.

This finding agrees with the view by Pearce and Robinson (2007) that the recruitment, selection and orientation should establish the various parameters for bringing new people into the firm and adapting them to the way things are done in the firm. Swanson and Holton (1997) support the finding by stating that research is often stimulated by the need for organizations to improve HRD practices and their effectiveness. New teaching methods, new group process techniques and alternative providers of services are just some of the reoccurring practice options. Other problems occur when new technical systems are acquired before personnel have the expertise to use them. Research continues to identify effective ways of developing the expertise to take advantage of emerging technologies. Ng'ang'a et al. (2010) argue that the requirements on the part of faculty members make it very difficult to acquire, develop and retain them. The

challenge faced by public universities in regards to faculty members is exacerbated by the rapid expansion of institutions of higher learning currently being witnessed in Kenya and the collaboration arrangement which necessitates that those who teach in those colleges must also measure up to universities standards and expectations.

(b) Conduct of evaluation

This question sought to investigate the respondents' view on whether their institutions conducted evaluation to obtain feedback at the end of the training. Table 4.45 shows that over half of the respondents (54.8%) agreed that their institutions conducted evaluation to obtain feedback at the end of the training. Those who disagreed were 21.9% while 23.3% were neutral.

This finding is supported by Altonen and Ikavalko (2001) on middle managers' role in strategy implementation - middle managers view, who aver that the roles with upward influence were less common. In the role of *synthesizing* the middle manager evaluated effectiveness of the actions that had been implemented, and communicated the feedback upwards. Ng'ang'a et al. (2010) explain that the most significant and outright finding in their study is the absence of a systematic form of faculty member's performance metrics. The universities do not seem to have a practical and well adopted method of measuring, assessing and monitoring the faculty member's performance and effectiveness.

(c) Shared feedback

This question sought to investigate the respondents' view on whether their institutions shared the feedback from the trained staff with the consultants/trainers. Table 4.45 shows that 33.8% of the respondents agreed that their institutions shared the feedback from the trained staff with the consultants/trainers. 23.6% respondents disagreed with the statement while 42.6% were neutral.

In support of this finding, Altonen and Ikavalko (2001) aver that the role of *championing* was typically bringing innovations upwards in the organization. The managers who adopted this role participated in the vision creation, brought their unit or group's view in the strategy work. In this role, the challenging part was the effectiveness of this participation: to some extent, the interviewees had doubts whether their ideas had any effect. The study further agrees with the findings of Kirkman, Bradley and Rosen (1999) as cited in Gichuhi (2014) who found that feedback is likely to relate positively to the quality of exchange relationship between leaders and their subordinates, which in turn may enhance subordinate affective commitment. The implication of this finding is that leadership of higher education institutions shares the feedback from the trained staff but still needs to improve on it for effective strategy implementation.

(d) Complaints about the quality of training

This question sought to investigate the respondents' view on whether there had not been any complaints from the employees about the quality of training of staff. Table 4.45 shows that 21.6% of the respondents agreed that there had not been any complaints from the employees about the quality of training of staff. 34.1% disagreed with the statement while 44.3% were neutral.

This finding is supported by Al-Ghamdi (2005) in his study on obstacles to successful implementation of strategic decisions: the Saudi case. He cited some of the obstacles as capabilities of employees involved were insufficient and that training and instructions given to lower level employees were inadequate.

An overall observation on the average statistics established that 46.2% of the respondents agreed that quality of staff training had an effect on strategy implementation while 23% disagreed. A mean score of 3.1 strengthened this finding. However, a significant one third of respondents who were impartial on this variable may have failed

to take a stand due to lack of feedback from management, sheer ignorance on the issues questioned or wanting to steer free of seemingly politicised issues.

Table 4.45: Quality of Staff Training

Variable indicators	STRONGLY DISAGREE	DIS-AGREE	NEUTRAL	AGREE	STRONGLY AGREE	Total	Mean
	Row N %	Row N %	Row N %	Row N %	Row N %		
The institution conducts job requirements to identify competencies needed for each job	7.4%	11.1%	28.7%	45.7%	7.1%	100%	3
Training needs assessment is normally conducted before conducting training of employees	8.5%	13.6%	35.8%	34.1%	8.0%	100%	3
The institution invites professionals in training of workers	5.4%	17.6%	21.0%	41.8%	14.2%	100%	3
All staff are retrained as changes of processes such as ISO requirements, and new ICT developments among others occur.	4.5%	13.1%	20.5%	43.5%	18.5%	100%	4
The institution conducts evaluation to obtain feedback at the end of the training	5.4%	16.5%	23.3%	42.9%	11.9%	100%	3
The institution shares the feedback from the trained staff with the consultants/trainers	6.0%	17.6%	42.6%	23.9%	9.9%	100%	3
There has not been any complaints from the employees about the quality of training of staff	8.2%	25.9%	44.3%	17.3%	4.3%	100%	3
Average	6.5%	16.5%	30.9%	35.6%	10.6%	100%	3.1

4.4.7.5 Qualitative data analysis for Quality of staff training

In this section, the study sought respondents' description on ways in which quality of staff training impacted positively or negatively on effective strategy implementation in

their institutions. Table 4.46 shows that a large proportion (47.2%) of respondents thought that lack of training structures in their HEIs impacts negatively on effective strategy implementation. 20.5% of the respondents thought that training improves skills and helps to achieve objectives and goals. Other factors that negatively impacts on effective strategy implementation were need for ICT training (15.1%) and limited training opportunities (16.5%). Only a few (0.9%) respondents thought that there was need for training in teaching methodology to improve on quality of staff training.

This finding conforms to Mintzberg and Waters (1985) cited in the study of Omboi and Mucai (2012) who aver that resource allocation is among the factors that affect and ultimately comprise a company's strategy stream continuously from the intended and emerged sources. The resource allocation process acts like a filter that determines which intended and/or which emergent initiatives get funding and pass through, and which initiatives are denied resources (Mintzberg & Waters, 1985). This implies that leadership of HEIs need to improve in resource allocation for effective strategy implementation.

Table 4.46: Shows responses for the question: Describe ways (if any) in which quality of staff training impacts positively or negatively on effective strategy implementation in your institution.

Main themes	Frequency	Percent
Lack of training structures	166	47.2
Training improves skills and helps to achieve objectives and goals	72	20.5
Need for ICT training	53	15.1
Limited training opportunities	58	16.5
Need for training in methodology	3	0.9
Total	352	100.0

4.4.7.6 Intervening effect of quality of staff training on Independent variables

The sixth objective of the study was to determine the intervening effect of quality of staff training in strategy implementation in HEIs in Kenya. The analysis of the significant tests was done in two stages; one with the intervening variable and the other one without. This was necessary so as to establish the effect of the intervening variable (quality of staff training) on the relationship between the independent variables and the dependent variable (strategy implementation) which is discussed below and summarized in Table 4.47.

The correlation results indicate that human resource development had 0.727 units before the intervening variable was controlled and 0.454 after control indicating a change of 0.273. This means that the highest intervening effect of quality of staff training was in the relationship between human resource development and strategy implementation in HEIs in Kenya. The results indicated that managerial skills had a correlation of 0.644 units before the quality of staff training was controlled but after it was controlled the correlation was reduced to 0.443 units resulting into a change of 0.201 units. This means that the second highest intervening effect of quality of staff training was in the relationship between managerial skills and strategy implementation.

On institutional culture the results indicate that when the intervening variable was not controlled institutional culture had a correlation of 0.738 units while after controlling the correlation was reduced to 0.564 units indicating a change of 0.174 units. On organizational structure the results indicate that when the intervening variable was not controlled organizational structure had a correlation of 0.155 units while after controlling the correlation was reduced to (negative) -0.016 units indicating a change of 0.139 (using absolute figures). This means that quality of staff training has a moderate intervening effect in the relationship between organizational structure and strategy implementation in HEIs in Kenya. The interpretation of this finding is that well trained staff gets their roles clarified and easily appreciate and support strategy implementation.

From the results, external environment had a correlation of (negative) -0.170 when not controlled and (negative) -0.132 after intervening variable was controlled indicating a change of 0.039. Quality of staff training therefore indicated the lowest intervening effect in the relationship between external environment and strategy implementation in HEIs in Kenya. The insignificant change (0.039) could be explained by the fact that staff training is an internal function in the organization hence it has the lowest intervening effect on the relationship between external environment and strategy implementation in HEIs in Kenya. The slight increase (-0.170 to -0.131) when quality of staff training was controlled means an increase on external threats like competition and legal issues which is detrimental to strategy implementation. On the other hand a well trained workforce (when correlation was at -0.170) will help the organization to fight external aggression in terms of competition since competition and legal issues negatively influence strategy implementation.

The implication of these results was that the greater the change the higher the effect of the quality of staff training (intervening variable) in the relationship between the independent variables and the dependent variable. Ella, Ayeni and Popoola (2007) agree that training is one of the important motivating factors that helps staff in polishing their present skills and also helps them to learn new ones. These findings are supported by Schultze (2008) cited in Kamau (2014) who avers that institutions were concerned with training and development and add that the staff development activities which institutions were engaged in included mentoring of novices, academic writing workshops, extensive programmes relating to research development for academics, support for external communication and support for internal communication.

The study by Kipkebut (2010) agrees that in public universities staff training and development procedures lacked training needs analysis and human resource planning which have affected employees' career development. This has resulted in some

employees stagnating in the same position for over 15 years despite acquiring additional academic qualifications. Further, in support of quality of staff training the study by Mihyo (2007) revealed the practices which affect staff development in universities such as young scholars carrying heavy teaching workloads and supervisors handling too many students and are still required to teach undergraduates classes. The implication of these results is that higher education institutions in Kenya should prioritize and intensify the training structures and practices to improve on the quality of training of their staff.

Table 4.47: Showing Partial Correlations in the effect of quality of staff training in the relationship between strategy implementation and Institutional culture, External environment, organizational structure, Managerial skills and Human resources development

Independent variable	Strategy Implementation				Changes
	Quality of staff training (Controlled)	P-value	Quality of staff training (not controlled)	P-value	
Institutional culture	0.564	0.000	0.738	0.000	0.174
External environment	-0.131	0.014	-0.170	0.000	0.039
Organizational structure	-0.016	0.769	0.155	0.003	0.139
Managerial skills	0.443	0.000	0.644	0.000	0.201
Human resources development	0.454	0.000	0.727	0.000	0.273

4.4.8 Regression Analysis of Overall Model

4.4.8.1 ANOVA Analysis for the overall model

The ANOVA analysis in Table 4.48 presents the influence of all the independent variables on strategy implementation of HEIs in Kenya. The results presented a p-value of 0.000 which was less than 0.05. This indicated that the model was statistically significant in explaining the impact of the independent variables on the strategy implementation of HEIs in Kenya. It is therefore concluded that the independent variables had significant combined effects on the strategy implementation of HEIs in Kenya. The model was for the estimation of the contributions of the independent variables on strategy implementation of HEIs in Kenya.

The implications of these findings were that the five independent variables collectively have a role in explaining the strategy implementation of HEIs in Kenya. With these results policy makers can establish factors that are easier to manipulate in the prevailing environment. Factors such as human resource development and institutional culture could be easier to manipulate.

Table 4.48: ANOVA Analysis for the Overall Model

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13991.505	5	2798.301	124.203	0.000
Residual	7795.413	346	22.530		
Total	21786.918	351			

4.4.8.2 Goodness of fit model summary

The significance of the model was reaffirmed by the goodness of fit tests in Table 4.49, whereby the coefficient of determination (R square) of 0.642 confirmed that the model explained 64.2% of the variation or change in the dependent variables. The adjusted R square of 0.637 did not make a significant difference since the model now explained 63.7% of the variations. The standard error of estimate was 4.74659.

The goodness of fit test in Table 4.49 presents the goodness of fit of the model:

$$Y = b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + e$$

Being the linear model involving independent variables; institutional culture (X_1), external (X_2), organizational structure (X_3), managerial skills (X_4) and human resource development (X_5). The coefficient of determination (R square) of 0.642 indicated that the model explained 64.2% of the variations in the dependent variable. This meant that the linear model was a good fit in explaining the relationship between the dependent and independent variables.

Table 4.49: Fitness test for the overall model

Model	Coefficient
R	0.801
R Square	0.642
Adjusted R Square	0.637
Std. Error of the Estimate	4.74659

4.4.8.3 Regression coefficients analysis of overall model

The regression analysis of the overall model without the intervening variable determined the significance of the influence of the independent variables on the strategy implementation in HEIs in Kenya in the absence of quality of staff training. The linear

regression analysis presented in Table 4.50 indicated that the regression coefficients for three variables; institutional culture, external environment and human resources development were significant in explaining the relationship between each of the three independent variables in the strategy implementation of HEIs in Kenya. The three variables recorded p-values of 0.000, which was less than the 0.05 level. The regression coefficients are positive for each of the three independent variables and, as such, in concurrence with the hypothesis that each individually positively influences strategy implementation. Two of the five variables; organization structure and managerial skills recorded p-values of 0.184 and 0.148 respectively which are higher than 0.05 level and are therefore insignificant in influencing strategy implementation in HEIs in Kenya.

The interpretation of these results was that the contribution of the five variables collectively was positive. For example, a unit change in institutional culture would lead to a positive change in strategy implementation by the rate of 0.534 units. Similarly, a unit change in external environment would lead to a negative change in strategy implementation by the rate of 0.146. A unit change in organization structure would lead to a positive change in strategy implementation by the rate of 0.138 while a unit change in managerial skills would lead to a positive change of strategy implementation by the rate of 0.125 units. In the same way a unit change in human resource development would lead to a positive change in strategy implementation by 0.512 units. These results indicate that there was a positive relationship between the independent variables and the dependent variable. The model can be represented as follows:

$$Y = 6.086 + 0.534X_1 - 0.146X_2 + 0.138X_3 + 0.125X_4 + 0.512X_5$$

Where:

X_1 = Institutional culture

X_2 = External environment

X_3 = Organizational structure

X_4 = Managerial skills

X_5 = Human resource development

The implication of these results was that HEIs need to manipulate factors that improve on organizational culture and human resource development as they both have a higher effect on strategy implementation. As for the external environment, Musyoka (2011) concluded that changes in the macro environment, specifically stakeholders, politico-legal factors, social, economic, technological environment and industry forces negatively influenced the organization’s strategy implementation.

Table 4.50: Coefficients Analysis of the Overall Model

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	T		Tolerance	VIF
(Constant)	6.086	1.772		3.436	.001		
Institutional culture	.534	.064	.417	8.327	.000	.413	2.422
External environment	-.146	.060	-.080	-2.417	.016	.943	1.061
Organizational structure*	.138	.103	.045	1.332	.184*	.910	1.098
Managerial skills*	.125	.086	.073	1.449	.148*	.404	2.476
Human resource development	.512	.069	.367	7.440	.000	.426	2.349

R² of the model = 0.642

*Variables that had a p-value greater than 0.05 were dropped from the model

Table 4.51: Coefficients of combined variables

The coefficients of combined variables presented in table 4.51 indicate that HEIs need to give priority to management skills and human resource development.

Variable	beta	Std error	t	Sig	Hypothesis accepted/rejected
Institutional Culture	0.946	0.046	20.481	0.000	Hypothesis number one was accepted
External Environment	-0.309	0.096	-3.218	0.001	Hypothesis number two was accepted
Organizational Structure	0.476	0.162	2.942	0.003	Hypothesis number three was accepted
Managerial skills	1.096	0.070	15.741	0.000	Hypothesis number four was accepted
Human Resource Development	1.016	0.051	19.834	0.000	Hypothesis number five was accepted

4.4.9 Regression Analysis of Optimal Model

From the analysis of the overall model the significant levels for two of the independent variables; organizational structure (0.184) and managerial skills (0.148) were higher than 0.05 and were therefore considered insignificant in influencing strategy implementation in HEIs in Kenya. The two variables were removed from the model and the regression results for the remaining three variables referred to as the optimal model were analyzed further. These are organizational culture, external environment and human resource development.

4.4.9.1 ANOVA Analysis of the optimal model

The variables in the optimal model had a significant level of 0.000 (table 4.52) which is less than 0.05. This indicated that the model was statistically significant in explaining the impact of the independent variables on the strategy implementation of HEIs in Kenya. It is therefore concluded that the independent variables had significant combined effects on the strategy implementation of HEIs in Kenya.

The implications of these findings were that the three independent variables collectively have a role in explaining the strategy implementation of HEIs in Kenya. Managers can establish factors that are easier to manipulate in the prevailing environment such as human resource development and institutional culture.

Table 4.52: ANOVA Analysis of the optimal model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13884.089	3	4628.030	203.795	0.000
Residual	7902.830	348	22.709		
Total	21786.918	351			

4.4.9.2 Best fit Analysis of the optimal model

The significance of the model was reaffirmed by the goodness of fit tests in Table 4.53 whereby the coefficient of determination (R square) of 0.637 confirmed that the model explained 63.7% of the variation or change in the dependent variables. The adjusted R square of 0.634 did not make a significant difference since the model now explained 63.4% of the variations. The standard error of estimate was 4.76543.

The goodness of fit test in Table 4.53 presents the goodness of fit of the model:

$$Y = b_1X_1 + b_2X_2 + b_5X_5 + e$$

Being the linear model involving independent variables; institutional culture (X_1), external environment (X_2) and human resource development (X_5). The coefficient of determination (R square) of 0.637 indicated that the model explained 63.7% of the variations in the dependent variable. This meant that the linear model was a good fit in explaining the relationship between the dependent and independent variables.

Table 4.53: Best fit analysis of the optimal model

Model	Coefficient
R	0.798
R Square	0.637
Adjusted R Square	0.634
Std. Error of the Estimate	4.76543

4.4.9.3 Coefficients Analysis of the optimal model

The linear regression analysis presented in Table 4.54 indicated that the regression coefficients for the three variables in the optimal model were significant in explaining the relationship between each of the three independent variables in the strategy implementation of HEIs in Kenya. The three variables recorded p-values of 0.000 for institutional culture and human resource development and a p-value of 0.024 for external environment. All the variables had p-values that were less than the 0.05 level. The regression coefficients were positive for each of the three independent variables and, as such, in concurrence with the hypothesis that each individually positively influences strategy implementation.

The interpretation of these results was that the contribution of the three variables collectively was positive. For example, a unit change in institutional culture would lead to a positive change in strategy implementation by the rate of 0.576 units. Similarly, a unit change in external environment would lead to a negative change in strategy implementation by the rate of 0.135. In the same way a unit change in human resource development would lead to a positive change in strategy implementation by 0.562 units. These results indicate that there was a positive relationship between the independent variables and the dependent variable. The model can be represented as follows:

$$Y = 7.764 + 0.576X_1 - 0.135X_2 + 0.562X_5$$

Where: X_1 = Institutional culture

X_2 = External environment

X_5 = Human resource development

Table 4.54: Coefficients Analysis of the optimal model

Independent variables	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	7.764	1.423		5.457	0.000
Institutional culture	0.576	0.058	0.450	9.937	0.000
External environment	-0.135	0.059	-0.074	-2.273	0.024
Human resource development	0.562	0.064	0.402	8.849	0.000

Figure 4.21 depicts the conceptual framework of optimal model. The multiple regression analysis demonstrates that the statistical tool is useful in predicting the behaviour of dependent variable; strategy implementation and its predictors namely; institutional culture, external environment and human resource development.

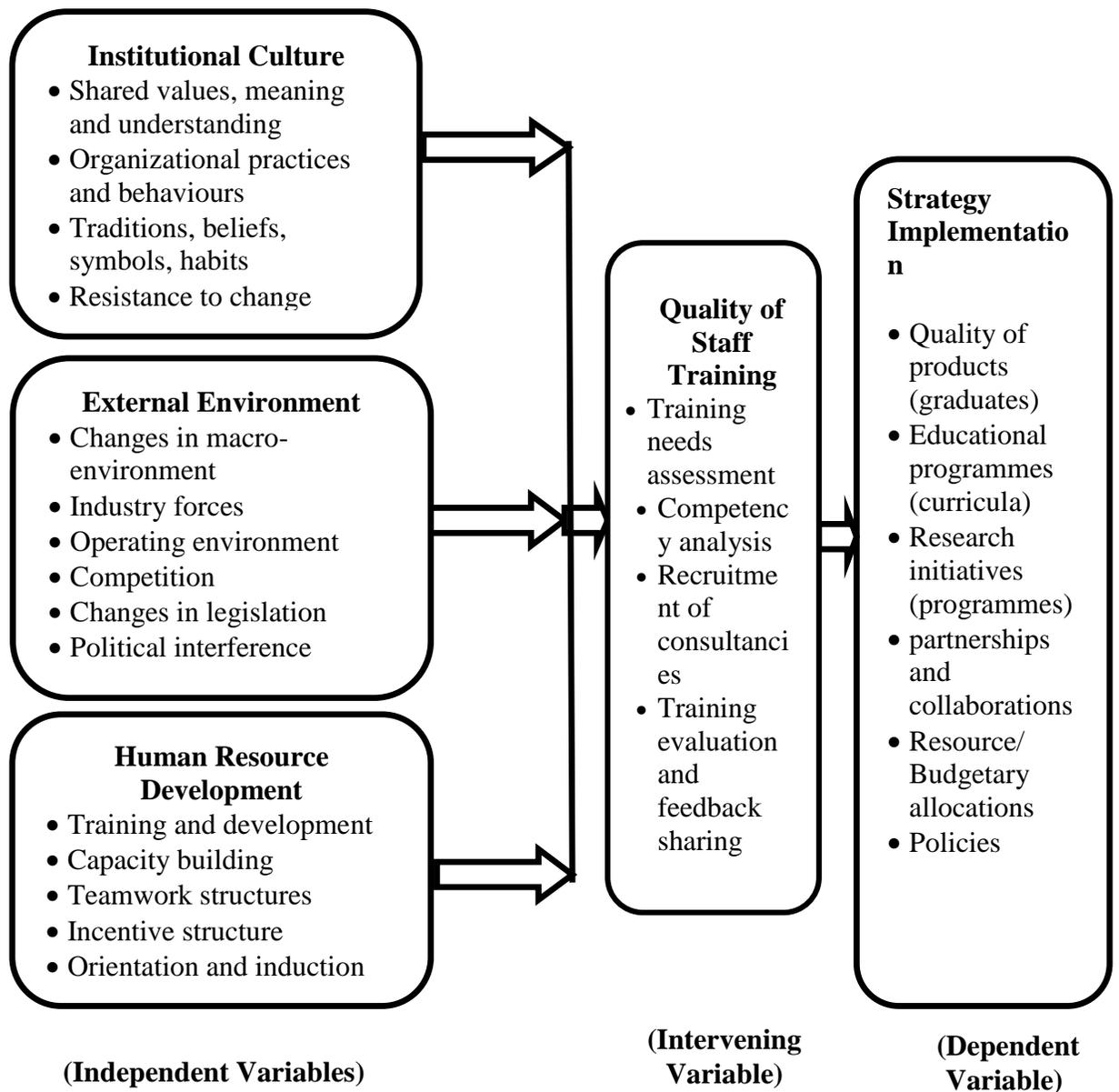


Figure 4.21: Conceptual Framework of Optimal Model

The conceptual framework of optimal model (figure 4.21) differs with conceptual framework in chapter two of this study (figure 2.3) in that two of the independent variables; organizational structure and managerial skills had significant levels of more than 0.05. They were insignificant in predicting strategy implementation in HEIs in Kenya and were therefore removed from the model and from the conceptual framework.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study. The study investigated the challenges of strategy implementation in higher education institutions (HEIs) in Kenya. The chapter draws conclusions from the findings and makes recommendations on how higher education institutions in Kenya could improve on strategy implementation. The summary of the findings, the conclusion and the recommendations are presented per each specific objective. Finally, the chapter proposes areas for further research.

5.2 Summary of Findings

This section summarizes the findings of the study on the basis of the specific research objectives of the study

5.2.1 Effect of Institutional Culture in Strategy Implementation in Higher Education Institutions in Kenya

The majority (81%) of the respondents agreed with the statement that they were encouraged to practice the core values of their institutions while on professionalism and integrity, majority (63.6%) of the respondents agreed that the staff upheld professionalism and integrity in all its activities. On whether their institution was an equal employer, less than half (46%) of the respondents agreed that their institutions were equal employers and did not practice any form of discrimination while on benchmarking less than half (46%) of the respondents agreed that their institutions always benchmarked with the best practice. Majority (58.8%) of the respondents agreed that internal policies and procedures were key enablers of good strategy implementation while slightly over half (56.8%) of the respondents agreed that internal culture in their institutions had always been related to successful strategy implementation.

Majority (67.3%) of the respondents agreed that it was the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others. An overwhelming majority (92.1%) of the respondents agreed that official documents must have symbols such as logo, vision, mission and motto. However, on the issue of handling change less than half (41.8%) of the respondents agreed that the institution handles change with a sense of urgency. On appreciation of new ideas 37.8% disagreed that there was always appreciation of new ideas and hence it took a short time to effect change in their institutions.

From the qualitative analysis, majority (41.5%) of the respondents rated resistance to change and apathy among staff (24.4%) as the two main issues related to culture that impact on effective strategy implementation in HEIs in Kenya. Lack of transparency, poor reward systems and poor teamwork were identified as other issues related to institutional culture that impact on strategy implementation.

The correlation analysis findings indicate that the correlation coefficient between organizational culture and strategy implementation (0.738) with a p-value of 0.000 shows a positive and significant relationship between institutional culture and strategy implementation. From the regression results, the scatter plot showed that there was no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between institutional culture and strategy implementation. The analysis of variance (ANOVA) results with a p-value of 0.000 indicated that the model was statistically significant in explaining the impact of institutional culture on the higher education institution's sector strategy implementation in Kenya and concluded that institutional culture has a significant relationship with strategy implementation in HEIs in Kenya.

The goodness of fit of the model showed that the coefficient of determination (R square) of 0.545 indicated that institutional culture on its own in the model explains 54.5% of the variation or change in the dependent variable (strategy implementation). The remainder of 44.5% is explained by other factors and variables other than institutional culture. With the model coefficients of the regression results indicating a significant constant value (p-value=0.000) of 6.116, the study concluded that even without institutional culture, the HEIs sector depicted some level of strategy implementation. The gradient coefficient was positive meaning that a unit change institutional culture leads to 0.946 units of positive change in strategy implementation in HEIs in Kenya. This meant that institutional culture was significant (p-value = 0.000) in positively influencing strategy implementation in HEIs in Kenya

5.2.2 Determine the Effect of the External Environment in Strategy

Implementation in HEIs in Kenya

On the issue of competition a large number (44.6%) of the respondents agreed that competitors were a great threat to future plans. Concerning society industry/forces a large number of respondents (45.2%) agreed that society/industry forces were changing very fast hence rendering some of their plans irrelevant. On the cost of doing business, a large number (38.8%) of respondents agreed that the cost of doing business was never stable in Kenya and it always forces them to adjust their costs while about half (49.4%) of the respondents agreed that they had to recast their strategies due to actions of competitors.

Majority (66.2%) of the respondents agreed that new regulations by the Commission for University Education (CUE) have also influenced their strategy implementation while on the stability of government policy majority (44%) disagreed with the statement that government policy was never stable because it changes almost every year and it really affects their plans. On the other hand, on political interference and adjustment of strategic initiatives, majority (36.3%) disagreed that there was a lot of political

interference which always made the management adjust strategic initiatives. Qualitative data analysis revealed that the two main competitive and legal environmental factors that were challenges of strategy implementation were competition (35.2%) and inadequate funding/resources (25.9%). Also identified were legal requirements and political factors while rapid changes in technology was the factor with the lowest percentage of respondents.

The findings on correlation analysis indicated that the correlation coefficient between external environment and strategy implementation showed a linear relationship between external environment and strategy implementation. The distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There was no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between external environment and strategy implementation. The analysis of variance (ANOVA) results with a p-value of 0.001 indicated that the model was statistically significant in explaining the impact of external environment on the higher education institution's sector strategy implementation in Kenya and concluded that external environment has a significant relationship with strategy implementation in Higher Education Institutions in Kenya.

From the goodness of fit of the model, the coefficient of determination (R square) of 0.029 indicated that external environment on its own in the model explained 2.9% of the variation or change in the dependent variable (strategy implementation). The remainder (97.1%) is explained by other factors and variables other than external environment. Model coefficients of the regression results of external environment on strategy implementation in HEIs in Kenya showed a significant constant value (p-value=0.000) of 30.677 and the study concluded that even without external environment, the HEIs sector depicted some level of strategy implementation.

5.2.3 Determine the Influence of Organizational Structure in Strategy

Implementation in HEIs in Kenya

On whether all departments should be allowed to have their own structures which were unique to themselves in strategy implementation, only a small percentage (16.4%) agreed while majority (72.7%) disagreed with the statement. Also majority (52.6%) of the respondents agreed that in their institutions, each employee holding a position of authority was responsible for a few subordinates only which made feedback of ideas effective and hence facilitates strategy implementation.

Majority (54.8%) of the respondents agreed that their institution had linked structure to strategy while close to half (49.2%) of the respondents disagreed with the statement that middle managers were better in strategy implementation than senior management. Only a few (4%) of the respondents agreed that all departments should have a monitoring and evaluation officer responsible for the strategy while the majority (85.8%) disagreed with this statement.

Qualitative data analysis showed that most (41.8%) of the respondents support the view that organizational structure supports strategy implementation while another (27.3%) thought that communication flow could be improved. Other respondents thought that organization structure increased bureaucracy while poor overall coordination in inter-departmental linkages was also considered a hindrance to strategy implementation. Finally a few of the respondents thought that span of control could be improved.

The findings of correlation analysis indicated that the correlation coefficient between organizational structure and strategy implementation was 0.155 with a p-value of 0.003 which showed a positive and significant relationship between organizational structure and strategy implementation. In the regression analysis, the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There was no skewness to either side indicating that there was a constant variance. Hence, a straight

line can be fitted, suggesting that there was a linear relationship between organizational structure and strategy implementation. The results of the analysis of variance (ANOVA) with a p-value of 0.003 indicated that the model was statistically significant in explaining the impact of organizational structure on the higher education institution's sector strategy implementation in Kenya and concluded that organizational structure has a significant relationship with strategy implementation in HEIs in Kenya.

In the goodness of fit the coefficient of determination (R square) of 0.024 indicated that organizational structure on its own in the model explains 2.4% of the variation or change in the dependent variable (strategy implementation). The remainder of 97.6% is explained by other factors and variables other than organizational structure. The model coefficients of the regression results indicated a significant constant value (p-value=0.000) of 18.840, and the study concluded that even without organizational structure, the HEIs sector depicted some level of strategy implementation. The gradient coefficient was positive meaning that a unit change organizational structure leads to 0.476 units of positive change in strategy implementation in HEIs in Kenya. This meant that organizational structure was significant (p-value=0.003) in positively influencing strategy implementation in HEIs in Kenya.

5.2.4 Investigate the Effect of the Managerial Skills in Strategy Implementation in HEIs in Kenya

On the integrity of management, majority (42.4%) of the respondents agreed that the management in their institutions had a high level of integrity and spearheads strategy better and gets trusted by employees. Over half (50.9%) of the respondents agreed that management staff were all well aware of the institutional strategy. Also majority (41.5%) of the respondents agreed that their vice-chancellors/principals were easily available to explain to employees any ambiguities in their strategies.

Majority (71.8%) of the respondents agreed that their seniors were very supportive in their work and hence attainment of better results. On the involvement of students, 36.1% of the respondents agreed that their institutions involved students in strategy execution while majority (40.6%) of the respondents were non committal. Majority (44.6%) of the respondents also agreed that top management encourages feedback on strategy implementation from the rest of staff. However, on appointment of a champion majority (33%) disagreed that the institution had appointed a “Champion” to spearhead the strategy implementation process.

Qualitative data analysis revealed that more than half (51.7%) of the respondents agreed that lack of managerial skills in managers in their institutions hinder effective strategy implementation. A large per cent (35.2%) of respondents thought that failure to communicate strategy effectively by managers is a hindrance to effective strategy implementation while another (26.1%) thought that lack of managerial skills inhibits ability to implement strategy. Yet another group (21%) of respondents thought that academic units were headed by academicians who had not been tested in managerial capacity. Additionally, a small percentage (15.1%) of the respondents thought that there was need for training of managers while a few respondents (2.6%) thought that there was inability to take ideas of staff positively by managers.

The findings of correlation analysis indicated that the correlation coefficient between managerial skills and strategy implementation is 0.644 with a p-value of 0.000 which shows a positive and significant relationship between managerial skills and strategy implementation. In the regression analysis the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There was no skewness to either side indicating that there was a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between managerial skills and strategy implementation. The results of analysis of variance (ANOVA) with a p-value of 0.000 indicated that the model was statistically significant in explaining the impact of

managerial skills on the higher education institution's sector strategy implementation in Kenya and concluded that managerial skills has a significant relationship with strategy implementation in HEIs in Kenya.

In the goodness of fit of the model the coefficient of determination (R square) of 0.415 indicated that managerial skills on its own in the model explains 41.5% of the variation or change in the dependent variable (strategy implementation). The remainder of 58.5% is explained by other factors and variables other than managerial skills. The model coefficients of the regression results of managerial skills on strategy implementation in HEIs in Kenya indicate a significant constant value (p-value=0.000) of 11.488, and the study concluded that even without managerial skills, the HEIs sector depicted some level of strategy implementation. The gradient coefficient was positive meaning that a unit change managerial skills lead to 1.096 units of positive change in strategy implementation in HEIs in Kenya. This meant that managerial skills was significant (p-value=0.000) in positively influencing strategy implementation in HEIs in Kenya.

5.2.5 Effect of Human Resource Development in Strategy Implementation in HEIs in Kenya

On staff development policy majority of the respondents (58.8%) agreed that the institution had a well defined staff development policy and a majority (37.5%) of the respondents also agreed that staff development policy was applied to the letter when the need arose. Most (43.2%) of the respondents agreed that there was more training of employees in the institution which was good for successfully implementing strategies. The majority (54.2%) of respondents agreed that the institution invests in improving people skills and other soft skills which were important in ensuring success in strategy implementation. Also majority (59.9%) of the respondents agreed that their institutions encourages teamwork which facilitates successful strategy implementation.

On the orientation and induction training the findings indicated that close to half (49.2%) of the respondents agreed that new employees in the institution underwent orientation and induction training. However, on whether employees were close to management, majority (34.1%) of the respondents disagreed that the institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented. Concerning the award of incentives majority (41.5%) of the respondents agreed that their institutions awarded incentives to employees who performed well.

Findings from qualitative data analysis revealed that most (29.8%) of the respondents thought that employment of more contract (part-time) staff than permanent ones and lack of motivational strategies and practices (29.3%) as some of the human resource development practices in their institutions that pose a challenge to effective strategy implementation. Other (23%) respondents thought that institutions inability to address staff development needs due to limited financial resources and lack of training opportunities (9.9%) pose a challenge to effective strategy implementation. Just a few respondents (8%) thought that there was need to revise human resource development policy tools and/or practices.

The findings from correlation analysis indicated that the correlation coefficient between human resource development and strategy implementation was 0.727 with a p-value of 0.000 which showed a positive and significant relationship between human resource development and strategy implementation. The distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There was no skewness to either side indicating that there was a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between human resource development and strategy implementation. The results from the analysis of variance (ANOVA) with a p-value of 0.000 indicated that the model was statistically significant in explaining the impact of human resource development on the higher education institution's sector

strategy implementation in Kenya and concluded that human resource development had a significant relationship with strategy implementation in HEIs in Kenya.

In the goodness of fit the coefficient of determination (R square) of 0.529 indicates that human resource development on its own in the model explains 52.9% of the variation or change in the dependent variable (strategy implementation). The remainder of 47.1% is explained by other factors and variables other than human resource development. The model coefficients of the regression results indicated a significant constant value (p-value=0.000) of 10.501 and the study concluded that even without human resource development, the HEIs sector depicted some level of strategy implementation. The gradient coefficient was positive meaning that a unit change in human resource development leads to 1.016 units of positive change in strategy implementation in HEIs in Kenya. This meant that human resource development was significant (p-value=0.000) in positively influencing strategy implementation in HEIs in Kenya.

5.2.6 Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and the Dependent Variable (Strategy Implementation) in HEIs in Kenya

Majority (42.1%) of the respondents agreed that training needs assessment was normally conducted before conducting training of employees. Slightly over half (52.8%) of the respondents agreed that their institutions conducted job requirements to identify competencies needed for each job. A total of 56% of the respondents agreed that their institutions invited professionals in training of workers while majority (62%) of respondents agreed that all staff were retrained as changes of processes such as ISO requirements, and new ICT developments among others occurred.

On the issue of evaluation to obtain feedback after training, over half (54.8%) of the respondents agreed that their institutions conducted evaluation to obtain feedback at the

end of the training while about one third (33.8%) of the respondents agreed that their institutions shared the feedback from the trained staff with the consultants/trainers. Majority (34.1%) of the respondents disagreed that there had not been any complaints from the employees about the quality of training of staff.

Findings from qualitative analysis indicated that a large proportion (47.2%) of respondents thought that lack of training structures in their HEIs impacts negatively on effective strategy implementation. One fifth (20.5%) of the respondents thought that training improves skills and helps to achieve objectives and goals. Other factors that negatively impacts on effective strategy implementation were need for ICT training (15.1%), limited training opportunities (16.5%). Only a few (0.9%) respondents thought that there was need for training in teaching methodology to improve on quality of staff training.

Findings on the intervening effect of quality of staff training in the relationship between the independent variables and strategy implementation in HEIs in Kenya indicated that when the intervening variable was not controlled institutional culture had a correlation of 0.738 units while after controlling it had 0.564 units, indicating a change of 0.174; external environment had -0.170 when not controlled and -0.131 after intervening variable was controlled indicating a change of 0.039. Organizational structure and managerial skills had changes of 0.139 and 0.201 respectively. Human resource development had 0.727 units before the intervening variable was controlled and 0.454 after control indicating a change of 0.273. This meant that there was an intervening effect in the relationship between the independent variables and Strategy implementation.

5.3 Conclusion

Based on the findings presented in chapter four and on summary of findings in section 5.2 of this thesis, the following conclusions were made.

5.3.1 Establish the Effect of Institutional Culture in Strategy Implementation in HEIs in Kenya

The results established that most higher education institutions encouraged their staff to practice the core values of their institutions and that staff of HEIs upheld professionalism and integrity in all its activities. However, some HEIs were not equal employers and could be practising some form of discrimination. On benchmarking some HEIs always benchmarked with the best practice. The internal policies and procedures were key enablers of good strategy implementation while internal culture in HEIs had always been related to successful strategy implementation. HEIs had a tradition to consistently celebrate their milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others. Respondents agreed overwhelmingly that official documents must have symbols such as logo, vision, mission and motto. However, not all institutions handle change with a sense of urgency and there was no appreciation of new ideas in HEIs and hence it took a long time to effect change in their institutions.

From the qualitative analysis, most of the respondents rated resistance to change and apathy among staff as the two main issues related to culture that impact on effective strategy implementation in HEIs in Kenya. Lack of transparency, poor reward systems and poor teamwork were identified as other issues related to institutional culture that impact on strategy implementation. From the correlation analysis, there was a positive and significant relationship between institutional culture and strategy implementation. The scatter plot showed a linear relationship between institutional culture and strategy implementation. The analysis of variance (ANOVA) revealed that the model was statistically significant in explaining the impact of institutional culture on the higher education institution's sector strategy implementation in Kenya and concluded that institutional culture has a significant relationship with strategy implementation in HEIs in Kenya.

Further, from the goodness of fit of the model the coefficient of determination (R square) indicated that institutional culture on its own in the model explains 54.5% of the variation or change in the dependent variable (strategy implementation) and that the remainder of 44.5% is explained by other factors and variables other than institutional culture. The model coefficients indicated a significant constant value and the study concluded that even without institutional culture, the HEIs sector depicted some level of strategy implementation. Finally the study established that since the gradient coefficient was positive this meant that institutional culture was significant in positively influencing strategy implementation in HEIs in Kenya.

5.3.2 Determine the Effect of the External Environment in Strategy Implementation in HEIs in Kenya

It was established that competitors were a great threat to future plans in HEIs in Kenya and that society/industry forces in HEIs were changing very fast hence rendering some of their plans irrelevant. The cost of doing business was never stable in Kenya and it always forced them to adjust their costs. HEIs in Kenya had to recast their strategies due to actions of competitors. New regulations by the Commission for University Education (CUE) have also influenced strategy implementation in HEIs while government policy was stable and it did not affect plans by HEIs. On the other hand, results showed there was not a lot of political interference and that management of HEIs did not always have to adjust strategic initiatives. From the qualitative data analysis the two main environmental factors that posed as challenges of strategy implementation were competition and inadequate funding/resources. Legal requirements, political factors and rapid changes in technology were other challenges of strategy implementation in HEIs in Kenya.

The correlation analysis results and the distribution of the scatter plot concluded that there was a linear relationship between external environment and strategy

implementation. The analysis of variance (ANOVA) results showed that external environment has a significant relationship with the strategy implementation in HEIs in Kenya. From the goodness of fit of the model, external environment on its own in the model explained just a very low percentage of the variation in strategy implementation in HEIs in Kenya and that a very high percentage is explained by other factors and variables other than external environment. The model coefficients showed a significant constant value and concluded that even without external environment, the HEIs sector depicted some level of strategy implementation

5.3.3 Determine the Influence of Organizational Structure in Strategy Implementation in HEIs in Kenya

The study concluded that all departments in HEIs should not be allowed to have their own structures which were unique to themselves and each employee holding a position of authority was responsible for a few subordinates only which made feedback of ideas effective and hence facilitates strategy implementation. HEIs had linked structure to strategy and middle managers were not better in strategy implementation than senior management. However, all departments should not have a monitoring and evaluation officer responsible for the strategy.

From the qualitative data analysis, organizational structures in HEIs were found to support strategy implementation but communication flow could be improved. However, organization structure increased bureaucracy while poor overall coordination in inter-departmental linkages was also considered a hindrance to strategy implementation. Further, the span of control could be improved. From the correlation analysis, the study concluded that there was a positive and significant relationship between organizational structure and strategy implementation while the distribution of the scatter plot showed a linear relationship between organizational structure and strategy implementation. The analysis of variance concluded that organizational structure has a significant relationship with strategy implementation in HEIs in Kenya.

From the goodness of fit of the model, it was concluded that organizational structure on its own in the model explained a very low percentage of the variation or change in the dependent variable (strategy implementation) and that the remainder was explained by other factors and variables other than organizational structure. The model coefficients of the regression results had significant constant value hence even without organizational structure, the HEIs sector depicted some level of strategy implementation. Since the gradient coefficient was positive the study concluded that organizational structure was significant in positively influencing strategy implementation in HEIs in Kenya.

5.3.4 Investigate the Effect of the Managerial Skills in Strategy Implementation in HEIs in Kenya

Higher education institutions had a high level of integrity and spearheaded strategy better and get trusted by employees. Management staff in HEIs were all well aware of the institutional strategy and the vice-chancellors/principals were easily available to explain to employees any ambiguities in their strategies. Senior staff in HEIs were very supportive in their work and hence attainment of better results. Some HEIs involved students in strategy execution. However, judging from the large percentage of those who were non-committal, other HEIs probably did not involve students in strategy execution. Top management encouraged feedback on strategy implementation from the rest of staff. However, on appointment of a champion some HEIs had not appointed a “Champion” to spearhead the strategy implementation process.

From the qualitative data analysis, lack of managerial skills in managers hindered effective strategy implementation and failure to communicate strategy effectively by managers is a hindrance to effective strategy implementation. Lack of managerial skills inhibits ability to implement strategy and academic units were headed by academicians who had not been tested in managerial capacity. Further, there was inability to take ideas of staff positively by managers and the need for training of managers in HEIs. From the

correlation analysis, there was a positive and significant relationship between managerial skills and strategy implementation. The scatter plot showed a constant variance and concluded that there was a linear relationship between managerial skills and strategy implementation. The analysis of variance showed that the model was statistically significant in explaining the impact of managerial skills on higher education institutions' strategy implementation in Kenya.

In the goodness of fit of the model, managerial skills on its own in the model explains a significant percentage of the variation or change in the dependent variable (strategy implementation) and the remainder was explained by other factors and variables other than managerial skills. The model coefficients of the regression results indicate a significant constant value hence even without managerial skills, the HEIs sector depicted some level of strategy implementation. Since the gradient coefficient was positive it was concluded that managerial skills was significant in positively influencing strategy implementation in HEIs in Kenya.

5.3.5 Effect of Human Resource Development in Strategy Implementation in HEIs in Kenya

Higher education institutions had a well defined staff development policy and it was applied to the letter when the need arose. There was more training of employees in the institutions and investment on improving people skills, other soft skills and encouraged teamwork which were important in ensuring success in strategy implementation. New employees in the institution underwent orientation and induction training. HEIs awarded incentives to employees who performed well. However, HEIs did not ensure that employees were close to management in order to have clear understanding of the strategy being implemented.

From qualitative data analysis the employment of more contract (part-time) staff than permanent ones and lack of motivational strategies and practices were some of the

human resource development practices in HEIs that pose a challenge to effective strategy implementation. The institutions' inability to address staff development needs due to limited financial resources, lack of training opportunities, and need to revise human resource development policy tools and/or practices were other challenges of strategy implementation in HEIs in Kenya. Correlation analysis showed a positive and significant relationship between human resource development and strategy implementation. The distribution of the scatter plot indicated a linear relationship between human resource development and strategy implementation. From the results of the analysis of variance (ANOVA) the study concluded that the model was statistically significant in explaining the impact of human resource development on the higher education institution's sector strategy implementation in Kenya.

In the goodness of fit of the model, human resource development on its own in the model explains a high percentage of the variation or change in the dependent variable (strategy implementation) and the remainder was explained by other factors and variables other than human resource development. From the model coefficients there was a significant constant value and it was concluded that even without human resource development, the HEIs sector depicted some level of strategy implementation. Finally, the gradient coefficient was positive meaning that human resource development was significant in positively influencing strategy implementation in HEIs in Kenya.

5.3.6 To Investigate the Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and the Dependent Variable (Strategy Implementation) in HEIs in Kenya

Training needs assessment was normally conducted before conducting training of employees. HEIs conducted job requirements to identify competencies needed for each job and invited professionals in training of workers. All staff were retrained as changes of processes such as ISO requirements, and new ICT developments among others

occurred. HEIs conducted evaluation to obtain feedback at the end of the training and the institutions shared the feedback from the trained staff with the consultants/trainers. However, there had been complaints from the employees about the quality of training of staff in HEIs.

Training improves skills and helps to achieve objectives and goals but lack of training structures in HEIs impact negatively on effective strategy implementation. Other factors that negatively impact on effective strategy implementation but with a smaller percentage were need for ICT training, limited training opportunities, the need for training in teaching methodology to improve on quality of staff training. On the intervening effect of quality of staff training in the relationship between the independent variables and strategy implementation in HEIs in Kenya, there was an intervening effect in the relationship between the independent variables and Strategy implementation with the highest effect being on human resource development followed by managerial skills and institutional culture in that order. Organizational structure and external environment had the least effect.

5.4 Recommendation

Based on the findings and aligned to the specific objectives, this study recommends that:

5.4.1 Effect of Institutional Culture on Strategy Implementation in HEIs in Kenya

Higher education institutions adopt time-based strategies in strategy implementation due to dynamic nature of environmental changes. Institutions should embrace creativity and innovation by being receptive to new ideas especially the bottom up communication. On this issue it may mean that the institutions may be using the rational approach which separates formulation and implementation which is a key reason for implementation failure. HEIs should connect these processes so that they can learn more effectively and respond to changes in the environment.

HEIs should adopt the practice of benchmarking especially when implementing a new strategic plan. These institutions should adhere strictly to core values like equal employer and avoid any form of discrimination. This will help to build trust among the employees and other stakeholders which facilitates strategy implementation. On resistance to change and apathy among staff institutions should communicate strategy clearly to staff as well as institute reward systems to improve on staff morale. Since institutional culture as a single variable explains over fifty percent of strategy implementation HEIs in Kenya should intensify the inculcation of positive culture in their institutions that will facilitate effective strategy implementation.

5.4.2 Effect of External Environment on Strategy Implementation

HEIs in Kenya need to strategically position themselves and train programmes that they have competitive advantage in. In this way institutions may not be forced to recast their strategies due to actions of competitors. Society/industry forces were changing very fast hence rendering some of the institutional plans irrelevant. To avoid this, HEIs need to continuously scan the industry environment so as to be proactive and take advantages of any opportunities and circumvent the threats.

On the cost of doing business never being stable in Kenya and it always forces them to adjust their costs, HEIs need to take advantage of bulk buying to enjoy the economies of scale and also seek discounts from suppliers. On inadequate funding/resources HEIs need to seek ways of income generation including offering competitive courses and research funding and seek industry sponsorships for projects. Since external environment on its own in the model explains 2.9% of the variation or change in the dependent variable (strategy implementation) scanning the external environment will help to take advantage of opportunities and reduce the threats.

5.4.3 Influence of Organizational Structure on Strategy Implementation

Higher education institutions should involve and train middle management on the new strategies being introduced. HEIs should centralize the monitoring and evaluation department so that all other departments are monitored and evaluated from a central command to avoid duplication of tasks and waste of resources. It is important for HEIs to institute organizational structures that support strategy implementation and that ensures improved overall coordination in inter-departmental linkages, improved span of control and communication flow. Since organizational structure on its own in the model explained 2.4% of the variation or change in the dependent variable (strategy implementation) HEIs in Kenya should intensify on ensuring that organization structure follows strategy to ensure effective strategy implementation.

5.4.4 Effect of Managerial Skills on Strategy Implementation

Vice-Chancellors/principals of HEIs who are the institutions chief executives including their executive management need to plan for meetings to explain to employees any ambiguities in their institution's strategy implementation process. The institutions need to involve students in strategy execution as they are very important stakeholders in the institution. It is necessary for HEIs to appoint a "Champion" to spearhead the strategy implementation process in the institution.

There is need for HEIs to continuously train management staff to equip them with necessary skills and be able to overcome challenges of strategy implementation such as lack of managerial skills in managers, failure to communicate strategy effectively, inability to take ideas of staff positively by managers, as well as equip academicians who head academic units and who had not been tested in managerial capacity. Since managerial skills on its own in the regression model explains 41.5% of the variation or change in the dependent variable (strategy implementation) and since managerial skills was significant in positively influencing strategy implementation in HEIs in Kenya,

there is need for the higher education institutions to intensify on equipping managers with the necessary skills for effective strategy implementation.

5.4.5 Effect of Human Resource Development on Strategy Implementation

Higher education institutions need to operationalize the staff development policy and apply it to the letter when the need arose to create credibility among the employees. New employees in the institution undergo orientation and induction training and specifically be trained on the strategies being implemented. These institutions need to ensure that employees are close to management in order to have clear understanding of the strategy being implemented. There is need for HEIs to institute in their policies motivational strategies and practices to motivate employees and also to have an employment policy that allows for employment and maintenance of more fulltime staff than contract (part-time) staff to stabilize the staff base in their institutions.

HEIs need to overcome other challenges such as inability to address staff development needs due to limited financial resources, lack of training opportunities and the need to revise human resource development policy tools and/or practices. Since human resource development on its own in the regression model explained 52.9% of the variation or change in the dependent variable (strategy implementation) HEIs should intensify on improvement of HRD strategies for effective strategy implementation

5.4.6 Intervening Effect of Quality of Staff Training in the Relationship between the Independent Variables and Strategy Implementation

Higher education institutions need to undertake training needs assessment before conducting training of employees. There is need to share feedback from the trained staff with the consultants/trainers after the training. On complaints about the quality of training, the institutions should document the complaints and use them to improve on the future training. HEIs should also institute strategies to overcome challenges such as lack of training structures, need for ICT training, limited training opportunities and need for

training in teaching methodology to improve on quality of staff training. Since quality of staff training had the highest intervening effect (0.273 units) on the relationship between human resource development and strategy implementation the HEIs should intensify the training of human resources for effective strategy implementation.

In summary as a result of this study Government, through the Ministry of Education, is urged to address the challenges of strategy implementation that have been highlighted in higher education sector in Kenya. Employees and other stakeholders such as sponsors of prospective students, have knowledge to refer to as they make informed choices on the quality of services offered in the institutions. Managements of higher education institutions will benefit from the findings and recommendations in this study to improve their institutions. Academicians will benefit through the new knowledge generated in this study.

5.5 Areas for Further Study

It was established that the coefficient of determination (R square) in the optimal model was 0.637. This indicated that the model explained 63.7% of the variations in the dependent variable. It meant that the remaining 36.3% was explained by other challenges other than the five study variables; institutional culture, external environment, organizational structure, managerial skills and human resource development. The study therefore, proposes that further research is conducted to establish the other variables that contribute to challenges of strategy implementation of HEIs in Kenya. This study proposes further research on other variables as challenges of strategy implementation such as strategic leadership, reward systems among others. Further study on the intervening/moderating role of ICT in the relationship between institutional culture, external environment and human resource development and strategy implementation (optimal model for the current study) is proposed. Finally, a comparative study of challenges of strategy implementation in public and private universities is proposed.

REFERENCES

- Aaltonen, P. & Ikävalko, H. (2002). Implementing strategies successfully. *Integrated Manufacturing Systems*, 13(6), 415–418.
- Ader, H. J., Mellenberg, G. J. & Hand, D. J. (2008). *Advising on research methods: consultant's companion*. Netherlands, Huizen: Johannes van Kessel Publishing.
- Afenyo, D. S. (2006). Towards academic staff satisfaction of working conditions of service at Ho Polytechnic, Ghana. *Educational Policy and Management*, 30th Street New York, NY 10016.
- Aggarwal, P. (2004). The effects of brand relationship norms on consumer attitudes and behavior. *Journal of Consumer Research*, 31(1), 87-101.
- Ahmad, K. (2001). Corporate leadership and workforce motivation in Malaysia. *International Journal of Commerce & Management*, 11, 82-101.
- Alashloo, F. R., Castka P. & Sharp, J. M. (2005). Towards understanding the impeters of strategy implementation in higher education (HE): A Case of HE Institutes in Iran. *Quality Assurance in Education*, 13(2), 132.-147.
- Alexander, L. D. (1985). Successfully implementing strategic decisions. *Long Range Planning*, 18(3), 91-7.
- Al-Ghamdi, S. M. (1998). Obstacles to successful implementation of strategic decisions: The British Experience. *European Business Review*. 98(6), 322-327.

- Ali, M. & Hadi A. (2012). Surveying and identifying the factors affecting successful implementation of business strategy in companies of Fars Province in Iran. *International Journey of Business and Social Science*, 3(1), 265.
- Anderson, B. & Kleiner, B. H. (2003). How to evaluate the performance of chief executive officers effectively. *Management Research News*, 26(2/3/4),3 – 11.
- Andrews, R., Boyne, G., Law, J & Walker, R. (2011). Strategy implementation and public service performance. *Administration and Society*, Sage Publications, 43(6), 643-671.
- Arasa, J. & Mayunga, N. (2009). Current higher education quality assurance dynamics in East Africa. A conference paper presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*.
- Ashmos, D. P., Duchon,D., McDaniel, R.R.Jr., & Huonker, J. W. (2002). What a mess! Participation as a simple managerial rule to “complexity” organizations. *Journal of Management Studies*, 39(2), 189-206.
- Atkinson, P. (2006). The best laid schemes o’ mice and men: the evolution of the computer mouse. *Proceedings of Design History Society Conference*, Delft, Netherlands: Partridge.
- Bantel, K. A., & Osborn, R. N. (2001). The influence of performance, environment and size on the identifiability of firm strategy. *British Journal of Management*, 6, 235-248.

- Bartlett, J. E., Kotrlik, Joe W., & Higgins, C. C. (2001). Organisational research: Determining appropriate sample size in survey research. *Information Technology, Learning and Performance Journal*.19 (1), 43-50
- Bastedo, M. N. (2004). Open systems theory. *The SAGE Encyclopedia of Educational Leadership and Administration*, Michigan: University of Michigan.
- Beaumont, J. R, (2012). Advanced medical statistics. Retrieved from www.floppybunny.org/robin/web/virtualclassroom/.../course2.html.
- Beck, A. T., Steer, R. A., & Brown, G. K. (2003). *BDI-II manual*. San Antonio, TX: The Psychological Corporation.
- Beer, M., & Eisenstat, R. (2006). The silent killers of strategy implementation and learning. *Sloan Management Review*. 41(4), 29-42.
- Benko, C. R., de Farias, A. C. & Cordeiro, M. L. (2011). Psychopathology. *Journal Brasileiro de Psiquiatria* 60(4), 240-246.
- Benson, G. S. (2006). Employee development, commitment and intention to turnover: a test of 'employability' policies in action. *Human Resource Management Journal*, 16, 173-192.
- Bester, A. V. (2007). *Efficiency in the public sector: An analysis of performance measurements employed by Western Cape Provincial Treasury*. Unpublished Masters Thesis. South Africa: University of Stellenbosch,

- Berg, B. L. 2004. *Qualitative research methods for the social sciences*. 5th ed. Boston: Pearson Education, Inc.
- Black, K. (2004). *Business statistics for contemporary decision making*. New York: John Wiley & Sons Inc.
- Black, E. (2011). The relationship between competitive strategies and product quality. *Journal of Industrial Management & Data Systems*, Vol. 107, Issue 1, Retrieved from <http://www.emeraldinsight.com>, 83-86.
- Blokdijk, G. (2008). *Change Management 100 success Secrets – The Complete Guide to Process, Tools, Software and Training in Organizational Change Management*. Pittsburg: Emereo Pty Limited,
- Bolo, Z. A., Wandera, R. W., Imita, I., & K'Obonyo, P. (2010). *Challenges facing the implementation of differentiation strategy in the operations of the Mumias Sugar Company Limited*. A conference paper presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*.
- Borg, W. R., & Gall, M. D. (2007). *Educational research: An introduction* (Seventh ed.). New York: Longman.
- Bossidy, L., & Charan, R. (2002). *Execution: The discipline of getting things done*. New York: Crown Business.
- Bourgeois, L., & Brodwin, D. (1984). *Linking planning and implementation*. With B. de/Meyer, R., 682-691.

- Bowerman, B. L., & O'Connell, R. T. (1990). *Linear statistical models: An applied approach*. Second Edition, California: Duxbury Press.
- Brannen, L. (2005). Upfront: The 33 1/3 percent strategy solution. *Business Finance*,
- Branson, C. M. (2005). *Personal values and principle-ship behaviour: illustrating the relationship*. Paper presented at the 10th annual values and leadership conference, Penn State University, Pennsylvania: University Park.
- Brenes, E. R., Mena, M., & Molina, G. E. (2007). Key success factors for strategy implementation in Latin America. *Journal Business Review*, 1-9.
- Bourgeois, L. J. (1984). Strategic management and determinism. *Academy of Management Review*, 9(4), 587-96.
- Brown, M., & Laverick, S. (1984). Measuring corporate performance. *International Journal of Strategic Management Long Range Planning*, 27(4), 89-98.
- Bryson, J. M., Crosby, B. C., & Bryson, J. K. (2009). Understanding strategic planning and the formulation and implementation of strategic plans as a way of knowing: The contributions of actor-network theory. *International Public Management Journal*, 12, 172-207.
- Bums, T., & Stalker, G. M. (1961). *The management of innovation*. London: Tavistock.
- Burns, N. & Grove, S. K. (2003). *Understanding nursing research*. (3rd Ed). Philadelphia, PA: W. B. Saunders.

- Burgelman, R. A. (1983). A process model of internal corporate venturing in the diversified major firm. *Administrative Science Quarterly*, 28(2), 223-244.
- Bush, T. (2007). Educational leadership and management: Theory, policy, and practice. *South African Journal of Education*, EASA. 27(3), 391–406.
- Cairns, T. D. (2009). Talent management at homeland security: A corporate model suggests a recipe for success. *Employment Relations Today*, 19-26.
- Cameron, S. (2005). *Econometrics*. New York: The McGraw-Hill Companies.
- Caruana, A., Ewing, M. T., & Ramaseshan. B. (2002). Effects of some environmental challenges and centralization on the entrepreneurial orientation and performance of public sector entities. *Service Industries Journal*, 22 (2), 43-58.
- Castillo, J. J. (2009). Convenience sampling. Retrieved June 27, 2010 from Experiment Resources: Retrieved from <http://www.experiment-resources.com/convenience-sampling.html>.
- Chandler, A. D. Jr. (1962). *Strategy and structure*. Chapters in the history of the American Industrial Enterprise, Cambridge, MA: MIT Press.
- Chang, S. J., Van Witteloostuijn, A., & Eden, L. (2010). Common method variance in international business research. *Journal of International Business Studies*, 41, 178–184.
- Chaturvedi, S. (1953). *Qualitative evaluation and research methods*. New Delhi: SAGE Publications.

- Chege, K. (2009). Relevant, effective, appropriate and transformative leadership in higher education in the 21st century. A conference paper presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*.1, 222-228.
- Child, B. (1990). Normality test for statistical analysis: A guide for non-statisticians. *International Journal*, 10(20), 486-489.
- Chimhanzi, J., & Morgan, M. E. (2005). Explanations from the marketing/human resources development for marketing strategy implementation effectiveness in service firms. *Journal of Business Research*, 58, 787-796.
- Chimhanzi, J. (2004). The impact of marketing/HR interactions on marketing strategy implementation. *European Journal of Marketing*, 38(1/2), 73-98.
- Clark, A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Journal of Abnormal Psychology*, Iowa:7(3), 309-319
- Coffey, A. J., & Atkinson. P.A. (1996). *Making sense of qualitative data: Complementary research strategies*. New York: Sage Publications.
- Cohen, J. (1992). Statistics a power primer. *Psychology Bulletin*, 112 (1), 155–159.
- Commission for Higher Education, (2008). Stakeholder’s workshop on enhancing quality higher education in Kenya, Nairobi: CHE publishing.
- Copeland, T., Koller, T., & Murrin, J. (2000). *Valuation: Measuring and managing the value of companies*. New York: John Wiley.

- Corboy, M., & O'Corrbui, D. (1999). The seven deadly sins of strategy. *Management accounting: Magazine for Chartered Management Accountants*. 77(10), 29-30.
- Cox, D. R. (2006). *Principles of statistical inference..* Cambridge: Cambridge University Press.
- Crane, F. G. (2004). The teaching of business ethics: An imperative at business schools. *Journal of Education for Business*, 79(3).
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (Second Edition). California: Sage Publications Inc.
- David, F. (2009). *Strategic management: Concepts and cases*, 12th Ed, New York: Prentice-Hall.
- David, F. R. (1997). *Concepts of strategic management*. Upper Saddle River: Prentice Hall.
- Dawson, C. (2009). *Introduction to research methods: A Practical guide for anyone undertaking a research project*. Oxford: How to Books Ltd.
- De Vos, A. S. (ed.). (2002). *Research at grass roots: A Primer for the caring professions*. Pretoria: VanSchaik Publishers.
- Dollery, B. (2005). Relative effectiveness and efficiency of new local government. Retrieved from <http://www.lgi.org.au/0207.pdf>.

- Donaldson, L. (1987). Strategy and structural adjustment to regain fit and performance: In defense of contingency theory. *Journal of Management Studies*, 24(1), 1-24.
- Donaldson, L. (2001). *The contingency theory of organizations*. Thousand Oaks, CA: Sage Publications Inc.
- Donselaar, R. (2012). *The organisational drivers and barriers of strategy implementation within a non-profit organisation: A case study at the Netherlands Red Cross*. Graduate Research. The Netherlands: University of Twente.
- Dooris, M. J. (2002). Institutional research to enhance faculty performance. *New Directions for Institutional Research*, 85-96
- Downes, L. (2001). Strategy can be deadly: Industry trend or event. *The Industry Standard Retrieved from*
http://findarticles.com/p/articles/mi_m0HWW/is_19_4/ai_75213359/.
- Dunford, B., Snell, S., & Wright, P. (2009). Human resources and the resource based view of the firm. *Strategic Human Resource Management*, 76.
- Ehlers, T. M., & Lazenby, K. J. (2004). *Strategic management: South African concepts and cases*. Pretoria: Van Schaik.
- Elmuti, D., Minnis, W., & Abebe, M. (2005). Does education have a role in developing leadership skills? *Management Decision*, 33, 1018-1031.
- European Commission. (2008). *Mapping the maze: Getting more women to the top in research*. Brussels: Publication Office of the European Union.

- Ferlie, E. (2002). *Quasi-strategy: Strategic management in the contemporary public sector*. In A. Pettigrew, R. Whittington, & H. Thomas (Eds.), *Handbook of strategy and management*. London: SAGE.
- Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector: An agenda for research and practice. *Public Administration Review*, 66, 1-25.
- Fiedler, F. E. (1958). *Leader Attitudes and Group Effectiveness*. Urbana, IL: University of Illinois Press.
- Fortune magazine. (2009). *Why CEOs fail*. Fortune Magazine. 21 June, 1999.
- Fuerer, R., & Chaharbaghi, K. (1997). Strategy development: past, present and future. *Training for Quality*, 5(2), 58-70.
- Fowler, F. F. (1994). *Survey research methods*. CA: Sage, Beverly Hills.
- Galukande, M., van Berkel, H., & Wolfhagen, I. (2009). Developing a tool for measuring quality of medical education. *Education for Health*, 2(2), 308.
- Galunic, D. C., & Eisenhardt, K. M. (1994). Renewing the strategy structure-performance paradigm. *Research in Organizational Behavior*, 16, 215–55.
- Gelman, A. (2008). *Variance analysis: The New Palgrave Dictionary of Economics* (2nd ed.). Basingstoke, Hampshire New York: Palgrave Macmillan.
- Gerstman, B. B. (2003). *Epidemiology kept simple: An introduction to traditional and modern epidemiology*. Oxford: John Wiley & Sons Inc.

- Ghafoor, M. M. (2013). Role of demographic characteristics on job satisfaction. *Far East Journal of Psychology and Business*, 6(1).
- Gichuhi, D. M. (2014). *Influence of human resource management factors on competitiveness of public universities in Kenya*. An unpublished PhD thesis, Juja: JKUAT.
- Gordon, B. G., & Stockard, J. W. (1991). The perceived and expected roles and responsibilities of departmental chairpersons in schools of education as determined by teaching faculty. *Education*, 112(2), 176-82.
- Guba, E. G., & Lincoln, Y. S. (1989). *Naturalistic inquiry: Fourth generation evaluation*. CA: Sage Publications. Beverly Hills.
- Gudo, C. O., & Olel, M. A. (2011). Students' admission policies for quality assurance: Towards quality education in Kenyan Universities. *International Journal of Business and Social Science*, 2(8), 177-183.
- Gujarati, D. N. (2009). *Basic econometrics*, 5th Edition. Boston, New York: The McGraw-Hill Companies.
- Guth, W. D., & Macmillan, I. C. (1986). Strategy implementation versus middle management self-interest. *Strategic Management Journal*, 33-327.
- Hacker, M., & Washington, M. (2004). How we measure the implementation of large-scale change. *Measuring Business Excellence*. 83, 52-59.

- Hager, A., Wilson, S., Pollak, T., & Rooney, P. (2003). Response rates for mail surveys of non-profit organizations: A review and empirical test. *Non-profit and Voluntary Sector Quarterly*, 32(2), 252-267.
- Hamilton, R. T., & Shergill, G. S. (1992). The relationship between strategy-structure fit and financial performance in New Zealand: Evidence of generality and validity with enhanced controls. *Journal of Management Studies*, 29, 95-113.
- Harrington, R. J. (2004). The environment, involvement, and performance: Implications for the strategic process of food service firms. *International Journal of Hospitality Management*, 23(4), 317-341.
- Harrington, R. J., & Kendall, K. W. (2006). Involvement, size, complexity and implementation success: Relationships to service industry firms. Paper presentation, 2006. *Strategic Management Society Conference*, October 31, Vienna, Austria.
- Harvey, E., & Sid, H. (1998). *CIOs' power, influence and strategy implementation*. AMCIS 1998 Proceedings, Paper 171. Retrieved from <http://aisel.aisnet.org/amcis1998/171>.
- Hickson, D. J., Miller, S. J., & Wilson, D.C. (2003). Planned or prioritized? Two options in managing the implementation of strategic decisions. *Journal of Management Studies*, 40, 1803-1836.
- Higgs, M., & Rowland, D. (2011). What does it take to implement change successfully? A study of the behaviour of successful change leaders. *The Journal of Behavioural Science*, 47(3), 309-335.

- Hill, C. W., & Jones, G. R. (1998). *Strategic management: An integrated approach*. Boston, New York: Houghton Mifflin Company.
- Hill, J. (2010). *Theory of strategic management*. New York: South-Eastern Cengage learning,
- Holloway, I., & S. Wheeler. (2002). *Qualitative research in nursing*. (Second Edition).Oxford: Blackwell.
- Homburg, C., Krohmer, H., & Workman, J. P. (2004). A strategy implementation perspective of market orientation. *Journal of Business Research*, 57, 1331–1340.
- Hrebiniak, W. (2006). Obstacles to effective strategy implementation. *Organizational Dynamics*, 35, 12-31.
- Hrebiniak, L. (2005). *Business strategy: Execution is the key*. New Delhi: Pearson Education, Inc.
- Humphreys, J. (2005). Developing the big picture. *Sloan Management Review*, 47(1), 96.
- Hyndman, R. J. (2008). Encouraging replication and reproducible research. *International Journal of Forecasting*, 26(1), 2-3.
- Ikävalko, H., & Aaltonen, P. (2001). Middle managers' role in strategy implementation: Middle managers view. Presented at the *17th EGOS Colloquium*, Lyon, France, May-July.

- Johnson, A. (2002). *A short guide to action research*. Needham Heights, MA: Allyn and Bacon.
- Johnson, G., & Scholes, K. (1993). *Exploring corporate strategy*. (Third Edition). Englewood Cliffs, NJ: Prentice-Hall.
- Johnson, G., & Scholes, K. (2003). *Exploring corporate strategy: Text and cases*. (6th ed.). New Delhi, India: Prentice Hall.
- Jooste, C. & Fourie, B. (2009). The role of strategic leadership in effective strategy implementation: Perceptions of South African strategic leaders. South Africa: *Southern African Business Review*, 13(3): 51-68
- Kalali, N. S., Anvari, M. R., Pourezzat, A. A., & Dastjerdi, D. K. (2011). Why do strategic plans fail? A study in the health service sector of Iran. *African Journal of Business Management*. 5(23), 9831-9837.
- Kallio, T. J., Jalava, L., & Niukko, V. (2005). *Strategy implementation in public university: Lessons from a school of economics*. Unpublished conference paper, Finland: Turku School of Economics.
- Kamau, A. W. (2014). *Factors influencing talent management in public universities in Kenya*. An Unpublished PhD Thesis, Juja: JKUAT.
- Kaplan, R. S., & Norton, P. D. (2005). How the balanced scorecard complements the McKinsey 7-S model. *Emerald Journal on Strategy and Leadership*, 33, 41-46.
- Kaplan R. S., & Norton, P. D. (2008). *The execution premium: Linking strategy to operations for competitive advantage*. Boston: Harvard Business Press,.

- Kayuni, H., & Tambulsai, R. (2007). Teacher turnover in Malawi's Ministry of Education: Realities and challenges. *International Education Journal*, 8(1), 89-99.
- Kenya Institute for Public Policy Research and Analysis (KIPPRA). (2008). Kenya: *Kenya Economic Report 2008*, KIPPRA.
- Keraro, V. N. (2014). *Role of government in the strategic management of counties in Kenya*. An Unpublished PhD Thesis, Juja: JKUAT.
- Kiamba, C. (2008). The experience of privately sponsored studentship and other income generating activities at the University of Nairobi. Prepared for the *World Bank-sponsored Regional Training Conference on Improving Tertiary Education in Sub-Saharan Africa*, Accra: Things that Work, 18-21.
- Kim, W. G., & Brymer, R. A. (2011). The effects of ethical leadership on managers' job satisfaction, commitment, behavioural outcomes and firm performance. *International Journal of Hospitality Management*, 30,1020-6.
- Kidombo, H. J. (2004). *Human resource management orientation and strategic responses to environmental change*. PhD Independent Study Paper, Nairobi: UoN.
- Kimenyi, M. (2010). Does abolishing fees reduce school quality? Evidence from Kenya. *CSAE Working Paper WPS/2011-04, December 30, 2010*. Centre for the Study of African Economies.

- Kinoti, M. W. (2012). *Green marketing practices, corporate image, organizational characteristics and performance of ISO 9000 and 14000 certified organizations in Kenya*. (Unpublished PhD Thesis) Nairobi: University of Nairobi.
- Kirkman, B. L., & Rosen, R. (1999). Beyond self-management: Antecedents and consequences of team empowerment. *The Academy of Management Journal*, 42(1), 58-74.
- Kipkebut, D. J. (2010). *Organisational commitment and job satisfaction in higher educational institutions: The Kenyan case*. Unpublished PhD Thesis. Mass: Middlesex University.
- Koh, A., & Hubbard, G. (2002). *Is the fragmentation of strategic management a handicap for business*. In Johannessen, T., Pedersen, A. and Petersen, K. *Educational Innovation in Economics and Business VI*, Kluwer, 251-272.
- Kohtamäki, V., & M. Salmela-Mattila. (2009). Balancing organisational differentiation and integration: Finnish University reform. Paper presented in the 31st Annual *EAIR Forum* in Vilnius, Lithuania. 23-26 August, 2009.
- Kombo, D. K., & Tromp, D. L. A. (2009). *Proposal and thesis writing: An introduction*. Paulines Publications, Africa.
- Kotter, J. (1995). *Leading change: why transformation efforts fail*. HBR, 59-67.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. (Second Edition). New Delhi: New Age International (P) Limited.

- Kotler, P. (1995). *Strategic marketing for educational institutions*. New Delhi: Prentice-Hall.
- Koyana, G. P. (2009). *A case study of strategy implementation at a major Eastern Cape component supplier in the automotive industry*. An Unpublished Thesis, Rhodes: Rhodes University.
- Kurpius, S. E. R., & Stafford, M. E. (2006). *Testing and measurement: A user friendly guide*. Thousand Oaks, CA: Sage Publications.
- Larkin, T. J., & Larkin, S. (1996). Leading and changing frontline employees. *Harvard Business Review*. 95-104.
- Lavrakas, P. J. (2008). *Encyclopaedia of survey research methods*. (Vol. 1). Thousand Oaks, CA: Sage Publications.
- Lawrence, P. R., & Lorsch, J. W. (1967). *Organization and environment*. Boston, MA: Harvard University.
- Learly, L. (2001). *Survey research in operations management*. New York: Sage Publications.
- Lederman, D., & Maloney, W. (2003). Research and development (R&D). *Policy Research Working Paper Series*, 3024. The World Bank.
- Leting, M. (2011). *Socio-economic factors influencing academic performance*. Lambert: Academic Publishing, 104.

- Lewa, M., Mutuku, S., & Mutuku, M. (2009). Strategic planning in the higher education sector of Kenya: Case study of public universities in Kenya: A Conference Paper Presented at the 1st KIM Conference on Management: *A Journal of The KIM School of Management*.1, 272-279.
- Lewin, K. (1947). Frontiers of group dynamics. *Human Relations*, 1, 5-41.
- Lippitt, M. (2007). Fix the disconnect between strategy and execution. *T & D*, 61(8), 54-57.
- Long, E., & Franklin, A. L. (2004). The paradox of implementing the Government Performance and Results Act: Top-down direction for bottom-up implementation. *Public Administration Review*, 64(3), 309-319.
- Lorange, P. (2010). *Leading in turbulent times: Lessons learnt and implications for the future*. Bingley: Emerald Group Publishing.
- Louw, L., & Venter, P. (2006). *Strategic management: Winning in the Southern African workplace*. Cape Town: Oxford University Press.
- Lynch, R. 2000. *Corporate strategy* (2nd ed.). England: Financial Times, Prentice Hall.
- Manyasi, B. N. (2009). Crisis management: A Challenge in institutions of higher learning in Kenya. A Conference Paper Presented at The 1st KIM Conference on Management: *A Journal of the KIM School of Management*.1, 280-285.
- Mapetere, D., Mavhiki, S., Nyamwanza, T., Sikomwe, S., & Mhonde, C. (2012). Strategic role of leadership in strategy implementation in Zimbabwe's state owned enterprises. *International Journal of Business and Social Science*. 3 (16).

- Marczyk, G. R., Dematteo, D., & Festinger, D. (2005). *Essentials of research design and methodology, Vol. 1*. John Wiley & Sons Inc.
- Martone, D. (2003). A guide to developing a competency-based performance system. *Employment Relations Today*, 30 (3), 23-32.
- McLeod, J. (2001). *Qualitative research in counselling and psychotherapy*. London: Sage.
- Merton, R. K. (1968). *Social theory and social structure*. New York: Free Press.
- Miyo, P. (2007). *Staff retention in African Universities and links with Diaspora study*. Report for the Association for the Development of Education in Africa Working Group on Higher Education.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*.(2nd edition). Thousand Oaks, CA: Sage Publications.
- Miller, S. (1997). Implementing Strategic Decisions: Four key Success Factors. *Organizational Studies*, 18(4), 577-602.
- Miller, G. J., & Yang, K. (2008). *Handbook of research methods in public administration*. Michigan: CRC Press.
- Mintzberg, H. (1990). Strategy formation: Schools of thought. *Perspectives of Strategic Management*. New York: Fredrickson, James W. (Eds.), 105-235.
- Mintzberg, H., Ahlstrand, B.,& Lampel, J. (1998). *Strategy safari: A guided tour through the wilds of strategic management*. New York: Free Press.

- Mintzberg, H., & Quinn, J. B. (1991). *The strategy process: Concepts, contexts, cases*. (Second Edition). Englewood Cliffs, N. J: Prentice Hall.
- Mintzberg, H., & Waters, J. A. (1985). Of strategies, deliberate and emergent. *Strategic Management Journal*, 6(3), 257-272.
- Ministry of Higher Education, Science and Technology (MOHEST). (2008). *Development of education; National Report of Kenya*, Nairobi: Ministry of Education, 63-112.
- Moore, D. S., & McCabe, G. P. (2003). *Introduction to the practice of statistics*. (4thed.). Indiana: W. H. Freeman & Co.
- Morgan, G. (1986). *Images of organization*. Thousand Oaks, CA: Sage.
- Morris, M. H., & Kuratko, D. F. (2002). *Corporate entrepreneurship: entrepreneurial development within organizations*. Business and Economics, Texas: Harcourt College Publishers.
- Muganda, N. (2010). *Applied Business and management research: Exploring the principles and practices of research within the context of Africa*. Nairobi: Nicorp Publication.
- Mugenda, A. G. (2008). *Social science research: Theory and principles*. Nairobi: Applied Research and Training Services.
- Mugenda, O. M., & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: African Centre for Technology Studies.

- Muli, C. M. (2008). Challenges of strategy implementation in public corporations: A case study of Telkom Kenya Limited. *Journal of Education and Social Sciences Research Abstracts – JESSRA*. 2.
- Mungai, J. (1998). Relevance of higher education with a special reference to East Africa in UNESCO (Ed) Higher education in Africa: Achievements, challenges and prospects: UNESCO, 129-145.
- Musyoka, L. W. (2011). Challenges of strategy implementation in Jomo Kenyatta Foundation. *International Journal of Current Research*, 3(11), 301-308.
- Musyoka, L. W. (2011). Measures taken to overcome challenges in strategy implementation at the Jomo Kenyatta Foundation. *International Journal of Current Research*. 3(11), 292-300.
- Mwangi, C. (2008). Old wine and new wine skins: De-colonizing Kenya's University system. Retrieved from <https://etd.ohiolink.edu/>.
- Myers, R. H. (1990). Classical and modern regression with application. *Duxbury/Thomson Learning.Amazon.com*.
- Nadler, C. D. (1972). A comparison of professional staff absences in public school district in Nassau County, New York with policies of limited and unlimited sick leave. Ann Arbor, *University Microfilms Library Services*, 72(1), 701, Microfilm. Doctoral Dissertation Series, A317256.
- Nadler, L. (1970). *HRD defined: Definitions of HRD*. Reproduced from the forthcoming book, Future of HRD by T. V. Rao.India: Macmillan.
- Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. *Moneywatch*. Chicago: Booz & Company.

- Newing, H. (2011). *Conducting research in conservation: Social science methods and practice*. New York: Routledge.
- Ng'ang'a, S. I., Kitainge, K. M., & Tarus, D. K. (2010). Competency, experience and industrial exposure of faculty members in public universities and collaborating colleges in Kenya. A Conference Paper Presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*. 1, 133-146.
- Ng'ang'a, S. I., Kosgei, Z. K., & Gathuthi, E. W. (2009). *Fundamentals of Management Research Methods*, Nairobi: *Macmillan Kenya (Publishers) Limited*.
- Ngolovoi, M. (2006). Financing higher education in Kenya: Student perceptions and experiences. *Tertiary Education and Management Linking Research, Policy and Practice*, 14 (2), 141-150.
- Ngome, C. (2003). *Kenya. African higher education: An International reference handbook*. In Altbach & Teferra (Ed). Bloomington: Indiana University Press, 359-371.
- Noble, P. A. (1999). Hypothetical model for monitoring microbial growth by using capacitance measurements: A mini review. *Journal of Microbiological Methods* 37 (1), 45-49.
- Noble, C. H. (1999b). The eclectic roots of strategy implementation research. *Journal of Business Research*, 45, 119-134.
- Nonaka, I. (1988). Towards middle-up-down management: Accelerating information creation. *Sloan Management Review*, 23(3), 9-18.

- Ntoiti, J. (2013). *Determinants of financial distress facing local authorities in service delivery in Kenya*. A PhD thesis (Unpublished). Juja: JKUAT.
- Ochanda, R. A. (2010). *Challenges of strategy implemented at Kenya Industrial Estates Limited*. Graduate Research Proposal. Nairobi: UoN.
- Ofori, D., & Atiogbe, E. (2011). Strategic planning in public universities: A developing country perspective. *Journal of Management and Strategy*, 3(1), 68-85.
- Okumus, F., & Poper, A. (1999). A review of disparate approaches to strategy implementation in hospitality firms. *Journal of Hospitality and Tourism Resource*, 23(1), 20-38.
- Okumus, F. (2001). Towards a strategy implementation framework. *International Journal of Contemporary Hospitality Management*, 13(7), 327-38.
- Okumus, F. (2003). A framework to implement strategies in organizations. *Management Decisions*, 41(9), 871-882.
- Okwach, A. (2001). Revitalizing financing of higher education in Kenya: resource utilization in public universities. Association of African Universities. Retrieved from <http://www.aau.org/studyprogram/pdfiles/abagi.pdf>.
- Olson, E. M., Slater, S. F., & Hult, G. T. (2005). The importance of structure and process to strategy implementation. *Business Horizons*, 48, 47-54.
- Olum, Y. (2004). *Modern management theories and practices*. Uganda: Makerere University.

- Omboi, B. M., & Mucai, P. G. (2012). Factors affecting the implementation of strategic plans in government tertiary institutions: A survey of selected technical training institutes. *European Journal of Business and Management*. 3(3), 85-105.
- Omutoko, O. (2009). Re-thinking the management of higher education institutions: Transformational leadership: A Conference Paper Presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*.1, 214-221.
- Ooro, S. (2009). The quest for inclusive higher education in Kenya: A vivisection of concerns, policies and reform initiatives. Germany: *OCIDES*, Retrieved from www.ocides.org, Mahe Incher-Kassel.
- Orodho, J. A., (2003). Regional inequalities in education, population and poverty patterns in Kenya: Emerging issues and policy directions. *Population of Kenya Journal*, 1.
- Pallant, J. (2005). *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS for Windows Version 12*. 2nd Edition. Maidenhead: Maidenhead, Open University Press.
- Parsons, T. (1961). Suggestions for a sociological approach to the theory of organizations. *Complex Organizations: A Sociological Reader*. Holt, Rinehart and Winston. New York: Amitai Etzioni, 32-47.
- Patton, M. Q. (2002). *Qualitative research evaluation methods*. 3rd Edition, California: Thousand Oaks.

- Pearce, J. A., & Robinson, R. B. (1991). *Strategic management: Formulation, implementation, and control*. (4th Edition). Homewood, IL: Irwin.
- Pearce, J. A., & Robinson, R. E. (2007). *Strategic management: Formulation, Implementation and Control*. Burr Ridge: Irwin.
- Pearce II, J. A., & Robinson, R. E. (2011). *Strategic management: Formulation, Implementation and Control*. Boston: McGraw-Hill.
- Peng, W., & Litteljohn, D. (2001). Organisational communication and strategy implementation: A Primary Inquiry. *International Journal of Contemporary Hospitality*, 13, 360-363.
- Pennings, J. M. (1992). Structural Contingency Theory: A reappraisal. *Research in Organizational Behavior*, 14, 267-309.
- Peters, J., & Waterman, H. (1982). *In Search of Excellence: Lessons from America's Best-Run Companies*. New York: Harper & Row.
- Pettigrew, A., & Whipp, R. (1991). *Managing change for competitive success*. Oxford: Blackwell Publishers.
- Pfeffer, J. (1982). *Organization and organization theory*, Marshfield, MA: Pitman.
- Phillips, A. (2008). Deloitte's South African Automotive Yearbook. South Africa: NAACAM.

- Pierce, J. L., & Gardner, D. G. (2009). Effects of personality and job design on organization-based self-esteem. *Journal of Managerial Psychology*, 24, 392-409.
- Polit, D. F. & Beck, C. T. (2003). *In nursing research: Principles and methods*. (7th Edition) (413-444). Philadelphia: Lippincott Williams & Wilkins.
- Porter, M. E. (1985). *Competitive advantage: Creating and sustaining superior performance*. New York: The Free Press.
- Pounder, J. S. (2005). New leadership and university organizational effectiveness: exploring the relationship. *Leadership and Organization Development Journal*, 22(6) 281-290.
- Premchand, A. (1993). Public expenditure management. *International Monetary Fund*, Washington, DC: IMF.
- Priem, R. L., Harrison, D. A., & Muir, N. K. (1995). Structure conflict and consensus outcomes in group decision making. *Journal of Management*, 21, 691-710.
- Pryor, M. G., Anderson, D., Toombs, L. A., & Humphreys, J. H. (2007). Strategy implementation as a core competency: The 5P's model. *Journal of Management Research*, 7(1), 3-17.
- Qi, H. (2005). Strategy implementation: The impact of demographic characteristics on the level of support received by middle managers. *Management International Review*. 45(1), 45-70.

- Ragaopalan, N., & Rasheed, A. M. (1995). Incremental models of policy formulation and non-incremental changes : Critical review and synthesis. *British Journal of Management*, 6, 289-302.
- Ragui, M., & Gichuhi, D. (2013). Strategic HRM's role in strategic planning implementation by the high education training institutions in Kenya, *International Journal of Social Sciences and Entrepreneurship* 1(3), 416-425.
- Rahim, M. A., & Magner, N. R. (2005). Confirmatory factor analysis of the styles of handling interpersonal conflict: First-order factor model and its inter-variance across groups. *Journal of Applied Psychology*, 80, 122- 32.
- Ramsden, P. (1998). *Learning to lead in higher education*. London, Routledge.
- Raps, A. (2004). Implementing strategy. *Strategic Finance*, 49-53.
- Reichel, M., & Ramey, M. A. (Eds.). (1987). *Conceptual frameworks for bibliographic education: Theory to practice*. Littleton Colorado: Libraries Unlimited Inc.
- Republic of Kenya. (2008). *Ministry of higher education science and technology strategic Plan*. Nairobi: Government Printer.
- Republic of Kenya. (2003). *Economic recovery strategy for wealth and employment creation 2003-2007*. Nairobi: Government Printer.
- Republic of Kenya. (2008). *Kenya vision 2030*. Nairobi: Government Printer.

- Robert, E., Jackson, J., & Thornton, M. (2010). Legislation. Public, Springer, 144(1), 199-214.
- Rodney, S. (1998). *Contemporary research methods.2nd Edition*. Bellevue: Micro-case Corporation.
- Royston, P. (1982). An extension of Shapiro and Wilk's W test for normality to large samples. *Applied Statistics*, 31,2.
- Ruona, W. E. A., & Gibson, S. K. (2004). *Maximizing the strategic contribution of people in organizations: An analysis of the convergence of HRM, HRD and OD*. In T. S. Rocco & G. D. Ludwig (Eds). Human resource management 43(1), 49-66.
- Ruona, W. E. A. (1998). System theory as a foundation of HRD. In R. Torracco (Ed). Proceedings of 1998. *Academy of Human Resource Development Annual Conference*, 888-896.
- Ruona, W. E. A. (2000). *Philosophy and core beliefs in human resource development: A journey for the professions and its professionals*. In W. E. A. Ruona & G. Roth (Eds). New York: Sage Publications.
- Russell, M. (2001). The territorial role of second chambers. V. Baldwin, N. D. J. In shell, D. (ur). Second Chambers. London: *The Journal of Legislative Studies*, 7(1), 105-118.
- Saad, A. M., Mat, N. B., & Awadh, A. M. (2013). Review of theory of human resources development training (learning) participation. *WEI International Academic*

conference Proceedings, January (14-16, 2013), Antalya: The West East Institute.

Särndal, C., Swensson, B., & Wretman, J. *Model assisted survey sampling*. New York: Springer Verlag.

Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. (5th Edition). New Jersey: Prentice Hall.

Schaap, J. I. (2006). Toward strategy implementation success: An empirical study of the role of senior-level leaders in the Nevada gaming industry. *UNLV Gaming Research and Review Journal*, 10, 13-37.

Schein, E. (1985). *Organizational culture and leadership: A dynamic view*. San Francisco: Jossey Bass.

Schmelzer, C. D., & Olsen, M. D. (1994). A data based strategy implementing framework for companies in the restaurant industry. *International Journal of Hospitality Management*, 13(4), 347-59.

Schmidt, S. L., & Brauer, M. (2006). Strategic governance: How to assess board effectiveness in guiding strategy execution. *Strategic Governance*, 14, 13-22.

Schultze, S. (2008). Academic research at a South African higher education institution: Quality issues. Department of further Teacher Education, Pretoria: *Unisa Press*, 629-661.

Schwab, D. P. (2005). *Research methods for organizational studies*. (2nd Edition). Mahwah, NJ: Lawrence Erlbaum Associates.

- Scott, A. J., & Wild, C. J. (1986). Fitting logistic models under case-control or choice based sampling. *Journal of the Royal Statistical Society*, 48, 170-182.
- Sekaran, U. (2003). *Research methods for business*. (4th Edition). Hoboken, NJ: John Wiley & Sons.
- Shattock, M. (2003). *Managing successful universities*. Buckingham: The Society for Research into Higher Education and Open University Press.
- Shrivastava, P. (1986). Is strategic management ideological? *Journal of Management*, 12(3), 363-377.
- Sisungu, Z., Poipoi, M., Nganyi, J., & Makhanu, E. (2011). Leadership of higher education: challenges on governance and industrial linkage. A Conference Paper Presented at The 1st KIM Conference on Management: *A Journal of The KIM School of Management*. 1.
- Smith, C., Folkard, S., Scmieder, R., Parra, L., Spelten, E., Almirall, H. ...Tisak, J. (2002). Investigation of morning-evening orientations in six countries using the preferences scale. *Personality and Individual Differences*, 32, 949-968.
- Smyth, R. (2002). *Knowledge, interest and the management of educational change*. Unpublished Doctoral Thesis, Armidale: University of England.
- Sorooshian, S., Norzima, Z., Yusof, I., & Rosnah, R. (2010). Effect analysis on strategy implementation drivers. Iran: *World Applied Sciences Journal*, 11(10), 1255-1261.

- Speculand, R. (2009). *Beyond strategy: The leader's role in successful implementation*. Asia: John Wiley & Sons, Pte. Ltd.
- Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, 21(5), 407-417.
- Sterling, J. (2003). Translating strategy into effective implementation: Dispelling the myths and highlighting what works. *Strategy and Leadership*, 31(3), 27-34.
- Stoner, J. A. F., Freeman, E., & Gilbert, D. R. (2001). *Management*. New Delhi: Prentice Hall.
- Strydom, K., Perks, S., & Smith, E. (2010). A conceptual model for diversity, culture and strategy implementation in tertiary education. *Edulearning 10 Proceedings*, 750-760.
- Svetlik, I. & Ilic, B. (2005). *HRM's contribution to hard work: A comparative analysis of human resource management*. Oxford: Peter Lang.
- Swanson, R. A., & Holton, E. F. (2009). *Foundations of human resource development*. (2nd Ed.), San Francisco: Berrett-Koehler Publishers.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston: Pearson International Edition.
- Tan, K. (2004). Strategy visualization: knowing, understanding, and formulating. *Management Decision*, 42(5/6), 667-676.

- Tella, C. O., Ayeni, S. O., & Popoola, S. O. (2007). Work motivation, job satisfaction and organizational commitment of library personnel in academic and research libraries in Oyo State, Nigeria: *Library Philosophy and Practice*.
- Tettey, W. J. (2009). *Challenges of Developing and retaining: The next generation of academics: Deficits in academic staff capacity at African Universities*. Washington DC: World Bank, in Heuer, J. J. (2003). Succession planning: for key administrators at Ivy-Plus Universities. Doctoral dissertation, (Publication no. AAT308487), Pennsylvania: University of Pennsylvania.
- Tewfik, H. (2010). *Transition to federalism: The Ethiopian experience*. Forum of Federations, Ottawa, Canada.
- Thach, E. & Thompson, K. J. (2007). Trading Places: Examining Leadership Competencies between For-Profit vs. Public and non-Profit Leaders. *Leadership and Organization Development Journal*, 28(4), 356-375.
- Thompson, J. K. & Harrison, J. (2000). Competent managers? The development and validation of a normative model using the MCI standards. *Journal of Management Development*, 19(9/10), 836-53.
- Thompson, A. A., & Strickland, A. J. (2003). *Strategic Management: Concepts and Cases*. New York: McGraw-Hill.
- Thompson, A. A., & Strickland, A. J. (2004). *Strategic Management: Concepts and Cases*. (13th Edition). New York: McGraw-Hill.
- Thompson, J. D. (1967). *Organizations in Action*. New York: McGraw-Hill.

- Thorndike, P. W. (1977). Cognitive structures in comprehension and memory of narrative discourse. *Cognitive Psychology*, 9, 77-110.
- Thorpe, E., & Morgan, R. (2007). In pursuit of the ideal approach to successful marketing strategy implementation. *European Journal of Marketing*, 41, 659-677.
- Thuo, J. K. (2010). *The influence of customer relationship management practices on the performance of Commercial Banks in Kenya*. An Unpublished PhD Thesis, Nairobi: University of Nairobi.
- United Nations Educational, Scientific and Cultural organization, (2001). Vice-chancellors' regional workshop: Strategic planning and resource management. Nairobi: UNESCO.
- Veal, A. J. (2005). *Business research methods: A managerial approach*. (2nd ed.) Sydney: Pearson.
- Verbeek, M. (2004). *A guide to modern econometrics*. Chichester: John Wiley & Sons, Seite.
- Viseras, E. M., Baines, T., & Sweeney, M. (2005). Key success factors when implementing strategic manufacturing initiatives. *International Journal of Operations and Production Management*, 25, 151-179.
- Wang, D. X., Tsui, A. S., Zhang, Y., & Ma, L. (2003). Employment relationship and firm performance: evidence from an emerging economy. *Journal of Organizational Behavior*, 24(5), 511-535.

- Wanzala, O. (2015, October 2), Kenya's education achievements and challenges: World Bank Report, Daily Nation.
- Waterman, R. H., Peters, T. J., & Phillips, J. R. (2008). Structure is not organization. *Business Horizon*, 23(3), 14-26
- Waters, H. S., & Waters, E. (2006). The attachment working models concept: Among other things, we build script-like representations of secure base experiences. *Attachment and Human Development*, 8(3), 185-197.
- West, A. (2008). Being strategic in HE management. *Perspectives*, 12(3), 73-77
- Wichura, M. J. (2006). *The coordinate-free approach to linear models*. Cambridge Series in Statistical and Probabilistic Mathematics. Cambridge: Cambridge University Press, 199.
- Wilson, L. H. (1994). Socio-political forecasting: A new dimension to strategic planning. *Michigan Business Review*, 15-25, 1974; P. M. Callan (ed.), Environmental Scanning for Strategic Leadership, *New Directions for Institutional Research*, 52.
- Wilson, T. D. (1989). The implementation of information system strategies in UK companies: Aims and barriers to success. *International Journal of Information Management*, 9, 245-258.
- Woodward, J. (1958). *Management and technology*. London: Her Majesty's Stationary Office.

- Woodward, J. (1965). *Industrial organization: Theory and practice*, London: Oxford University Press.
- Yabs, J. (2010). Strategic management practices: a Kenyan perspective – Applications and cases, *Underwriter Journal*, Nairobi: Lelax Global (K) Ltd.
- Yang, P. P. (2008). *A phenomenological case study: Factors in Hmong-American students' successful transition to a large public research institution*. A Doctoral Dissertation. Edgewood College.
- Zagotta, R., & Robinson, D., (2002). Keys to successful strategy execution. *Journal of Business Strategy*, 23(1), 30-34.
- Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2010). *Business research methods*. (8thEdition). Mason HO: Cengage Learning.
- Zinovyeva, N., & Bagues, M. (2010). *Does gender matter for academic promotion? Evidence from a randomized natural experiment*, FEDEA Working Paper 2010/15.

APPENDICES

Appendix I: LIST OF HEIs

LIST OF PUBLIC UNIVERSITIES

1. Nairobi University
2. Kenyatta University
3. Moi University
4. Egerton University
5. Jomo Kenyatta University of Agriculture and Technology
6. Masinde Murilo University
7. Maseno Univeristy
8. Dedan Kimathi University of Technology
9. Chuka University
10. Technical University of Kenya
11. Technical University of Mombasa
12. Kisii University
13. University of Eldoret
14. Jaramogi Oginga Odinga University
15. Maasai Mara University
16. Pwani University
17. Laikipia University
18. Multi-Media University
19. South Eastern Kenya University
20. University of Kabianga

21. Karatina University
22. Meru University of Science and Technology

LIST OF PUBLIC CONSTITUENT UNIVERSITY COLLEGES

1. Machakos University College
2. Taita Taveta University College
3. Kibambii University College
4. Murang'a University College
5. Kirinyaga University College
6. Embu University College
7. Coop University College of Kenya
8. Garissa University College
9. Rongo University College

LIST OF PRIVATE UNIVERSITIES

Chartered Private Universities in Kenya

1. University of Eastern Africa, Baraton
2. Catholic University of Eastern Africa
3. Scott Theological College
4. Daystar University
5. United States International University
6. Africa Nazarene University

7. Kenya Methodist University
8. St. Paul's University
9. Pan Africa Christian University
10. Strathmore University
11. Kabarak University
12. Mount Kenya University
13. Africa International University
14. Kenya Highlands Evangelical University
15. Great Lakes University of Kisumu (GLUKS)

Universities with Letters of Interim Authority

16. Kiriri Women's University
17. Aga Khan University
18. Greta University
19. KCA University
20. Presbyterian University of East Africa
21. Adventist University of Africa
22. Inoorero University
23. The East Africa University
24. Gresco University
25. Management University of Africa
26. Riara University

27. Pioneer International University

Source: Special Education Journal, Daily Nation, Wednesday, 27th March, 2013

Technical Training Institutes in Kenya (incl. National Polytechnics)

1. Bumbe Technical Training Institute
2. Eldoret Polytechnic
3. Kabete Technical Training Institute
4. Kaiboi Technical Training Institute
5. Kenya Technical Teachers College
6. Kisumu Polytechnic
7. Kitale Technical Training Institute
8. Masai Technical Training Institute
9. Mawego Technical Training Institute
10. Meru Technical Training Institute
11. Michuki Technical Training Institute
12. Mombasa Technical Training Institute
13. N.E.P Technical Training Institute
14. Nairobi Technical Training Institute
15. Nkabune Technical Training Institute
16. Nyeri Technical Training Institute
17. Ol'lessos Technical Training Institute
18. P.C. Kinyanjui Technical Training Institute

19. Railway Training Institute

20. Rift Valley Technical Training Institute, Eldoret

21. Sigalagala Technical Training Institute

22. Thika Technical Training Institute

<http://softkenya.com/education/technical-training-institute-inkenya> Accessed on 30th April 2013

List of Institutes of Technology in Kenya

1. Coast Institute of Technology
2. Gusii Institute of Technology
3. Kiambu Institute of Technology
4. Nyandarua Institute of Science & Technology
5. Ramogi Institute of Advanced Technology
6. Rift Valley Institute of Science & Technology
7. Rwika Institute of Technology
8. Sang'alo Institute of Science & Technology
9. Siaya Institute of Technology

Appendix II: Letter of Introduction

BEATRICE WAMUCII CHIURI
P.O. Box 52141 -00200
NAIROBI
Kenya
Email: beatricechiuri@gmail.com

Date _____

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION AND QUESTIONNAIRE GUIDE

I am a PhD student in Business Administration – Strategic Management option at Jomo Kenyatta University of Agriculture and Technology. I am carrying out a research on **Challenges of Strategy Implementation in Higher Education Institutions in Kenya**. I am in the process of gathering relevant data for this study. You have been identified as one of the collaborators and respondents in this study and I kindly request for your assistance towards making this study a success.

I therefore request you to kindly take some time to respond to the attached questionnaire. I wish to assure you that your responses will be treated with utmost confidentiality and will be used solely for the purpose of this study.

I thank you most sincerely for your time and responses. I will appreciate if you can complete the questionnaire possibly within the next one week to enable me proceed to the next stage of the study.

Your assistance in this matter will be highly appreciated.

Yours sincerely,

Beatrice W. Chiuri
STUDENT REG. NO. HD433/1109/2010

Appendix III: Questionnaire

INTRODUCTION

I am a doctoral student of the Jomo Kenyatta University of Agriculture and Technology (JKUAT) and as part of my degree requirements; I am conducting research titled **“Challenges of Strategy Implementation in Higher Education Institutions in Kenya.”** I have identified your institution as one of the potential respondents. Your participation in filling this questionnaire will be appreciated and it will contribute to this research. I assure you that the information collected will be used purely for this academic research and I guarantee utmost confidentiality of your institution and the responses thereto.

Please provide the following information about your institution. Answer each question as completely and as clearly as possible and tick () **only one** answer from the choices given or by writing your responses as appropriate in the spaces provided.

SECTION 1: BACKGROUND INFORMATION

1. Please indicate your gender.

Male Female

2. How long have you worked for your current employer?

Less than 2 years 3 to 5 years 6 to 10 years

11 to 15 years 16 to 20 years Over 20 years

3. Which department do you work for?

(top management – V/C, DVCs, college principals, academic registrar, faculty deans, deans/directors of schools/institutes; middle management – school registrars, assistant registrars, chairmen of department; lecturing staff – assistant lecturers, lecturers, senior lecturers, associate professors and professors)

Top Management Middle Management Lecturing staff Other

specify.....

4. What is your highest level of formal education?

Diploma Bachelors (1st Degree) Masters PhD Other

Specify.....

5. Are you able to understand and interpret the company vision, objectives and core values?

Yes [] No []

If No explain

6. To what extent do you agree that team work is important in improving performance?

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

7. To what extent do you agree that your institution offers opportunities for employees to discover their highest level of potential?

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

8. Do you have issues with any proposed institutional changes for improving performance even if it affects you directly?

Yes [] No []

If No, explain

9. The internal mechanisms established by your institution are adequate in empowering employees to achieve their highest level of performance?

Strongly Disagree [] Disagree [] Neutral [] Agree [] Strongly Agree []

10. What is your degree of satisfaction concerning your institution's strategy implementation as an employee?

Very Dissatisfied [] Dissatisfied [] Neutral [] Satisfied [] Very Satisfied []

11. How would you classify the quality of supervision in your institution?

Not Supportive [] Neutral [] Supportive [] Very Supportive []

12. How often are personal development opportunities and plans highlighted to staff?

Often [] don't know [] Not at all []

13. Does your institution have performance management framework in place?

Yes [] No []

SECTION 2: STRATEGY IMPLEMENTATION

Strategy implementation is an integral component of the strategic management process and is viewed as the process that turns the formulated strategy into a series of actions and then results to ensure that the vision, mission, strategy and strategic objectives of the institution are successfully achieved as planned.

This section has statements of strategy implementation. Please indicate by a tick () your opinion on each statement

	Statement	Strongly disagree	Dis-agree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	The institution's graduates are easily absorbed by industry.					
2.	The institution has diversified the courses offered in the past five years.					
3.	Research projects have increased in the past five years.					
4.	The institution has increased funds for various research projects.					
5.	The institution has signed and implemented a number of partnerships and collaborations with other institutions.					
6.	Resources in our institution are allocated according to the budget.					
7.	We always link our annual work					

SECTION 3: CHALLENGES OF STRATEGY IMPLEMENTATION

A. EFFECT OF INSTITUTIONAL CULTURE ON STRATEGY IMPLEMENTATION

Institutional culture is termed as “the way we do things here”. Culture includes the institutional values, visions, norms, working language, systems, symbols, beliefs and habits. Institutional culture affects the way people and groups interact with each other, with clients and with stakeholders.

This section has statements of institutional culture. Please indicate by a tick () the extent to which you agree with the statements below:

	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	We are encouraged to practice the core values of our institution.					
2.	Our internal culture has always been related to successful strategy implementation.					
3.	Our internal policies and procedures are key enablers of good strategy implementation.					
4.	Our institution handles change with a sense of urgency.					
5.	There is always appreciation of new ideas and hence it takes a short time to effect change in my institution.					

	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
6.	The institution always benchmarks with the best practice before adopting new systems or techniques of working.					
7.	All official documents must have symbols such as logo, vision, mission and motto.					
8.	The staff upholds professionalism and integrity in all its activities.					
9.	The institution is an equal employer and does not practice any form of discrimination.					
10.	It is the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others.					

		1	2	3	4	5
1.	Our competitors are a great threat to our future plans.					
2.	We have had to recast our strategy due to actions of competitors.					
3.	Government policy is never stable because it changes almost every year and it really affects our plans.					
4.	Cost of doing business in Kenya always forces us to adjust our costs.					
5.	There is a lot of political interference which always makes the management adjust strategic initiatives.					
6.	The society/industry forces change very fast and influence some of our plans.					
7.	New regulations by the Commission for University Education (CUE) have also influenced our strategy implementation.					

		1	2	3	4	5
1.	Middle managers are better in strategy implementation than senior management.					
2.	All departments should have a monitoring and evaluation officer responsible for the strategy.					
3.	All departments should be allowed to have their own structures which are unique to themselves in strategy implementation.					
4.	Our institution has linked structure to strategy.					
5.	In our institution, each employee holding a position of authority is responsible for a few subordinates only which makes feedback of ideas effective and hence facilitates strategy implementation.					

6. Explain the extent to which you think the organisational structure in your institution facilitates or hinders effective strategy implementation.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

D. EFFECT OF MANAGERIAL SKILLS ON STRATEGY IMPLEMENTATION

These are technical, human and conceptual skills. A mark of a good leader is to be able to provide consistent motivation to his team, encouraging them to attain excellence and quality in their performance. A good leader is always looking for ways to improve production and standards.

This section has statements of managerial skills. Please indicate by a tick () your opinion on each statement

	Statement	Strongly disagree	Dis-agree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	The management in your institution has high level of integrity and spearhead strategy better and get trusted by employees.					
2.	Management staff are all well aware of the institutional strategy					

3.	My senior is very supportive in my work and hence attainment of better results.					
4.	Our vice chancellor/principal is easily available to explain to employees any ambiguities in our strategy.					
5.	The institution involves students in strategy execution					
6.	The institution has appointed a “Champion” to spearhead the strategy implementation process.					
7.	Top management encourages feedback on strategy implementation from the rest of staff.					

8. In your opinion, do managerial skills hinder effective strategy implementation in your institution? Yes [] No []

If yes, explain how.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

E. EFFECT OF HUMAN RESOURCE DEVELOPMENT ON STRATEGY IMPLEMENTATION

Human Resource Development (HRD) is the framework for helping employees develop their personal and organizational skills, knowledge, and abilities. HRD includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance and organization development.

This section has statements of human resource development. Please indicate by a tick () your opinion on each statement

	Statement	Strongly disagree	Dis-agree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1.	The institution has a well defined staff development policy.					
2.	Staff development policy is applied to the letter when the need arises.					
3.	There is more training of employees in the institution which is good for successfully implementing strategies					

	Statement	Strongly disagree	Dis-agree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
4.	The institution invests in improving people skills and other soft skills which are important in ensuring success in strategy implementation.					
5.	The institution encourages teamwork which facilitates successful strategy implementation.					
6.	New employees in the institution undergo orientation and induction training.					
7.	The institution ensures that employees are close to management in order to have clear understanding of the strategy being implemented.					
8.	The institution awards incentives to employees who perform well.					

9. Describe human resource development practices in your institution that pose a challenge to effective strategy implementation.

.....

.....

.....

	Statement	Strongly disagree	Dis-agree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
	conducted before conducting training of employees.					
3.	The institution invites professionals in training of workers.					
4.	All staff are retrained as changes of processes such as ISO requirements, and new ICT developments among others occur.					
5.	The institution conducts evaluation to obtain feedback at the end of the training.					
6.	The institution shares the feedback from the trained staff with the consultants/trainers.					
7.	There has not been any complaints from the employees about the quality of training of staff.					

Appendix IV: Pilot Study Validity and Reliability Statistics (Principal Component Analysis and Cronbach's Alpha tables)

Table 3.5 Principal Component Analysis for Strategy Implementation

Component Matrix	
	Component
	1
The institution's graduates are easily absorbed by industry.	.827
The institution has diversified the courses offered in the recent years.	.791
Research projects have increased in the past five years.	.758
Resources in our institution are allocated according to the budget	.752
We always link our annual work plans to the strategy	.687
The institution has signed a number of partnerships and collaborations with other institutions.	.661
The institution has increased funds for various research projects.	.628
The institutional policies are aligned to the strategic objectives	.578
Our organization has adequate policies to ensure appropriate growth and development	.547
Our strategy is aligned to Kenya vision 2030	.487
Our organization generates adequate revenues to finance all its strategic initiatives	-.019*

*items that were either rewritten or dropped from the questionnaire

Table 3.6 Reliability Statistics for Strategy Implementation

Cronbach's Alpha	N of Items
.889	13

Table 3.7 Principal Component Analysis for Institutional Culture

Component Matrix	
	Component
	1
There is always appreciation of new ideas and hence it takes a short time to effect change in my institution	.848
The staff upholds professionalism and integrity in all its activities	.804
It is the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others	.755
The institution is an equal employer and does not practice any form of discrimination	.755
Our institution handles change with a sense of urgency	.668
The institution always benchmarks with the best practice before adopting new systems or techniques of working	.610
All official documents must have symbols such as logo, vision, mission and motto	.595
We are encouraged to practice the core values of our institution	.503
Our internal policies and procedures are key enablers of good strategy implementation	.457
Our internal culture has always been related to successful strategy implementation	.294

Table 3.8 Reliability Statistics for Institutional Culture

Cronbach's Alpha	N of Items
.834	10

Table 3.9 Principal Component Analysis for External Environment

Component Matrix	
	Component
	1
Government policy is never stable because its changes almost every year and it really affects our plans	.912
Distance learning and open learning from overseas universities have derailed our strategic initiatives	.817
New regulations by the Commission for University Education (CUE) have positively influenced our strategy implementation	-.656
The recent change of the university charters is conducive for competition and quality standardization	-.654*
We have had to recast our strategy due to actions of competitors	.646
There is a lot of political interference which always makes the management adjust strategic initiatives	.591
The society/ industry forces are changing very fast hence rendering some of our plans irrelevant	.384
Cost of doing business is never stable in Kenya and it always forces us to adjust our costs	.359
Our competitors are a great threat to our future plans	.337

*items that were either rewritten or dropped from the questionnaire

Table 3.10 Reliability Statistics for External Environment

Cronbach's Alpha	N of Items
.541	9

Table 3.11 Principal Component Analysis for Organizational Structure

Component Matrix	
	Component
	1
Interdepartmental linkage and liaison is important for successful strategies	.817
All departments should be allowed to have their own structures which are unique to themselves in strategy implementation	.678
In our institution, each employee holding a position of authority is responsible for a few subordinates only which makes feedback of ideas effective and hence facilitates strategy implementation	.604
Our institution has linked structure to strategy	.559
Middle managers are better in strategy implementation than senior management	.502
All departments should have a monitoring and evaluation officer responsible for the strategy	.269
The hierarchy of our institution's structure has few management levels which facilitates effective strategy implementation	.089*
Management information system is important for making implementation of strategies easy	-.071*

*items that were either rewritten or dropped from the questionnaire

Table 3.12 Reliability Statistics for Organizational Structure

Cronbach's Alpha	N of Items
.584	6

Table 3.13 Principal Component Analysis for Managerial Skills

Component Matrix	
	Component
	1
Top management encourages feedback on strategy implementation from the rest of staff	.868
Our vice-chancellor/ principal is easily available to explain to employees any ambiguities in our strategy	.753
Students should also be involved in strategy execution	-.665
Management staff are all well aware of the institutional strategy	.657
My senior is very supportive in my work and hence attainment of better results	.539
It is necessary to appoint a "Champion" to spearhead the strategy implementation process	.448
Honest management with high level of integrity spearheaded strategy better and get trusted by employees	-.345
Our managers are highly involved in planning ahead , utilizing the vision and mission statements of an organization, and making changes to plans when necessary which leads to successful strategy implementation	.244*
I am also allowed to appraise the performance of my immediate supervisor	-.017*

*items that were either rewritten or dropped from the questionnaire

Table 3.14 Reliability Statistics for Managerial Skills

Cronbach's Alpha	N of Items
.491	7

Table 3.15 Principal Component Analysis for Human Resource Development

	Component
	1
More training of employees is good for successfully implementing strategies	.868
People skills and other soft skills are important in ensuring success in an institution	.844
The institution awards incentives to employees who perform well	-.705
Team work is important in strategy implementation	.660
Staff development policy is applied to the letter when the needs arises	-.574
New employees in the institution undergo orientation and induction training	-.473
Employees need to be close to management in order to have clear understanding of the strategy of an institution	.464
The institution has a well defined staff development policy	-.337
Employees annual appraisal are important in assessing the progress of strategy implementation	-.182*

*items that were either rewritten or dropped from the questionnaire

Table 3.16 Reliability Statistics for Human Resource Development

Cronbach's Alpha	N of Items
.445	8

Table 3.17 Principal Component Analysis for Quality of Staff Training

Component Matrix	
	Component
	1
The institution conducts evaluation to obtain feedback at the end of the training	.864
The institution invited profession in training of workers	.840
The institution conducts job requirements to identify competencies needed for each job	.797
The institution shares the feedback from the trained staff with the consultants/ trainers	.771
Training needs assessment is normally conducted before conducting training of employees	.767
All staff are retrained as changes of processes such as ISO requirements, and new ICT developments among others occur	.482
There has not been any complaints from the employees about the quality of training of staff	.329
On-the-job training is recommended for new employees	.069*

*items that were either rewritten or dropped from the questionnaire

Table 3.18 Reliability Statistics for Quality of Staff Training

Cronbach's Alpha	N of Items
.829	7