DETERMINANTS OF SUCCESSFUL STRATEGY IMPLEMENTATION IN SELECTED UNIVERSITIES IN KENYA

by

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A research thesis submitted to the Institute of Postgraduate Studies and Research, Kabarak University, in Partial Fulfilment of the Requirements for the award of the Degree of Doctor of Philosophy in Business Administration (Strategic Management)

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DECLARATION

The research thesis is my own original work and to the best of my knowledge it has not been presented for the award of a degree in any other university

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RECOMMENDATION

To the Institute of Postgraduate Studies and Research:

The Research thesis entitled "Determinants of Successful Strategy Implementation in Selected Universities in Kenya" and written by Titus Mwanthi is presented to the Institute of Postgraduate Studies and Research of Kabarak University. We have reviewed the research thesis and recommend it be accepted in partial fulfilment of the requirement for the degree of Doctor of Philosophy in Business Administration.

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DEDICATION

This Thesis is dedicated to my dear parents, mum Ruth and my late Dad James for laying a firm foundation in me. I also dedicate this thesis to my adoring family, my dear wife Dorcas, son Joel, and daughter Brilliant for making me a proud father.

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ABSTRACT

A good strategy that is not implemented is as bad as a poor strategy. Emperical evidence postulates that organizations spend more time and effort in strategy development than in strategy implementation. This has led to many organizations' failure to realize their desired results. This research sought to evaluate determinants of successful strategy implementation in universities in Kenya and identify areas of improvement in the process of strategy implementation. The objectives of this study were: To determine the influence of strategy communication on strategy implementation in universities in Kenya, to establish the effect of organizational leadership on strategy implementation in universities in Kenya, to determine the influence of employee participation in strategy formulation on strategy implementation in universities in Kenya, to establish the effect of resource allocation on strategy implementation in universities in Kenya. This study also sought to establish the moderating effect of organizational culture, systems, and structure on strategy implementation. This study was based on several theories namely; MacKenzie 7s framework, Higgins 8 s framework, Nobble's strategy implementation framework, Okumu's strategy implementation framework, and Mintzberg's 5 ps theory. The research design for this study was cross-sectional descriptive design. This research sought to describe the process of strategy implementation in universities in Kenya and suggest possible changes to improve the process. The target population for this study was all employees in universities in Kenya. The unit of analysis was employees in universities in Kenya. This research studied a sample size of 384 employees in 10 Kenyan universities. The study covered 10 universities in Kenya. The researcher conducted the study in five public universities and five private universities. The universities in Kenya were selected using purposive or judgemental sampling while the employees in each university were selected through stratified sampling. The researcher conducted a preliminary study to select universities that held relevant information for this study. Mainly, those universities that had implemented a strategy before had more relevant information for this research. To obtain the data, semi-structured questionnaires were used in this research. The data were analysed through multiple regression by use of Stata software, SAT System, and Statistical Package for the Social Sciences (SPSS) and then presented in tables, pie charts, graphs, and percentages. This research benefits both business schools and the industry by providing insightful thoughts on the process of strategy implementation. Results show that strategy communication, organizational leadership, resource allocation, and employee participation have positive effect on strategy implementation. Results also show that moderating variables, organization culture and organizational systems have a positive effect on strategy implementation. On the other hand, organizational structure has been found not to have a positive effect on strategy implementation. This study recommends that universities embrace participative style of leadership, do more resource mobilization, and practice performance contacting, ISO certification among other practices.

Key words: Strategic Management, Strategic planning, Strategy, Strategy implementation, organizational performance

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ABBREVIATIONS AND ACRONYMS

CEO:	Chief Executive Officer
CUE:	Commission for University Education
DVC:	Deputy Vice Chancellor
GoK:	Government of Kenya
ICT:	Information Communication Technology
PACU:	Pan Africa Christian University
SI:	Strategy Implementation

OPERATIONAL DEFINITION OF TERMS

Organizational culture:	The beliefs, values, norms and practices of an organization that carry the identity of an organization and determine its ability to perform its duties.
Organizational structure:	The reporting lines and levels of outhority in an organization indicating responsibilities of each position.
Organizational systems:	Procedures, processes, programs, controls, and technology that governs the way of doing things in an organization.
Strategic Management:	A set of managerial decisions and actions that determines the long-run performance of a corporation.
Strategic planning:	A systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them.
Strategy:	A comprehensive master plan that states how the corporation will achieve its mission and objectives.
Strategy implementation:	The sum total of the activities and choices required for the execution of a strategic plan.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Higher education institutions play a very important role in economic growth and development of their countries. In today's knowledge-based economy, institutions of higher education have to position themselves to bring a positive change in the society. Strategic planning in such institutions is of great and specific importance and it gives the institutions a shared understanding of how they adapt to the education policy, environment, and develop activities for a better future (Mashhadi, Mohajeri, and Nayeri, 2008; Kivati, 2017; Ojiambo, 2009).

Alashloo, Castka and Sharp (2005) assert that today's organisations work in a dynamic, complex environment that is ever changing. Hence organisations are forced to revisit their strategic planning – and the higher education (HE) sector is not an exception. The higher education sector has begun to recognize that strategic planning is necessary in order to maintain its own responsiveness to a rapidly changing environment. Colleges and universities have experienced rapid changes associated with increasing competition, changing demographics, funding cuts, changing technology, rising costs, ageing facilities, and stringent education laws and regulations among others. Educational administrators are challenged to anticipate changes and to formulate proactive responses that will enhance the educational processes within college and university campuses (Alashloo, Castka and Sharp, 2005)

Hitt, Ricart, and Nixon (1998) opine that the business world is entering into a new frontier characterized by rapid, unpredictable change and substantial uncertainty that are transforming the nature of competition. They add that success in today's business world calls for new managerial mindsets that emphasize global markets, strategic fiexibility, and the ability to tolerate and harness change. Furthermore, the time frames of all strategic actions are significantly being reduced (Hitt, Keats, & DeMarie, 1998). This new business setting requires new forms of managerial thinking and organizational structures, global mindsets, considerable strategic and structural flexibility, and innovative methods for implementing strategies. A scientific reawakening will bring about the rise of new industries, change how businesses compete, and possibly transform how companies are managed (Pascale, Millemann, & Gioja, 2000). Business strategy has entered the aptly named market-driven era because of its central focus on the market as the basis for strategy design and implementation (Cravens, Greenley, Piercy, & Slater, 1998; Day, 1994). In order to cope with these dynamic changes for the strategic management field, more research is needed in this field (Okumus, 2001).

Universities in Kenya are required by the government of Kenya through the (Universities Standards and Guidelines, 2014) to have vision and mission statements and philosophy which clearly and succinctly indicate their strategic direction (CUE, 2014). The Commission for University Education (CUE) expects each university in Kenya to have evidence of long and medium term plans to ensure sustainability and continuous improvement. One of the evidences of planning in universities is by having in place a strategic plan.

Universities in Kenya are required to show evidence of at least a five year strategic plan that outlines their overall development plan including but not limited to academic programmes, physical facilities, student enrolment, staff development, ICT, Research and community Service (CUE, 2014). The Universities Act, 2012 also outlines that a university shall ensure sustainability and adoption of best practices in management and institutionalization of checks and balances.

Lewa et al. (2009) point out that, the education sector in Kenya has since the year 2003 embarked on plans to institute reforms at all levels. Universities' leadership is faced by strategic questions in evaluating their present and future operations. In the face of changing environment, university leaders are asking themselves, where are we now? Where do we want to go? How do we get there? This requires development of a strategic direction and implementation of strategies that will enable the universities to move to their desired future states. Therefore, universities must engage in practical strategic planning. The process of strategic planning leads to strategic plans that require execution or implementation.

Ogaja and Kimiti (2016) argue that many public universities in Kenya have failed to implement well thought out strategies. Literature indicates that numerous studies acknowledge that strategies frequently fail not because of inadequate strategy formulation, but because of insufficient implementation of tactical decisions.

Buuni, Yusuf, Kiiru, and Karemu (2015) posit that majority of companies with good strategic plans do not realize good results when it comes to implementation. In addition, a Fortune cover story (1999) reported that for many reasons, nine out of ten organizations do not successfully implement their strategies. The report indicated that approximately 60% of organizations do not tie strategy with budgeting, 75% of organizations do not relate employee incentives to strategy, in a month, 86% of business owners and managers do not spend more than one hour discussing strategy, and 95% of a typical employees doesn't understand the process of strategy implementation. Speculand (2009) adds that nine out of ten strategies fail to be successfully implemented. This is a statistic that is growing in influence as there is a pendulum swing away from the thought that just crafting a strategy is enough and towards that it also has to be implemented. You can have the greatest strategy in the world but if you cannot implement it, it is not worth the paper it is written on.

Therefore, it is evident that universities have difficulties implementing their strategies because of several reasons. Some of the reasons revealed by researchers include: weak management roles on implementation, a lack of communication, lacking a commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors (Aaltonen and Ikavalko, 2002; Alashloo, Castka and Sharp, 2005).

1.1.1Strategy Implementation

Strategy implementation is one of the critical tasks of strategic management process. According to Pearce and Robinson (2009) strategic management is defined as "the set of decisions and actions that result in the formulation and implementation of plans designed to achieve a company's objectives." Strategy implementation is a very important stage in strategic management process. Without strategy implementation, the whole process of strategic planning will be in futility (Njoroge, Machuki, Ongeti, and Kinuu, 2015). A great strategy without strong implementation is useless (Finnie, 1997). Sterling (2003) once said, “Effective implementation of an average strategy beats mediocre implementation of a great strategy every time.” Myrna, (2012) posits that just as a rolling stone gathers no moss, a strategic plan that’s actually used will gather no dust. Too often, companies devote time and energy to developing strategic plans, only to never look at them again once they have been printed out.

Rajasekar (2014) postulates that successful strategy implementation is key for any organization’s survival. Many organizations could not sustain their competitive advantages, despite having a robust strategy formulation process, because they lack the processes in implementing the strategies. A strategy of an organization forms a comprehensive master plan that states how the corporation will achieve its mission and objectives. Strategy maximises competitive advantage and minimises competitive disadvantage of an organization. By strategy, organizational leaders mean their large-scale, future- oriented plans for interacting with the competitive environment to achieve organizational objectives (Pearce and Robinson, 2009; Wheelen and Hunger, 2012).

Pearce and Robinson (2009) point out that a strategy is an organization’s game plan. The goal and fruits of strategic planning can only be realised through effective implemetation of all or majority of the strategies outlined in the strategic plan of an organization. It remains extremely expensive to fail to implement the well laid down strategies in the strategic plan and this brings lack of direction and confusion among employees of an organization.

Njoroge, Machuki, Ongeti, and Kinuu (2015) postulate that strategy implementation outlines the activities through which organizations define their series of action, and determine how they will navigate or compete. Strategy implementation is an organizational adaptation activity through which sustained organizational high performance can be achieved. Strategy implementation is a vital component of the strategic management process. Implementation addresses the question of who, where, when and how of reaching desired goals and objectives. Many scholars have defined strategy implementation in different but similar terms. It is the execution of both internal and external tactics to achieve the desired strategic direction (Favaro, 2015).

Strategy implementation is a process by which strategies and policies are put into action through the development of programs, budgets, and procedures. This process might involve changes within the overall culture, structure, and management system of the entire organization. Strategy implementation is the sum total of the activities and choices required for the execution of a strategic plan (Wheelen and Hunger, 2012; David, 2003; Isaboke, 2015).

Thompson and Strickland (2003) define strategy implementation as “the managerial exercise of putting a freshly chosen strategy in place.” It also involves supervision of the ongoing pursuit of strategy by the management, making the strategy work, improving the efficiency of executing the strategy, and showing measurable progress in achieving the targeted results. In other words, strategy implementation means converting plans into action (Kazmi, 2008). Schneier et al., (1991) argue that as the business strategies pursued by firms become similar, the competitive advantages of firms increasingly depend on how well they execute the planned strategy. Studies on strategic management report that the success in strategy formulation alone may not necessary mean success in strategy implementation. In addition, Harrison and Pellestier (2000) argue that the success of strategic decisions will be determined only by effective implementation of a decision. Again, firms cannot succeed if they do not properly and effectively implement strategies (Getz, Jones, and Loewe, 2009; Robbins and Coulter, 1996). In addition, Kruger (1996) argues that if implementation is undermined by people in an organization, change processes do not achieve the desired result. Additionally, Hrebiniak (2006) stresses the importance of strategy implementation by showing how poor strategy execution leads to a firm’s poor performance.

Njoroge et al. (2015) posit that strategy implementation entails the design and management of systems so that the best integration of people, structures, processes and resources is achieved in attaining organizational objectives. Thus, implementation is the process of translating strategic plans into results. This is through an integrated and dynamic process of institutionalization and operationalization of the strategic plan (Hrebiniak, 2008). Institutionalization entails ensuring that a conducive environment in terms of culture, skills, structure, shared values, style of doing things and resources are available for the implementation of the plan. Conversely, operationalization of strategy entails breaking down activities into tasks, assigning responsibility and allocating relevant resources. Operationalization of strategy is all about taking practical and hands on approach as an effort to ensure that the strategic plan is implemented (Machuki, Aosa and Letting, 2012).

According to Aaltonen and Ikavalko (2002), strategy implementation has attracted much less attention in strategic and organizational research than strategy formulation and planning. Alexander (1991) as cited by Aaltonen and Ikavalko (2002) argues that, strategy implementation is less glamorous than strategy formulation. People overlook it because of the belief that it is easy to do. People are not exactly sure of what strategy implementation includes and where it begins and ends. Speculand (2011) argues that leaders must admit that strategy implementation is extremely difficult and they habitually underestimate its challenges. Implementing strategy is just as tough as crafting the right strategy. When leaders start to appreciate that formulating and implementing strategy are equal challenges, then they will easily start to pay more attention to strategy implementation. Many leaders delagate their implementation responsibilities and do not follow through on their actions. When leaders stop paying attention to implementation, the staffs also relax and that is the beginning of its failure.

Rajasekar (2014) posits that strategy literature claims that between 50% and 80% of strategy implementation efforts fail. Strategy execution is commonly the most complicated and time-consuming part of strategic management, while strategy formulation is primarily an intellectual and creative act involving analysis and synthesis. Similarly, Allio (2012) argues that 50% to 70% of strategies fail.

Kumar, Markeset, and Kumar (2006) argue that, effective strategy implementation and execution depends on keeping a balance between preventing failures and promoting success at the same time. When an organization appropriately aligns between strategy, administrative mechanisms, and organizational capabilities, then strategy implementation will be easy. A well defined strategy does not automatically mean well implemented. Strategic management is gradually moving from paying ninety percent attention to strategy formulation and ten percent attention to implementation, to paying equal attention to both formulation and implementation (Kumar, Markeset, and Kumar, 2006).

Getz, Jones and Loewe (2009) postulate that a poor strategy will not deliver good results and again, a good strategy that is not well implemented has little chances of giving a sustainable competitive advantage. Companies need to address the pertinent question of how could companies manage both strategy formulation and implementation in order to ensure that their superior strategy is converted into action that achieves its intent? Companies should to add “migration management” into their strategic planning process, which is a critical activity that links strategy formulation and strategy implementation.

According to Getz et al. (2009), the process of migration management provides tools and practices that support the linkage between a long-term strategy and the actions needed to achieve it. Since strategy formulation and strategy implementation operates on such different timetables, it is almost impossible to have a direct link between strategic intent and detailed tactics without a guiding process.

Getz et al. (2009) point out that, Migration management employs two approaches that are, future state description and migration path. Future state description addresses the question: who do we want to become by the end of the strategic time-frame? On the other hand migration path answers the question: what is a coordinated sequence of actions that will get us to our desired future state? The application of these two approaches together distinguishes migration management from the conventional process of strategy implementation.

Migration management enables companies to ask themselves “What actions do the gaps between our current and future state suggest?” The next possible question through migration management is “If we do the proposed things, will we reach our future state?” The desired identity defines the future state and the future state drives the action, which enables the desired identity (Getz et al., 2009). Building a migration path comprises of seven steps including: Describing the future state, identifying the gaps between today and the future state, selecting gap-closing actions, grouping the gaps into four to six themes or clusters, sequencing the action steps within each cluster, checking overall consistency and interdependencies, developing the future state and migration path for divisions and functions.

Getz et al. (2009) point out that both migration management and future state enable firms to make sure that the planned actions will lead to sufficient progress towards the strategic destination. Migration management again supports firms to screen and eliminate strategically misaligned actions. It enables an organization to handle annual planning and budgeting by addressing questions such as “what new projects or initiatives or investments will we fund? What projects in progress will we discontinue, slow down or accelerate? What planned actions will you discard or reshape?” Migration management approach is dynamic and allows organizations to adjust as they learn or as the external environment changes. Many organizations that use migration management approach opt for flexibility and therefore they are able to retain their future state intentions and paths as they stretch the timings of the path and adjust their intermediate future states accordingly (Getz et al., 2009).

1.1.2 Universities in Kenya

Universities in Kenya play a very important role in national development by enhancing socio-economic development and sustainability through training manpower and conducting research to provide solutions to the existing problems facing the society (Ekene and Suleh, 2015). The Universities Act No 42, 2012 clearly stipulates the mandate of universities in Kenya as agents of knowledge dissemination, promotion of education and socio-economic development (CUE, 2014). The constitution of Kenya, under Article 10, expects universities in Kenya to be guided by the national values and principles of governance as they execute their mandate. There were 70 universities in Kenya as at 30th March 2017. This comprised of 33 public universities and 37 private universities (CUE, 2017).

Shah and Nair (2014) posit that higher education institutions across the world are facing enormous changes. The changes experienced by universities across the world include social, political and economic pressures impacting institutions. The ongoing turbulence and the changes in the external and internal operating environments require universities to renew their approach to strategy development and effective implementation. The current and future higher education landscape requires institutions to engage in careful strategy development based on intelligent analysis of external and internal operating environment (Shah and Nair, 2014).

According to Shah and Nair (2014), some of the internal drivers of change in higher education across the world include: change in university leadership and ongoing restructures to improve the core business; ageing workforce and difficulty of recruiting and retaining academic leaders; financial constraints on universities; and slow change process in inherited by traditional public sector management style and institutional governance structures and decision making process among others. Shah and Nair (2014) add that external drivers to change in higher education across the world include: governments cutting expenditure and aiming to increase productivity and efficiency; growth of student numbers in higher education; competition between different kinds of providers; and the changing needs and expectations of students and other university stakeholders.

Ekene and Suleh (2015) postulate that education brings about a change in the individual which promotes greater productivity and work efficiency. It remains a major component in the development of human resources and it accounts for much improvements in population quality and environmental resource management; hence, sustainable development. The idea of sustainable development is conceived to help create healthy societies that can sustain the present generation as well as those that follow through the judicious use of economic, environmental and cultural resources.

Ekene and Suleh (2015) argue that development is an all inclusive movement which aims at improving the lifestyle and the quality of life of citizens in a creative manner. Development is the primary goal of every well meaning government and it is essentially dependent on the level of economic activities in a country which is enhanced by education through the Institutions of Higher Learning. Development implies creative responses to social, political and economic affairs. Education for sustainable development is seen as a process of equipping learners with the right understanding and knowledge, skills and abilities required to work and survive in a way that safeguards the environment and the socioeconomic well being, both in the present and future generations (Ekene and Suleh, 2015).

Otieno (2013) asserts that educational institutions and particularly universities in Kenya have continued to play a significant role in the training of manpower towards achievement of Kenya Vision 2030. Universities play an innovative role in tackling the problems of underdevelopment. The Kenya Vision 2030 is the economic blueprint driving the country to achieve development and the transformation of Kenya into a "newly industrializing, middle income country through provision of high quality life for all its citizens by the year 2030." The Kenya Vision 2030 operates on three pillars, namely; the economic pillar, social pillar, and political pillar.

According to Otieno (2013) universities in Kenya play a major role in fortifying these pillars. It is imperative for Kenya to invest in the training of manpower to work on infrastructure because this is critical for accelerated rates of economic development (Otieno, 2013). The cohesiveness of the Kenyan society is an essential factor in national development too. Higher education fosters national unity by changing people's attitudes and developing positive mind sets towards each other and various ethnic diversities. The political pillar of vision 2030 is 'a democratic political system that is issue-based, people –centered, result-oriented and accountable to the public.' Universities contribute substantially in promoting this pillar by providing the intellectual citadel where political discourse occurs and ideologies pertinent to policy formulation are generated (Otieno, 2013).

Wanzala (2017) postulate that university council members in Kenya admitted that expansion of universities in Kenya was not well rationalized. University council members promised to be committed to rationalize campuses in line with available resources and international best practices. The councils also resolved to adhere to universities' standards and guidelines of class size and student-staff ratio. The ratio of student-staff in Kenyan universities was wanting.

According to Wanzala (2017), university councils in Kenya agreed to mount and enhance financial support to science, technology, engineering and mathematics to match the national development agenda. The councils observed that there was insufficient and poor coordination in funding to students and universities. University councils in Kenya resolved to develop a five-year financial framework to redress this challenge showing their sources of income and proposed expenditure as well as follow up with management boards on accounting of funds.

Wanzala (2017) argues that the government of Kenya, through the ministry of education, science and technology expected universities in Kenya to strictly comply with the constitutional and legal frameworks for effective management of the universities. The university councils observed that governance of public universities was characterized by malpractices including nepotism, conflict of interest, and corruption, lack of accountability and mismanagement of resources. The councils also resolved to adapt automation in finances, resources, and students' records and security. The councils would be required to submit annual reports to the Commission for University Education to capture staff development.

According to Wanzala (2017), concerns were also raised over high concentration of employment of non-academic staff, which hurt resource distribution in favour of non-core functions. The councils agreed to audit and rationalize the staff to focus on the core functions of the university. It was also observed that the universities were weak in promoting research and innovation, affecting their contribution to the nation. These and more concerns from the government, education policy makers, stakeholders, and the society at large call for proper planning and provision of strategic direction in universities in Kenya.

1.2 Statement of the problem

Educational institutions in Kenya and universities in particularly have continued to play a significant role in the training of manpower towards achievement of Kenya Vision 2030. Universities in Kenya play an innovative role in tackling the problems of underdevelopment (Otieno, 2013). Mashhadi et al. (2008) support this argument by adding to it that higher education institutions play an essential role in economic growth and development of their countries.

Mintzberg (2008) posits that the goal of every organisation is to gain sustainable competitive advantage through developing capabilities which cannot be easily imitated by its competitors. Most strategies in organizations do not deliver the promised outcomes. In many firms, after endorsement of a strategy by the top management, the needed effort by the line management never takes place. A year or so after a strategy is commissioned in a company, the strategy coherency disappears (Getz et al., 2009; Hitt, Ireland, Camp, & Sexton, 2001). Allio (2005) points out that, a survey conducted by economists found out that a discouraging 57% of firms were unsuccessful at executing their strategic initiatives. It is more difficult to manage strategy implementation than to come up with a strategy, yet ideas that cannot be translated into action serve little purpose.

According to Hanley (2007), there were many complains from offices due to the fact that organizations had sound strategic plans but suffered from follow-through. He adds that many times, strategy implementation receives less attention than strategy formulation. It is more exciting to brainstorm around big ideas and concepts than to get into details of task plans. According to Aaltonen and Ikavalko (2002), converting strategies into action is a very complex and involving task. Without implementation, even the best strategy becomes invalid.

Wanzala (2017) postulate that universities expansion in Kenya was not well planned thus negatively affecting their performance. University councils in Kenya observed that governance of public universities was characterized by malpractices including nepotism, lack of accountability, mismanagement of resources, conflict of interest, and corruption. The councils observed that there was insufficient and poor coordination in funding to students and universities (Wanzala, 2017). This is why performance of universities in Kenya has continued to attract attention from many stakeholders such as education policy makers, scholars, government, and the public at large. Despite the role played by universities in Kenya, there is scanty documentation on strategy implemntation in Kenyan universities.

Empirical studies indicate that it is evident that organizations, including universities have difficulties implementing their strategies because of several reasons. Some of the reasons revealed by researchers include: weak management roles on implementation, a lack of communication, lacking a commitment to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors (Aaltonen and Ikavalko, 2002; Alashloo, Castka and Sharp, 2005). Different studies present conflicting ideas on factors influencing strategy implementation in universities.

However, this study sought to bridge knowledge gaps that exist along conceptual, contextual and methodological lines. Conceptually, strategy implementation is influenced by variant factors such as poor strategy communication, lack of commitment, weak management, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, weak organizational structures among others (Aaltonen and Ikavalko, 2002). There is only a limited number of conceptual models on strategy implementation. There still remain unresolved conceptual issues. Several researchers have presented conflicting factors that influence successful strategy implementation in organizations. These researchers include Kamande and Orwa (2015), Mango (2014), Mutie and Irungu (2014), Mbaka and Mugambi (2014), Kibicho (2014), and Rajasekar (2014) among others. There was therefore a compelling need for this study to establish the variables that mostly influence strategy implementation in universities in Kenya.

Contextually, there are empirical studies that have being conducted on strategy implementation in universities in Kenya. Lewa, Mutuku and Mutuku (2009) conducted research on strategic planning in public universities in Kenya. The study observed that public universities in Kenya do not sufficiently embrace strategic planning and thinking. There is a gap between the findings of Lewa, Mutuku and Mutuku (2009) and what could be happening today in universities in Kenya as far as strategy implementation is concerned.

Empirical studies show that Sila and Gichiga (2016) conducted a study on Role of Strategic Leadership on Strategy Implementation in Public Universities in Kenya- A Case Study of JKUAT Main Campus. The study found that strategic leadership has been identified as one of the key drivers of effective strategy implementation. While this study focused on only one public university in Kenya (JKUAT), different findings could manifest themselves in different universities. Bratianu and Pinzaru (2015) posit that in a rapidly changing world and turbulent business environment, universities need to develop strong governance models similar to business corporate governance models as strategic driving forces.

The study failed to address other factors that may influence strategy implementation in universities in Kenya. Hughes and White (2005) postulate that universities may find essential assistance from tools and techniques commonly known in for-profit organizational circles as competitive intelligence. While these studies may provide important findings on successful strategy implementation in universities, the findings may not be exhaustive.

Methodologically, majority of studies have been conceptual in nature. Other studies have relied on subjective data such as secondary data, desktop studies and case studies thus lacking objectivity. There is scanty literature on strategy implementation in universities especially in private universities in Kenya. There was therefore a compelling need to conduct a research on strategy implementation in both public and private universities in Kenya in order to address these gaps. This study sought to address the identified gaps by answering the question, what are the determining factors for successful strategy implementation in universities in Kenya?

1.3 Objectives of the study

1.3.1 General objective

The main objective of this study is to determine factors influencing successful strategy implementation in Kenyan universities.

1.3.2 Specific objectives

The specific objectives for the study were to:

1. Determine the influence of strategy communication on strategy implementation in universities in Kenya.
2. Establish the effect of organizational leadership on strategy implementation in universities in Kenya.
3. Determine the influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.
4. Establish the effect of resource allocation on strategy implementation in universities in Kenya

1.4 Research Hypotheses

H_01: There is no significant influence of strategy communication on strategy implementation in universities in Kenya.

H_02: There is no significant effect of organizational leadership on strategy implementation in universities in Kenya.

H_03: There is no significant influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.

H_04: There is no significant effect of resources allocation on strategy implementation in universities in Kenya.

1.5 Justification of the study

According to Getz, Jones and Loewe (2009), a poorly developed strategy cannot deliver good results. Conversely, a superior strategy that is poorly implemented is unlikely to give a company a competitive advantage. Speculand (2011) argues that, leaders must admit that strategy implementation is extremely difficult and they habitually underestimate its challenges. Implementing strategy is just as tough as crafting the right strategy. If leaders will start to appreciate that formulating and implementing strategy are equal challenges, then they will easily start to pay more attention to strategy implementation. Today, too many leaders delagate their implementation responsibilities and do not follow through on their actions. When leaders stop paying attention to implementation, the employees were also found to relax and that is the beginning of its fail (Speculand, 2011). Baroto, Arvand, and Ahmad (2014) opine that a strategy may not succeed in 75% of cases due to problems that often occur during the implementation stage. They add that 66% of corporate strategies are never implemented, 95% of staff do not realize their organization's strategy, only 63% of financial objectives envisioned by companies' strategies are achieved (Baroto, Arvand, and Ahmad 2014). Research shows that 70 to 90 percent of organizations fail to realize the success of implementing their strategies, strategies most often fail due to ineffective execution. Universities therefore need to evaluate options on how to manage strategy execution to ensure a superior strategy is turned into action that realizes its purpose. This research therefore sought to provide insights and an understanding of the process of successful strategy implementation.

1.6 Significance of the study

The insights from this research are of great benefit to both academicians and practitioners. Organizational executives and managers remain beneficiaries of this study by getting insights on successful strategy implementation. Organizations would use the findings to improve on their process of strategy implementation. Lecturers and students in universities and business schools use the models of strategy implementation that are presented in this study to respond to many questions on strategy implementation. Scholars and authors of books would benefit a lot from the findings of this research. In essence, this research would be of great benefit to both the industry and business schools.

1.7 Scope of the study

This study sought to study both public and private universities in Kenya. The researcher compared the process of strategy implementation in both public and private universities in Kenya. The researcher covered 5 public universities and 5 private universities. The researcher focused on the process through which universities follow when implementing their strategies. The main focus was strategy implementation and how this contributed to achievement of organizational goals.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter identified other researchers who in the past have done research in this area of study. This study sought to establish what others have said about the topic and what gaps were there in the literature. Literature review serves a very important role in informing the researcher what kind of data or information that exists in regard to a particular area of study. The researcher then conducted the study guided by what already exists in literature.

2.2 Theoretical Framework

The field of strategic management has benefited in a great way from concepts and insights borrowed from other fields such as economics and industrial organization (Barney, 1991). Various scholars have come up with theories that have influenced the way the variables in this study have been conceptualized. This study is anchored on five theories namely; McKinsey 7- S framework (Bhatti, 2011), Higgins eight 'S's of successful strategy execution (Higgins, 2005), Noble (1999) strategy implementation framework, Okumus (2003) strategy implementation framework, and Mintzberg 5 Ps of Strategy (Cole 1997). Each of these theories is discussed in relation to study variables.

2.2.1 The McKinsey 7- S framework

According to Bhatti (2011), the seven "S" model was developed by the consulting firm, Mckinsey and Company in the early 1980s. The model has since then been used extensively by practioners and academics in analysing hundreds of organizations. The authors are Robert Waterman, Thomas Peters and Julien Philips who worked as consultants for Mckinsey and Company in the early 1980s and used the model to analyze organizations. The seven organizational factors which the authors term as 'levers' include: structure, strategy, systems, skills, style, staff, and shared values as shown in Fig. 2.1

Bhatti (2011) points out that, managers tend to focus their attention on those organizational factors that readily respond to change i.e. strategy, structure, and systems. Most of managers are either unwilling or impatient to put more effort to include factors intrinsic in each of the seven organizational variables.

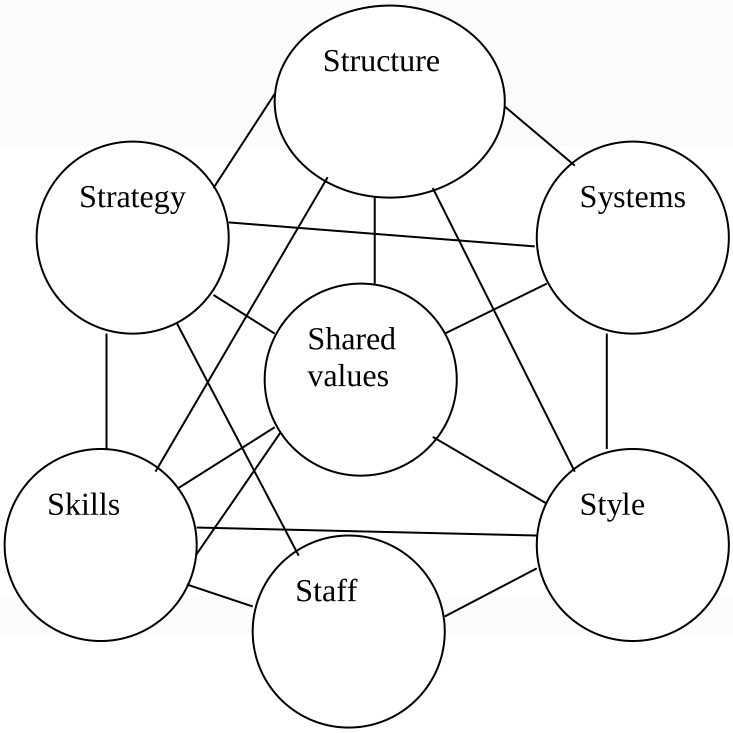

Figure 2.1: The 7- S Framework; Source: (Bhatti, 2011)

Style refers to the leadership style of top managers in an organization. Leadership styles may be collaborative, participative, directive, or coercive. Managers' behavioral style can influence the culture of the whole organization. Staff is about the kinds of people in the organization and how they are developed. The systems of recruitment, socialization, and reward to bring in and build people who match the organizational strategy. Skills refer to capabilities in people and how these skills are embended in and captured by the organization as a whole. Shared values also refered to as superordinate goals refers to overarching goals or purpose of the organization as a whole. Superordinate goals are placed at the centre of the 7-S framework and all other elements should support these. The 7-S framework emphasises fit between all the seven elements. This includes organizational structure, systems, and strategy (Johnson, Whittington & Scholes, 2008).

2.2.2 The Higgins eight 'S's of successful strategy execution

The eight 'S's of successful strategy execution were developed by Higgins (2005) based on the seven 'S's by McKinsey. Higgins (2005) points out that, successful executives spend a significant time on strategy execution and they understand that strategy execution is equally important as strategy development if not more important. Successful strategy implementation goes hand in hand with aligning key organizational factors with strategy. Strategy alignment has become more challenging due to the rapidly changing environment leading to frequent change in strategy. CEOs also change, and new CEOs may not understand how to align existing organizational factors with the new strategy.

According to Higgins (2005), executives must align the following cross-functional organizational factors - structure, systems and processes, leadership style, staff, resources, and shared values- with each new strategy that arises in order for that strategy to succeed and strategic performance to take place. Fig. 2.2 shows how aligned organizational factors lead to strategic performance while Fig. 2.3 shows how unaligned organizational factors disrupt strategic performance.

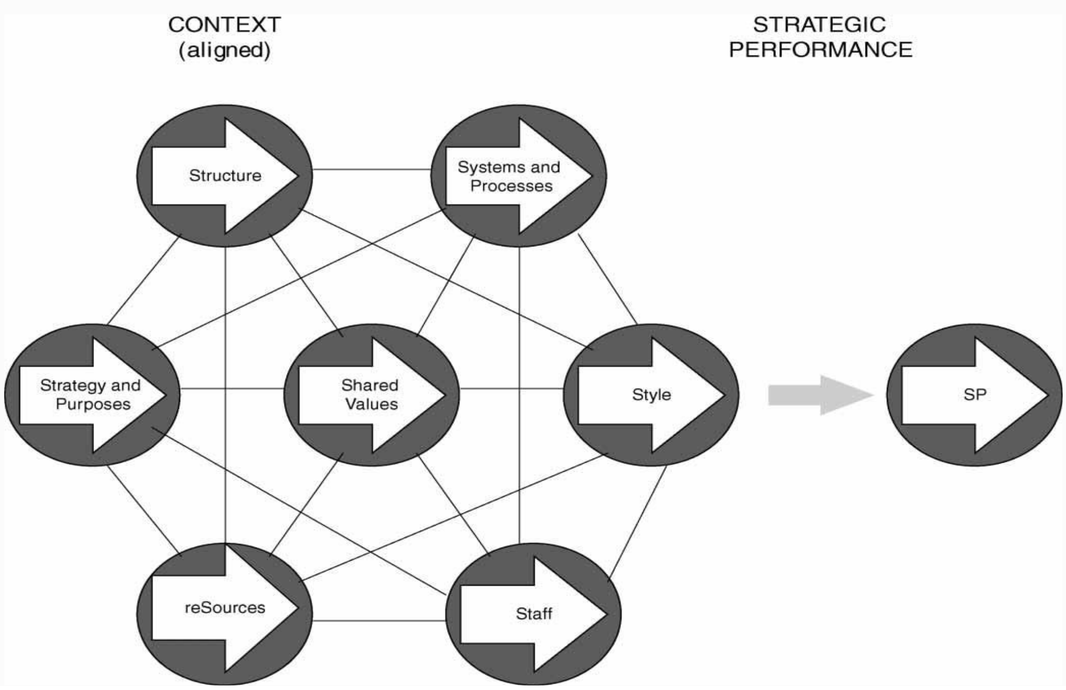

Figure 2.2: Aligned eight 'S's (Higgins, 2005)

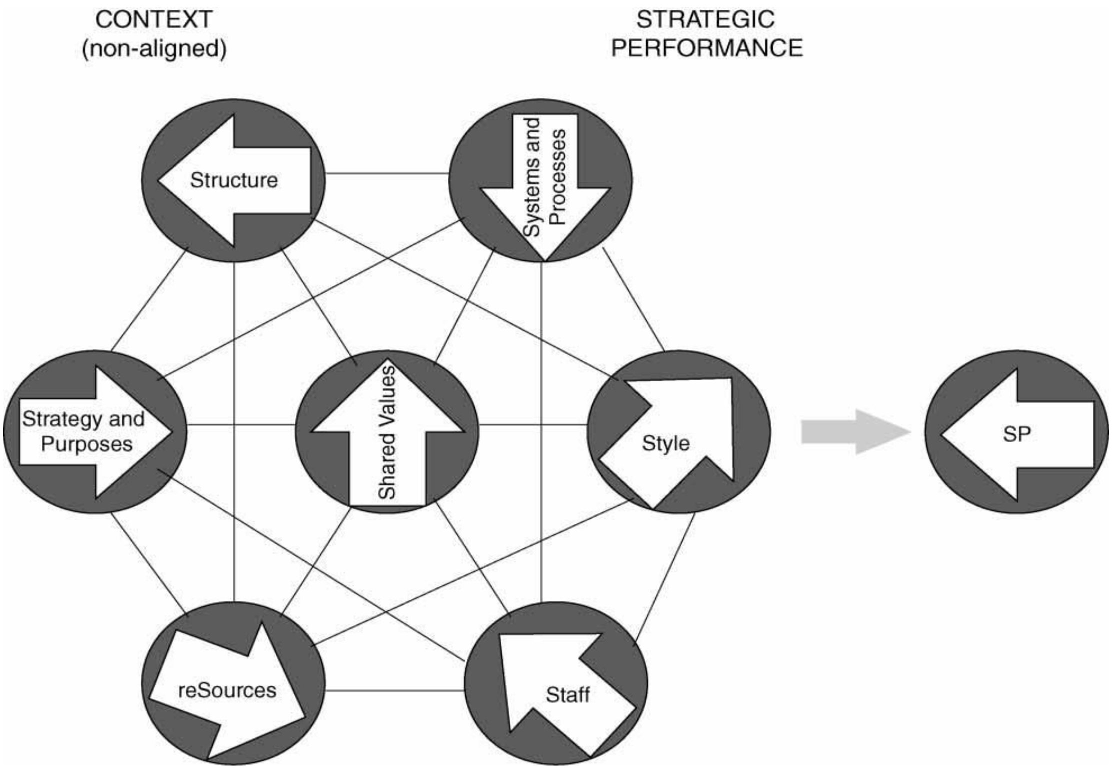

Figure 2.3: Non-aligned eight 'S's (Higgins, 2005)

Higgins (2005) points out that, everything an organization does is covered within the 8 'S's. By using the model during strategizing proces, the organization's leaders can anticipate what needs to be changed in order for the strategy to succeed. Also, during strategy implementation stage, the model serves as a road map for execution. This model also uncovers reasons for strategy failure if any. The underlying principle of the 8 'S's model is that different strategies require different kinds of structures, systems, style, staffing, resources, and shared values to make them succeed.

2.2.3 Noble's (1999) Strategy Implementation Framework

Noble (1999) has made immense review of research in the field of strategy implementation. He defines strategy implementation as communication, interpretation, adoption and enactment of strategic plans. Noble has made 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 among 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 successful strategy implementation and in particular considering the importance of having a powerful champion. Communication plays an important role as well by communicateing the details of the implementation effort needed to successfully implement the strategy. Finally, incentives are an important ingredient in strategy implementation for it inspires organizational members to change in respect to the new strategy. Noble argues that the management of these factors changes in every stage and that considering these factors with each major phase provides a useful way to improve strategy implementation.

Table 2.1 Noble's (1999) Strategy Implementation Framework

	STAGES			
LEVERS	**Pre-implementation**	**Organizing the implementation efforts**	**Managing the implementation process**	**Maximizing cross-functional performance**
Goals	Ensure that all managers are aware of strategic goals of firm	Introduce goals of the strategy being implemented incl. 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
Organisation structure	Ensure that functional areas have the slack resources needed to be able to contribute to an important 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 members normal responsibilities to allow them to focus on the important effort
Leadership	Develop employees knowhow & appreciation of multiple functional areas	Establish a "champion" who has both official cross-functional authority & 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
Communication	Maintain regular cross-functional communications to foster understanding and appreciation	Discuss and resolve important details early in the process	Update implementation team frequently on progress and changes in the process	Communicate implementation progress across the entire organisation to foster buy-in
Incentives	Reward the development of cross-functional skills	Develop time & performance-based incentives four implementation team while lessening traditional functional incentives	Adjust incentives as strategy & environmental conditions change during implementation	Establish visible and consistent cross-functional rewards four successful implementation efforts

2.2.4 Okumus (2003) strategy implementation framework

Okumus (2003) identified ten key variables that influence strategy implementation namely: strategy formulation; environmental context, uncertainty; organisational structure; organisational culture; operational planning; communication; people; control and feedback; and outcomes, which he built from previous models. The categories of strategy implementation factors used by earlier studies are strategic content; context (consisting of organisational context; organisational structure; organisational culture; and organisational context; uncertainty in general and uncertainty in the task environment); process (operational planning; resources; people; communication; control and feedback) and strategic outcomes (Okumus, 2003).

The revised implementation framework by Okumus includes four parts: context (strategic decision, multiple project implementation) context (internal context: organisational structure, organisational culture, organisational learning; external context: environmental uncertainty in general and task environment), process (operational planning, resource allocation, people, communication, monitoring and feedback, external partners) and outcome (tangible and intangible outcomes of the project) (Okumus, 2001). This is reflected in the following model (Figure 2.4).

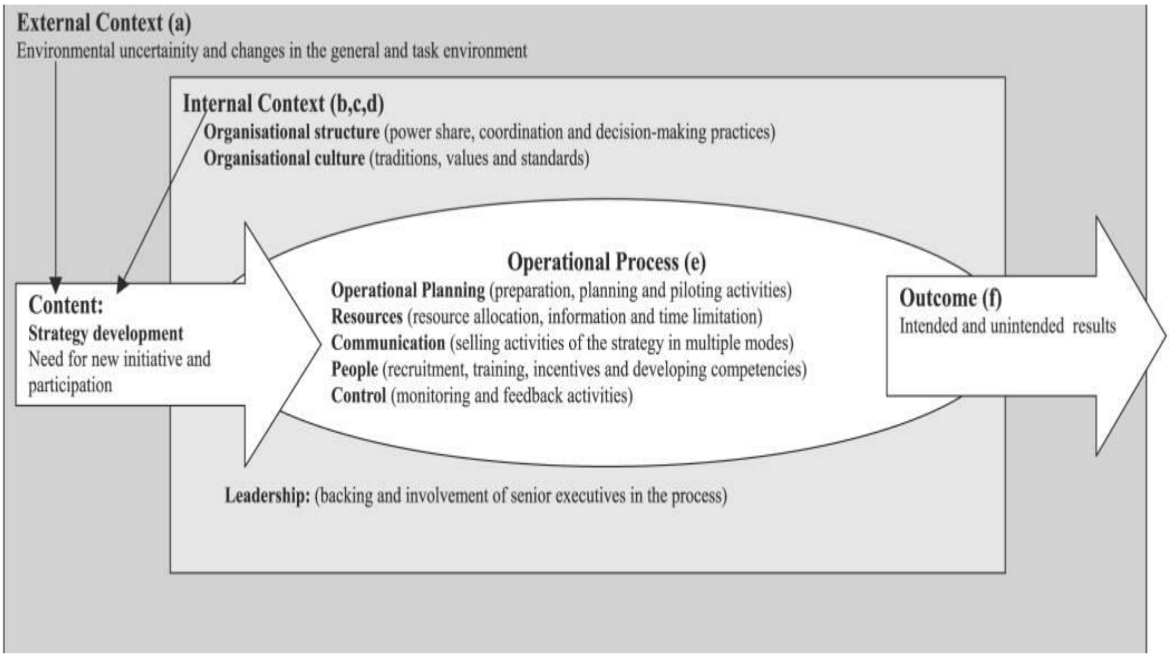

Figure 2.4: Strategy implementation framework (Fevzi Okumus, 2003)

Okumus (2001) observed that strategies are initiated and implemented in a strategic context (the overall strategic direction of the company and the need to design new initiatives). Why are some organisations able to achieve outstanding results in both financial as well as non-financial terms (e.g. customer and employee satisfaction) while others are not. Okumus emphasizes the importance of contextual variables; the internal context plays a key role in implementing strategic decisions. This is in view of the fact that environmental factors are less controllable than process variables. Strategy implementation is more effective because it is more operational and operational activities are what organisations undertake to achieve performance. Okumus (2001) stated that operational process variables are primarily used and directly involved in the implementation process. It is assumed that companies have substantial control over these variables, at least in the short term. He adds that process variables are primarily employed to implement decisions, while context variables are merely taken into account due to obstacles and problems in the implementation process.

2.2.5 The Mintzberg 5 Ps of Strategy

Cole (1997) points out that, Mintzberg views strategy as 5 Ps i.e. plans, ploys, patterns, position, and perspective. Plan is a consciously intended course of action. It involves deciding what you want to do and how you intend to achieve it. A ploy is a sub-set of a plan, and is a strategy in the sense of a trick designed to put a rival company off the scent by disguising the real intention of the company. A pattern is the consistent behaviour and processes which emerge from strategic thinking, whether as a result of intended or unintended actions. Mintzberg sees plans and ploys as deliberate strategies, while patterns are seen as emergent strategies.

Cole (1997) argues that, position refers to what the previous three are all aiming at, i.e. an acceptable location for the organization in the environment. Strategy becomes the mediating force between the organization and environment, both internal and external environment. This includes the organization's position in the market, its market share, and its standing in relation to its competitors. Perspective refers to the organization's approach to strategy that is both conceptual and cultural. Mintzberg describes it as looking inside the organization. An organization with a strong perspective view will be one where senior management has a shared view, or vision of what the organization wants to do and achieve. Perspective in view of organization culture is an important ingredient in success. A firm needs to question their basic culture from time to time to ensure that it does still meet their needs. These 5 Ps are interrelated and if well blended can help an organization create a competitive edge in its market.

2.3 Determinants of successful strategy implementation

The concepts under investigation in this study include strategy communication, organizational leadership, employee participation in strategy formulation, and resource allocation.

2.3.1 Strategy Communication

Scholey (2005) points out that, the implementation of a good strategy is not given equal attention as the formulation of the strategy. Strategy implementation is less addressed in the world of business today. This has led to business failure and disappointments. Companies that have good strategies repeatedly are faced with disappointing results simply because a good strategy has no meaning if it is not executed. Strategy implementation suffers from one major ingredient, communicating and defining the strategy in a way that the employees can understand and run with.

According to Watson (2005), policy deployment requires organizations to share the direction, goals, from top management to employees, and for each unit of the organization to function according to the plan. The approach is participative where the organization employs two way communication, both top-bottom and bottom-top communication. Allio (2012) points out that, organizations should communicate the purpose of its strategy, and the expected process for its use often, to multiple levels of staff within the organization, both to educate and to socialize its use. Consider sharing dashboard elements with other critical stakeholders as well.

Forman and Arngeti (2005) point out that a company can build competitive advantage by managing communications so as to influence the interpretations and perceptions of the constituents. Again, a company can create competitive advantage by socializing its constituents to its own culture and can use communication to form long-term relationships with its constituents who shape the organization's image and reputation. There is a close link between corporate communication and corporate strategy. Using corporate communication is a management strategy by itself because it involves determining which constituencies are important and what information they need (Forman & Arngeti, 2005).

According to Cocks (2010), strategy communication should make it clear what people need to achieve as individuals and as teams, measure performance against their targets, provide feedback on that performance and reward based on the result. If an organization does not communicate its position and future strategy to all its employees, and employees do not recieve and accept that communication, this will create perception gaps leading to failure in strategy implementation. Communication channels need to be highly visible using scorecards, dashboards, flowcharts, and the tools for problem solving and project management. According to Allio (2008), the process of strategic planning in many firms is compromised from onset because the management team is not able to put together all issues and oppotunities the firm faces. As a result, managers make impulsive decisions on how to best allocate resources, respond to competition, and sieze opportunities in the market.

On the other hand, decision-makers in high competitive firms gather critical information. They capture and share a variety of information on the firm, its markets, the industry, and the environment, then translate these data into a useful manner (Allio, 2008). By possessing such useful data, management team conducts a far much better process of strategic analysis, enabling the formulation of a strategy that can be presented in a budget. Good strategic information plays an important role in the last two steps of the process, i.e strategy implementation and performance tracking (Allio, 2008). According to Allio (2008), when the management team begins the process of strategy formulation, the goal is to produce an informative view of the dynamics of the firm's internal and external operating environment. High performing managers structure a succinct, accessible, and informing databank. They also build a common language and a shared goal. Successful managers also involve a cross-functional team of managers who actively assess what is relevant.

Raylander and Peppard (2003) argue that, the competitive space in which organizations operate is difficult to define because it is emergent and continouosly changing. In such a changing environment, the traditional militaristic view of strategy that has dominated thinking in the field of Strategic Management is unhelpful. For knowledge-intensive companies, strategy should have a behavioural dimension to guide knowledge workers rather than providing a directive strategic plan. This will present a different conceptualization of strategy and a framework that will link vision-based strategy to day-to-day management.

According to Raylander and Peppard (2003), since organizations are operating in turbulent environments, they need to understand the conditions underwhich they compete and create novel approaches to meet these new demands. The traditional models, theories, and assumptions that accompany the process of strategic planning are no longer valid. A knowledge-based theory of the firm should be developed to deal with the central ingredient of knowledge. This is occassioned by the fact that there is no single set of assumptions that are valid for all organizations in all situations.

Holloway (2009) argues that organizations need not to present their strategies as numbers, or frameworks, or even a rhetoric narative but as something concrete. Organizations should embrace design thinking where an organization could come up with a prototype. Design thinking enables organizations to come up with tangible strategies. Design thinking approach produces prototype that can be used for communication, alignment, and specifications to provide clarity and transparency during the finding of solution. Design thinking approach also encaurages teams to create “project war rooms”, and to work visually using pictures, diagrams, sketches, video clips, photographs, and artifacts collected from their research to create impressive work environments that allow the team to gain deeper understanding of the customer needs.

According to Allio (2012), corporations give different names to the performance management tool they use to display data, such as dashboards, scorecard, or report card. Recently, more corporations that are determined to improve the implementation of their strategy have sought to devise a dashboard specifically designed to track key performance indicators. To realize full potential of the dashboard, leaders need to craft a broader process that changes how the dashboard is designed, positioned and deployed across the organization.

Dashboard is a driving metaphor, implying the need to glance frequently at key gauges to help navigate, while still in motion. It measures an organization's velocity relative to the external environment – something successful leaders do. A strategic dashboard is one with key metrics that reflect progress in implementing strategy. Its primary value lies in its ability to focus senior executive attention, provoke analysis and reflection and trigger decision-making that improves performance (Allio, 2012).

Allio (2012) argues that, most strategic dashboards are crowded with too many indicators that don't measure contributors to strategic success. Quantity is not neccessarily quality and therefore managers don't need information, they need insights. The best strategies are simple, and they describe a core set of initiatives designed to propel the organization forward towards a clear goal. Good dashboards give attention to few key performance indicators that reflect the real drivers of strategy implementation success. Simple dashboards do not mean simple indicators but rather simple language that every one can interpret and run with. According to Allio (2012), indicators on dashboards often lack adequate context, hence weaken the ability of managers to interprete them. Dashboards are likely to be rejected by middle managers if they are positioned as reporting and control tools rather than used as a learning tool that triggers strategic dialogue.

Table 2.2: Dashboard checklist (Allio, 2012)

Dimension	Description: in our organization, we have......	Status
Metrics	tightly aligned indicators/metrics with strategy-priorized, balanced	
Audience	communicated who the dashboard is designed for, and how it's used	
Data Capacity	invested in data collection, infrastructure, analysis, management	
Stakeholders	involved key staff and stakeholders in metrics design & progress reporting	
Design	structured a succinct, accessible display; included management judgment	
Process	formalized key dashboard processes: when it's updated, presented, modified	
Accountability	assigned responsibility for managing dashboard content and process	
Effectiveness	used the dashboard to trigger strategic analysis, discussion, decision making	

Rindova and Fombrun (1999) discuss the link between strategy and communications, concluding that a company can build competitive advantage not only by creating desired outcomes through the use of material resources but by managing communications so as to mold the interpretations and perceptions of constituents. Similarly, a company can create competitive advantage by socializing its constituents to its own culture and can use communication strategy to form long-term relationships with the constituents who shape the organization's image and reputation (Rindova and Fombrun, 1999).

Floyd and Wooldridge (1992) argue that evidence that key members of the organization do not understand or are not committed to strategy gives pause to most senior managers. It means that there is a significant gap between what they intend as strategy and what actually transpires—an implementation gap. If daily priorities are not consistent with strategy, then in what sense has the strategy been implemented? If the people don't know or care about the strategic priorities, what governs their actions? Floyd and Wooldridge (1992) opine that unsuccessful execution of strategy is caused by middle- and operating-level managers who are either ill-informed or unsupportive of the chosen direction. Successful execution, on the other hand, means managers acting on a common set of strategic priorities, and achieving it depends on the level of shared understanding and common commitment. We call this combination of collective heart and mind strategic consensus.

2.3.2 The role of organizational Leadership in strategy implementation

Kiptoo and Mwirigi (2014) describes leadership as a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills in order to guide and drives the organization. It's important to note that leaders are expected to be mentors who can be dependent on by the people that one is leading. This means that the leader should be able to exercise skills so that the people will be able to appreciate his leadership skills (Kiptoo and Mwirigi, 2014).

Rajasekar (2014) posits that poor leadership is one of the main barriers to successful strategy implementation. The chief executive officer (CEO) and top management must understand and drive the various functions and priorities within the organization. One key challenge in successful strategy implementation is making employees' buy-in and directing their capabilities and business understanding toward the new strategy. Therefore, the need for competent leadership supersedes any other factor. Beer and Eisenstat (2000) approached this issue from a different angle; they argued that with poor leadership, conflicting priorities will lead to poor coordination and employees will not trust top management. They referred to poor coordination across functions and inadequate top-bottom leadership skills and development as killers of strategy implementation. They added that relatively low leadership involvement in strategy implementation leads to partial strategy success.

Rajasekar (2014) points out that the leadership style in any given organization influences how the chosen strategies will be implemented. Leadership style in a particular organization influences organizational structure, delegation of responsibilities, freedom of managers to make decisions, and the incentives and rewards systems. The most important point to note here is that effective leadership is a key ingredient in the successful implementation of strategies in any given organization.

Zaribaf and Bayrami (2010) put leadership's importance into three key role categories: managing the strategic process, managing relationships, and managing manager training. Rajasekar (2014) identified the key responsibilities of a leader as; coordination of activities, streamlining of processes, aligning the organizational structure, and keeping employees motivated and committed to strategy implementation. The role of the board is to ensure consistency among resource allocation, processes, and the firm's intended strategy. Another aspect of effective leadership comprises enhancing effective communication within the organization. Blocked vertical communication has a negative effect on a business's ability to implement and refine its strategy (Beer and Eisenstat, 2000).

Nahavandi and Malekzadeh (1993) point out that, leader personality and processes can affect strategy. These processes involve various cognitive and behavioural aspects that leaders use to design and implement strategy. The leader can affect strategy through direct decision or through allocation of resources, nurturing of organizational culture that promotes the strategy, and establishment of structures that support desired results and stop the undesirable ones. Successful strategic planning implementation requires a large commitment from executives and senior managers, whether the strategic planning is occurring in a department or in a complete organization (Kibicho, 2015).

Brumm and Drury (2013) point out that, one of the most important competencies of a leader is the ability to plan the direction one is leading. Leaders should be great strategic planners, defining the course of action for the followers. Leaders should also be good at leading and enabling their followers. Such enabling is called empowering and it means creating conditions for employees to share power and meaning. According to Brumm and Drury (2013), leader's behaviour can empower followers, though some leaders do not empower their employees and thus the organization incurs the cost of powerless employees. Leaders can develop followers by building a relationship of cooperation and mutual influence. Leaders need to listen well to followers, seek their input and follow-up and take action. Leaders develop followers by good behaviour examples, developmental experiences, constructive work, and an environment that is conducive, caring, ethical, and strengths-based. Brumm and Drury (2013) argue that, followers should engage in the leadership-followership process and actively work together with the leader towards organizational goals. Leaders should seek to empower their employees to be successful and effective followers.

Nell and Napier (2005) opine that for the efficient and successfull strategy implementation, all eight managerial components should be in place. These eight managerial components in the form of conceptual framework are shown in figure 2.5. They believed that if all eight components are addressed properly will lead successfully to the achievement of short term objectives, actions and ultimately the core strategy (Nell and Napier, 2005).

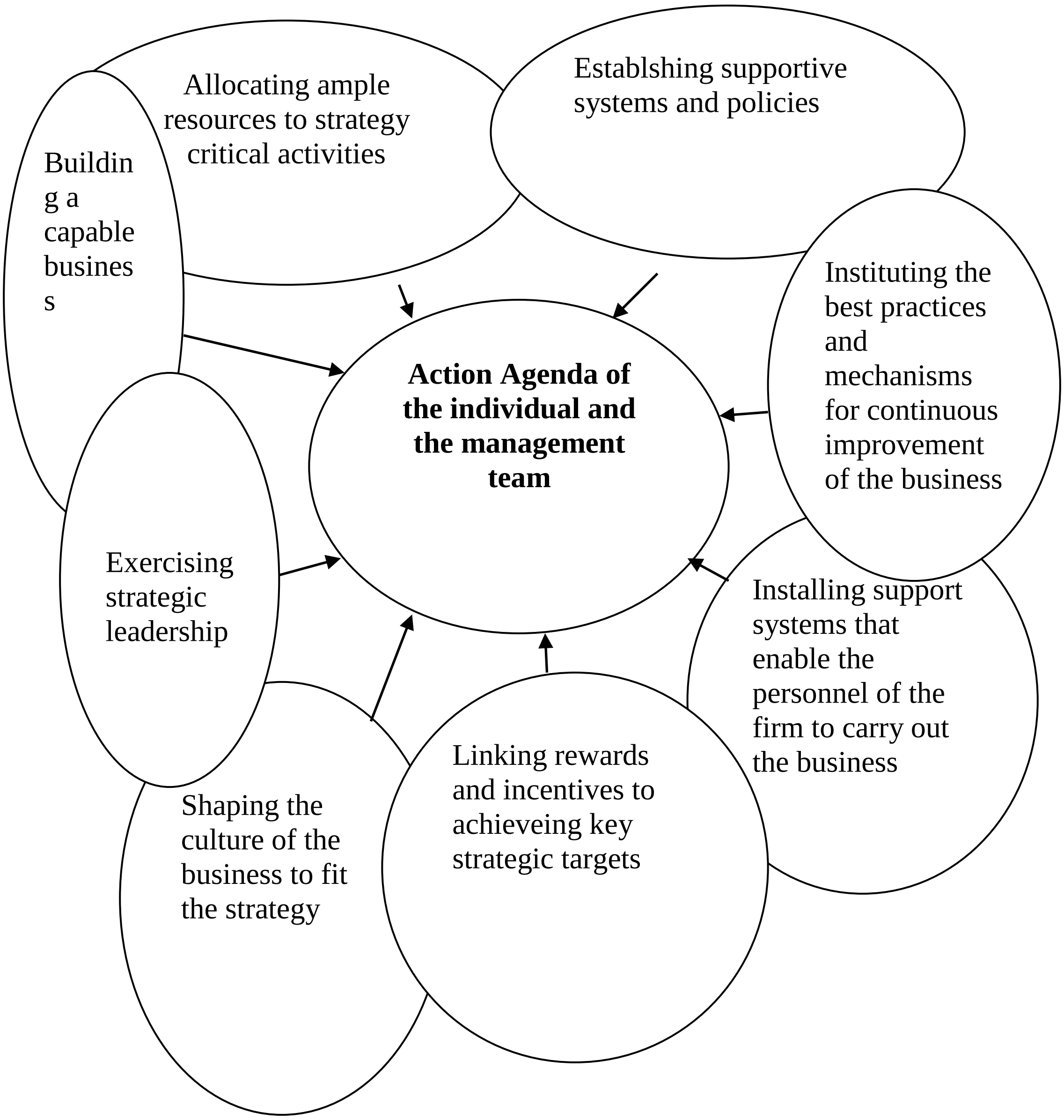

Figure 2.5: Eight Managerial Components of Implementation (Nell & Napier, 2005)

Lehner (2014) opines that effective leadership plays a strategic role of planning and leading organizations to make use of growth opportunities. Organizational leaders play an important role in developing capabilities and promoting entrepreneurship. Motivating staff and developing employees' skills are leader's priorities. Creating opportunities for employees to effectively participate in strategic planning process is a challenge to organizational leaders that should not be underestimated (Lehner, 2014). Leadership differs in that it makes the followers want to achieve high goals, rather than simply commanding people around without showing leadership skills that can be emulated by others. Kiptoo and Mwirigi (2014) opine that it is important to note that poor leadership will influence strategic planning in the sense that leaders can apply different leadership styles or skills which can have positive or negative effect on the organization. In this regard, leaders should be able to offer leadership that can take organization to great heights by giving guidance and direction (Kiptoo and Mwirigi, 2014).

Mathew (2009) posits that leadership is a critical element strategy formulation and implementation. Leadership is a link between the soul of organization and its body and at the same time it is the commitment of the leader that drives the organization toward success by making efficient decisions for strategy formulation and implementation (Gordon, 2002). Great strategies mean nothing if they cannot be implemented perfectly. Organizations implement less than 50% of formulated strategies because of lack of leadership skills. Hornsby (2000) argues that a great leader decides what to do and how to do it. Witsen Churchill once said, "price of greatness is responsibility" so implementation of great strategies can only be done with responsible leadership. Leadership is related to every aspect of the organization that ensure effectiveness (William, 1998). It is the responsibility of great leaders to forecast the need of organization by conducting a careful reality based analysis and try to make effective plans to meet the requirement of change (Maccoby, 2003).

Maccoby (2003) opine that strategic leadership relates to a set of behavior associated with the crafting of organization vision, formulation of strategies and establishment of the right culture for change. Generally, strategic leadership crafts the vision, provides direction and the purpose for growth and context for the success of the organization. Strategic leadership guides the people on what to do and how to do it. John C.

Maxewell once siad "A leader is one who knows the way, goes the way, and shows the way." Generally leaders initiate the need for change in the organization through evaluation of organization's internal and external environment. Once the leaders provide the vision, they then determine the road map or strategy to realize that vision. This is followed by the next step that is to direct the people towards change. To direct people, leaders can use motivational tools (Sami, 2012).

Leaders boost the morale, spread energy and the positive spirit of the employees. It brings everyone on board and develops the relationships with all the stakeholders. And most importantly, leadership ensures teaching and learning takes place in the entire organization. Leadership is responsible to direct the subordinates to perform the organizational tasks effectively (Mason, 2011). We can say that strategic leadership is a process that transforms organization into successful organization through adoption of proper strategies. Organizational leadership responsibly motivates and inspires the peoples in the organization so as to work jointly so that organization's vision can be translated into reality. Mainly, effective leaders seek to perform the common tasks in the strategy formulation and executing process.

Strategic leaders craft a strategic vision and mission, set goals and objectives, craft the strategies, implement the strategies and then evaluate the performance (James, 2005; Sean, 2005). The process of strategy development starts at the point where a leader tries to change the people's thinking. It is important for everyone in the organization to clearly understand the need for change & try to reflect flexible and acceptable behavior for proper strategic planning. Leaders should also adopt a realistic approach in identification of the strategic gaps for proper formulation of strategies (Fairholm, 2009). Leaders should sensitize their employees the need for change for effective strategy imlementation to take place. That is only possible where such a culture that integrates the strategic and operational activities is created. Once the right culture is in place, the entire process of strategy formulation and implementation would be easy.

2.3.3 Employee participation in strategy formulation and implementation

Sofijanova and Chatleska (2013) postulate that employee participation entails a process of involvement and empowering employees in order to give their input for stellar individual and organizational performance. Involvement means employee participation in decision making and problem solving, and increased autonomy in work processes. This makes employees to be more motivated, more committed, more productive and more satisfied with their work. Basic dimensions of involvement are: employee participation (as individuals or in teams), empowerment and self-managed teams. Employee participation is a management initiative that gives employees the opportunity to discuss issues relating to their work and influence managerial decisions while the management reserves the right to govern. Employee involvement enables the organization to have a better insight about the way of functioning and where it can potentially make improvements that would be beneficial for both, the organization and the employees (Sofijanova and Chatleska, 2013).

Wairimu and Theuri (2014) posit that staff involvement in strategic decisions is important in every organization since the staffs are supposed to be directly involved in the implementation of strategies. Johnson and Scholes (2002) state that all employees should be involved in decision making throughout the organization in order the planning process to be part of organizational reality. Henry (2008) states that employees may not own strategy that is from senior management only without their input. Kivuva (2015) asserts that employee involvement in strategy implementation has immense benefits that can be experienced in an organization. In order to gain a competitive edge in a dynamic business environment it is thus important for managers to engage and involve employees in strategic decisions and effectively steer through challenges. Since employees are the engine that drives productivity and results, they play an important role in strategy implementation.

Employee involvement makes advantage of the employees' abilities to enhance the processes unlike what top-down management can do. In order to successfully implement strategies it is imperative to ensure employees are highly motivated, committed and empowered in order to achieve intended targets. A participatory managed work environment is one that provides ongoing training, skills development, and professional enrichment and mentoring to employees at all levels. This in turn ensures smooth implementation of organisation strategies in a receptive environment.

Johnson & Scholes (2002) argue that organizations should involve their employees in strategic decision making process directly. This helps employees to see what it means for them personally and what their role in strategic planning entails. Strategy formulation and strategy implementation form part of the strategic planning process which is often organized in the form of task forces involving teams of people organized to work on a particular strategic issue over a defined period of time. Henry (2008) asserts that it is important that everyone in the organization understands where it is going and how it will get there during the process of strategy formulation and implementation.

Calfee (2006) argues that most organizations consult a few members for information during strategy formulation. Accordingly, and over time, organizations realized that this approach was faulty. With limited input into the final strategy, company managers tended to ignore, half-heartedly support, or sometimes undermine strategies from which they were not involved and they failed to understand and accept. Some more thoughtful companies began to see benefits in greater involvement in strategy formulation by those senior managers ultimately responsible for executing it.

Kohtamaki, Kraus, Makela, and Ronkko (2012) point out that, participative strategic planning increases personnel understanding of the company's purpose and strategic targets, clarifies why strategies are implemented, and creates a sense of shared purpose for employees. Clarifying and explaining strategies and involving personnel in the strategic planning process have been argued and shown to increase personnel commitment to strategy implementation. Increased perosnnel commitment enables more rapid strategy implementation and improves both the strategy-environment fit and consequently company performance. Organizational learning enables employees to target their learning to support its company in its strategic initiatives. Better learning capabilities enable campanies to better adapt to changes in the business environment and hence can improve business performance (Kohtamaki, Kraus, Makela, and Ronkko, 2012).

Al-Kandi, Asutay, Dixon (2013) studied three strategic cases where it emerged that employee involvement occurred when the strategic decision was made by top management (decision makers), although the people who implement the strategy (implementers) were also clearly involved in this process and their number is probably greater than those who actually made the decision. Therefore, their initial responsibility, besides involvement, is to map and design the strategic plan for the entire project, including the roles, responsibilities, goals, and objectives. The involvement process for all managers and implementers on all organizational levels is perceived as a crucial factor in the implementation process and it is of paramount importance for successful implementation.

Actual employee involvement could thus result in the coordination of top management, interest groups, and managers within the organization itself, to decide exactly how to implement the strategic decision, thereby allowing focus to be placed on effective implementation, which can in turn help to minimize potential conflicts and any resistance to change. The involvement of managers and their staff in the strategic decision-making, alongside their provision with an explanation as to why it has been made an entire process and combined with other initiatives such as promotion and rewards, would highlight the desired outcomes of the strategic decision, in that implementers would focus, desire, and work as a team towards achieving success. Managers have to be involved at all levels and maintain focus during the implementation processes (Al-Kandi, Asutay and Dixon, 2013).

Fulmer (1990) argues that human resources management plays an important role in making strategy implementation a success. Organizations' departments and their employees should be enthusiastic about the strategy implementation process. This means getting people involved and establishing a motivating reward system will have a positive influence on strategy implementation.

2.3.4 Effect of resource allocation on strategy implementation

Hanley (2007) argues that, strategy implementation plans can be curtailed by lack of commitment by key managers, lack of commitment on resources, or ineffective management structure. CEOs believe it is the duty of the managers to implement the strategy and do not follow up on strategy implementation. Getz and Lee (2011) argue that organization leaders reveal and share the new strategy with great fanfare but thereafter many organizations discover that they have not made progressive achievements as predicted by their strategies. "The reason for missing strategic goals is that leaders do not invest the same amount of time, energy, and resources in managing the implementation of the strategy as they do in setting the strategy", (Getz and Lee, 2011).

Firm's resources, capabilities, and competencies facilitate the development of sustainable competitive advantages. The primary argument is that firms hold heterogeneous and idiosyncratic resources (defined broadly here to include capabilities) on which their strategies are based. Competitive advantages are achieved when the strategies are successful in leveraging these resources (Hitt, Ireland, Camp, & Sexton 2001; Mango, 2014). Mango (2014) postulate that allocation of resources has influence on execution of management's sanction plans. Poor resource allocation is one of the main reasons for unsuccessful strategy implementation. Ongeti (2014) postulates that resources can be generally classified into three categories: tangible, intangible and human. However, resources are not able to be productive on their own. Resources are not only inputs in the productive processes, they also render services. Newbert (2008) posits that a company will not create competitive advantage if it does not possess capabilities for resource exploitation even if it possesses a number of resources.

Capabilities are the abilities of a firm to combine all resources for stellar performance (Pearce et al, 2012). Firms that are not able to creatively bundle and leverage their resources for value creation for their customers suffer performance shortfalls. Capabilities give sustainable competitive advantage and also long term performance since new resource configurations are always assured as markets collide, emerge, split, evolve and die. Differences in performance of organizations may be explained by how differently organizations put together their resources.

According to Watson (2005), Organizations that aspire to achieve their long-term goals plan their work and work their plan. If organizations want to realize their strategies and long-term vision, they have to be disciplined in setting direction and implementing that direction through effective use of their resources. This method is called policy deployment. Policy deployment is a strategic direction setting formula. It describes how strategy flows from vision to implementation in the place of work by collaboration and linkages with management methods such as management review and performance self-assessment. Policy deployment uses the approach of linking strategy development, measurement and management of operations. This approach links strategy with operations and people processes of an organization.

Watson (2005) argues that, policy deployment adopts a system that aligns the actions of its people to harmonize the actions of each function in order to create organizational value for its customers. The bottomline is that the most appropriate way to achieve desired results for an organization is for all employees to understand the strategic direction the organization has taken and get involved in design methodology of achieving the results. Employees should be able to measure their processes and monitor them for continuous improvement and to fill the existing gaps towards the strategic goals. Kibicho (2015) Posits that, strategy implementation includes designing the organization's structure, allocating resources, developing information and decision process, and managing human resources, including such areas as the reward system, approaches to leadership, and staffing.

2.3.5 Influence of organizational culture on strategy implementation

Hilman and Siam (2014) defined organisational culture as “the shared values, attitudes and norms of behavior that create the propensity for individuals in an organization to act in certain ways.” However, one of the most common culture-related problems in companies is a lack of trust, which usually results in poor or inadequate information and knowledge sharing between individuals and/or business units responsible for strategy implementation (Hrebiniak, 2005). Hilman and Siam (2014) argue that culture has to do with people’s interaction, interaction between ideas and behaviors. Dobni (2003) defines culture as “the collective thoughts and actions of employees that manifest the strategic orientation of the firm. Culture drives strategy and it is an internal variable that the firm can control”.

Higgins and Mcallaster (2004) argue that strategists manage a number of factors in strategy implementation. Organizational culture is one of these important factors. Strategists must manage cultural artifacts in order to successfully manage organizational culture. These cultural artifacts include myths and sagas about company successes and the heroes and heroines within the company; rituals, ceremonies, and symbols; language systems and metaphors; certain physical attributes such as the use of space, interior and exterior design, and equipment; and the defining values and norms.

Higgins and Mcallaster (2004) add that in managing strategy implementation through management of culture, strategists usually think in terms of managing values and norms. But as it turns out, if they don’t manage existing cultural artifacts as well, then they build in barriers to failure. This is because the current cultural artifacts support the old strategy and not the new one. To be successful, strategists must create new cultural artifacts or modify the existing ones that will support the new strategy. Isaboke (2015) identifies culture as the single most important factor of organizational success or failure. Researchers have identified organizational culture as a factor having the greatest potential to affect organization improvement or decline. Organization culture has been identified by the various frameworks of strategy implementation as a variable that influences the success of the implementation process.

Eaton and Kilby (2015) argue that a company’s culture is embedded in its DNA. It grew up along with the company and is rooted in values, beliefs, and behaviors. Culture owns the power over strategy. People are the reason strategies succeed or fail, and culture controls and moderates behavior across the entire workforce. If people are not aligned with the right values, beliefs, and behaviors that support the new strategy, they will be working against themselves and the company. Not only will they be frustrated, but the best people also often will leave, which puts the new strategy at further risk.

Rajasekar (2014) found out that a meaningful relationship exists between organizational culture and strategy implementation. Organizational development programs and their application enable a company to change its culture, structure, and operating procedures. They added that a flexible structure and adaptable employees who are willing to initiate process and procedure changes are important for production of high-quality products and services at the lowest possible cost. Strategy implementation is positively related to organizational culture along the dimensions of learning and development, participative decision making, power sharing, support and collaboration, and tolerance for risk and conflicts, which all form part of an organization's cultural environment.

Carlopio and Harvey (2012) studied on social-psychological principles and their influence on successful strategy implementation and found that if an organization's structure and culture are not aligned with a proposed strategy and the required new behaviors, the strategy implementation process will certainly fail. Brenes and Mena (2008) studied Latin American firms and concluded that organizational culture accampanied by supportive principles and values in the new strategy led to successful strategy implementation in the sampled firms. The study revealed that 86% of the most successful companies see culture aligned to strategy as highly significant, as opposed to only 55% of less successful companies. A study on culture and strategy noted that related factors such as the organizational structure and organizational culture are the most effective strategy execution factors that affect organizational performance.

Deal and Kennedy (1982) argue that culture is the single most important factor accounting for success or failure in organizations. They identified four key dimensions of culture including values – the beliefs that lie at the heart of the corporate culture, heroes – the people who embody values, rites and rituals – routines of interaction that have strong symbolic qualities, and the culture network – the informal communication system or hidden hierarchy of power in the organization (Deal and Kennedy, 1982).

2.3.6 Effect of organizational structure on strategy implementation

Kiptoo and Mwirigi (2014) assert that every organization has a unique structure that reflects its current image, reporting relationship and internal politics. Okumus (2003) defines "organizational structure" as "the shape; division of labour; job duties and responsibilities; the distribution of power, and decision-making procedures within the company". Louw and Venter (2006) has a diffrent definition of structure: "The formal pattern of interactions and co-ordination designed by management to link the tasks and patterns of individuals and groups in achieving organizational goals". Okumus (2003) cautions that issues for consideration must include: the impact of a new strategy on potential changes in duties; roles; decision making; and on reporting relationships.

Okumus (2003) argues that leaders must consider whether the organizational structure facilitates the free flow of information; co-ordination, and the co-operation between management and other functional areas. Simplistically, structure informs "who does what", and "levels of accountability". This clearly shows that organizational structure is a fundamental factor when looking at how strategic planning can be implemented in organizations. Without proper structures then strategic planning might not see the light in some organization because structures play a major role in delivering the expected results (Okumus, 2003). Waribugo and Etim (2016) opine that organizational structure contributes significantly to the implementation of strategies as it creates a clear understanding of the processes needed to achieve formulated organizational strategies. They add that the proper organizing of activities in an organization reduces the challenges managers have to confront during the process of implementing strategies in the face of turbulent global operating environment (Waribugo and Etim, 2016).

According to Alfred (2014), structure consists of corporate hierarchy, division of labor, delegating and communications. In order to set an adaptive and conforming relationship between structure and strategy, the following points should be considered, measuring the adaptability level of structure, centralization and decentralization, strategy and structure relationship, corresponding to gain and share information all through the organization and lastly clarifying responsibilities (Alfred, 2014). David (2001) emphasizes that a well defined structure is fundamental in the implementation of organizational strategies. Also, Lewis, Goodman and Fandt (2004) described organizational structure as an authority which controls every other aspects of organizational life, including implementation of strategies and achievement of the overall organizational objectives. Meanwhile, Wheelen and Hunger (2006) opine that organizational structure plays an influential and strategic role in the successful implementation of organizational strategies.

Hrebniak (2006) conducted a study on obstacles to effective strategy implementation and found that poor or inadequate information sharing, unclear responsibility and accountability and working against the organizational power structure – all part of organizational structure –results in failed implementation processes. Rajasekar (2014) argues that formal organizational structures are necessary for employees to act readily on the knowledge developed to craft and implement strategy. The organizational structure provides a visual explanation of two main things: the decision-making process and resource allocation. Zaribaf and Bayrami (2010) revealed that strategy is formulated by top management only and middle-level managers only implement the strategy with exceptional cases where a wide range of changes is required before implementation (structure alignment with strategy).

Rajasekar (2014) posits that many studies have addressed the link between organizational strategy and structure by arguing out that one of the challenges in strategy implementation is weak coordination of activities. Miller, Wilson, and Hickson (2004) also emphasized the importance of converting poor coordination into teamwork and re-aligning roles, responsibilities, and accountabilities with strategy. On the other hand, Brache (1992) suggested that for implementation to be successful, it is more valuable for an organization to apply cross-functional processes than to change the organizational structure. Bimani and Longfield-Smith (2007) studied on influence of organizational structure on strategy implementation and found strategy implementation to be structured and formal in nature. In addition, Markiewicz's (2011) study on the importance of processes and structures in the successful strategy implementation highlighted the importance of creativity, innovation, and perception of an organization as key ingredients in implementing strategies. The most influential factor in realizing business success is creating a fit between strategy and organizational architecture (Slater, Olson, and Hult, 2010). Organizational structure and design play important roles in making decisions on resource allocation for various functions and activities within the business ecosystem (Brenes and Mena 2008).

Muoki and Okibo (2016) assert that organizational structure is the main key element in improving the efficiency of all organizations. It is valued as the framework of the organization providing a foundation through which organizations functions. The structure of organizations models the behavior of its employees who become products of organizational structures in either positive or negative manner. Organizational structure has been broadly considered to be an anatomy of the organization that provides a foundation within which institutions function. Thus, structural deficiencies may affect employee's behavior and performance negatively which adversely impacts organizational strategy implementation. Organizational structure which is inappropriate regarding the objectives of the organization is a hindering bureaucracy and hinders organizations from achieving their goals or misleads them.

Muoki and Okibo (2016) postulate that the right organizational structure clarifies how duties are determined, what formal coordination mechanisms are neded, and organizational patterns of interaction that must be met. Organizational structure is considered the management framework adopted to oversee the various activities of institutions project or other activities of an organization. A suitable organizational structure assists the management team to achieve high performance in the organization. Institutions require efficient and effective organizational structure in order to successfully accomplish its goals and objectives. Organizational structure helps in development of capacity to implement strategies. Structural components are an important means to the facilitation of smooth translation of organizational strategy and policies to actions that lead to motivation and coordination of activities and people working in an organization. Hence an appropriate organizational structure is crucial for successful strategy implementation in any institution. Organizational structure can therefore be referred as a framework within which strategy implementation should take place in order to achieve organizational objectives (Muoki and Okibo, 2016).

2.3.7 Effect of organizational systems on strategy implementation

Cocks (2010) posits that operating systems represent the heart of the organization's ability to implement its strategy. Winning organizations strive for close alignment of systems to achieve consistency, operational efficiency and commonality of purpose. An important factor in achieving outcomes from a system is the way that people behave in the system. To achieve effective strategy implementation, people need to take responsibility for their part of the organization. Open and direct feedback and communication systems are important.

Buuni et al. (2015) posits that strategy implementation is the process through which a chosen strategy is put into action. This entails the design and management of systems in order to achieve the best integration of people, structure, processes and resources to achieve organizational objectives. If a strategy fails because of unsuitable or poor implementation, then the effort invested during the formulation phases becomes worthless. Strategic thinking does not matter on a firm's performance, until all the elements or factors of the strategy fit together using the appropriate capabilities, system, and structure (Okums, 2001, 2003). Since change is inevitable during the implementation affecting the process, system, and even structure of an organization (Hrebiniak & Joyce, 1984), top management must be wise when making decisions on certain strategies that could affect people and their overall implementation.

Kaplan and Norton (2008) postulate that the major cause of a company's underperformance is the breakdown of its management system. They add that if organizations could link strategy and operations through a closed-loop management system, then they could easily reduce the failure chances of the new strategies. A closed-loop management system towards successful strategy implemention is comprised of five stages that begins with strategy development. Strategy development also known as strategy formulation involves application of tools, processes, and concepts such as mission, vision, and value statements; SWOT analysis; shareholder value management; competitive positioning; and core competencies to formulate a strategy statement (Kaplan and Norton, 2008).

Kaplan and Norton (2008) add that the strategy statement is then translated into specific objectives and initiatives that are supported by other tools and processes such as strategy maps and balanced score cards. Strategy implementation then follows in the process that links strategy to operations with a third set of tools and processes including quality and process management, reengineering, process dashboards, rolling forecasts, activity-based costing, resource capacity building, and dynamic budgeting. As implementation progresses, managers continually review internal operational data and external data on competitors and the business environment. Finally, managers periodically assess the strategy, updating it when they learn that the assumptions underlying it are obsolete or faulty, which starts another loop around the system (Kaplan & Norton, 2008).

According to Nzyoki and Mingaine (2015), information systems play a key role in strategy implementation process since it’s mainly concerned with internal circulation of information and appears on environmental uncertainty phenomenon. They define Information ambiguity as “a situation in which problems cannot empirically and explicitly be understood, analyzed and gathering more data about them is not possible.” Another important matter that depicts the role of information systems in strategy implementation is managers' need to reciprocate exchange of information (Nzyoki and Mingaine, 2015). This calls for a system that transmits information both upwards and downwards. Management information system is one of the instruments that can collect and organize data for managers in order to do their tasks. In relation to information relevancy, strategic management as a process suggests that the information fluency and affecting directions are often reciprocal and planning and implementing segmented. Some guidelines for strengthening information systems in implementing strategies are Software and hardware should help global compatibility (a kind of stable procedure for the entire world), common channels of processing system should be available and all the parts should be self-sufficient and well matched to information systems capabilities (Nzyoki and Mingaine, 2015).

Ndambiri (2015) argues that the business processes involve the structures and the program that are designed to facilitate the operation of an organization. The process includes the systems put in place including control systems, resource distribution and allocation, reward and disciplinary systems, and structures. He adds that failure to align these processes to strategy then it becomes a challenge to implement the strategy. According to Ndambiri (2015), aligning structure, strategy, skills, staff, style, systems, and shared values, leads to achievement of company effectiveness. Kaplan and Norton supports this by proposing four processes which include translating vision, communication and linking, business planning and feedback & learning. These processes need to be aligned with systems, structures, programs and people for success of the organization. Aligning business process supports the organization in realizing its goals and objectives. He adds that management systems, process owners and process operators must work together as a system though still in their unique tasks. Aligning these processes is a complex task which if not well handled can become a hindrance to strategy execution (Ndambiri, 2015).

2.4 Strategy implementation and organizational performance

A carefully prepared and solid strategic plan is no longer enough to ensure profitable success. It should link virtually every internal and external operation of an organization with a focus on customer needs (De Feo and Janssen, 2001). Musalika, Kule, and Kibachia (2016) posit that managers in organizations think of strategies and detailed actions and activities to break down the strategy in implementation throughout the organization and lead the firm to success. This is in effort to take advantage on a more open global market and create competitive advantage. According to Njagi and Kombo (2014), organizations operate in a very competitive and dynamic business environment and thus the need to position themselves to meet market needs. The reason why organizations practice strategic management is to develop and sustain competitive advantage in their firms. Strategic management consists of environmental analysis, making decisions, and taking actions in order to create and sustain competitive advantage. The process of strategic management involves decision-making about an organization's objectives.

Davenport (2007) asserts that creating a brilliant strategy is not superior to executing it successfully. Execution is critical to organizational success, thus a carefully and well planned approach to execution leads to attainment of strategic goals. Therefore, in order to achieve intended results, good strategies should be properly implemented. Strategy implementation involves converting the strategic plan into action and then into results. Thus, strategy implementation is geared towards improving a firm's performance. Organizational performance involves the recurring activities to establish organizational goals, monitor progress toward the goals, and make adjustments to achieve those goals more effectively and efficiently. In order for organizations to remain viable over time, they must be both financially viable and relevant to their stakeholders and their changing needs.

Buuni et al. (2015) argue that implementing a strategy is as important, or even more important, than developing the strategy. The critical actions of strategy implementation make a strategic plan stop being a document that lies on the shelf. This is realized through adopting actions that drive business growth. The purpose of a strategic plan is to provide a roadmap for the business to pursue a specific strategic direction and set of performance goals, deliver customer value, and be successful.

However, this is just a plan that just provides a roadmap and doesn't guarantee that the desired performance is reached any more rather than than having a roadmap that guarantees the traveler arrives at the desired destination. This means, a strategy only becomes relevant when it is implemented.

While studying how implementation of competitive strategies affects business units' performance, Menguc, Auh, and Shih (2007) argued that managers' use of transformational leadership skills results in the best competitive strategies, including innovation differentiation, marketing differentiation, and low cost of the product. Ndambiri (2015) posts that successful strategy implementation is increasingly becoming important day by day in this new order world. They add that strategies are a critical element in organizational functioning and effectiveness. Even though most organizations have good strategies, successful strategy implementation has remained a major challenge. The concept and practice of strategy implementation has been embraced worldwide and across various sectors because of its perceived contribution to organizational effectiveness.

Ibrahim, Sulaiman, Kahtani, and Jarad (2012) assert that previous research on organizational performance revealed that organizations that implement their strategies effectively also perform better than organizations that lack in implementing their strategies. Strategic management is widely regarded as an important aspect for business processes (Bowman and Asch, 1987; Kumar, 2010; Thomson and Strickland, 2003; Viljoan and Dann, 2003). Business scholars and professionals argue that the strategic management process affects a firm's ultimate success or failure more than any other factors (Porth, 2003). Strategic management process is important for a firm's success since it enables a firm to define a future direction, provides the means to achieve its mission, and ultimately leads to value creation (Porth, 2003). Powell (1992) also indicates that firms whom adopt strategic management generally improve their performance. One of the most important management's tasks is to constantly search for the best strategy to enhance performance.
Al-Kandi, Asutay, Dixon (2013) argue that firms which implement strategic planning achieve better performances than those that don't implement. However, most strategies often fail due to problems encountered during implementation stage. Strategic decisions should be implemented with awareness that their success is vital

for the organization. By identifying the factors that influence the process and outcomes of the strategy implementation stage, an organization will be better prepared for its future performance, which will ultimately contribute to its success. The competitive advantage of an organization is illustrated by the distinctiveness of its capabilities and how it uses these capabilities to achieve extraordinary profits or returns in comparison to other organizations. One of the most important capabilities that organizations can adopt is an effective and strategic decision-making process (Al-Kandi, Asutay, and Dixon, 2013).

Muoki and Okibo (2016) posits that organizational performance encompasses three specific areas of firm outcomes: financial performance (profits, return on assets, return on investment); product market performance (sales, market share); and shareholder return (total shareholder return, economic value added). Poor organizational performance raises concerns to specialists in many fields including strategic planners, operations, finance, legal, and organizational development. Improving the productivity of an institution is essential to its survival in the competitive world.

Adler (2011) asserts that performance management systems embody the set of organizational activities employed by managers to focus on employee attention and motivate behavior for the ultimate purpose of implementing the organization's strategy. As such, performance management systems are intended to help organizations plan and coordinate what they should do, provide accurate and timely feedforward and feedback on how they are doing, and encourage corrective behavior as and when needed (Pella, Sumarwan, Daryanto, and Kirbrandoko, 2013). Some of the more typical organizational practices involved with performance management are strategic planning, budgeting, incentive compensation design, and organizational structuring. Different organizational strategies require different performance management systems.

Pella et al. (2013) assert that the seven major obstacles that have impact on poor strategy implementation are: problems related to corporate scorecard, key performance indicators, information technology, competence, performance appraisal, strategy management office, and financial support. Alexander's (1991) research aimed to assess the understanding of the strategies with 782 subjects who were employees from various companies. The findings showed that only 8.7 percent of participants properly understood their company's strategy. Among various levels of employees, it is found that daily employees understand the company strategy less. Shah (2005) stated that lack of understanding about corporate strategy might lead to low employee commitment. Ramaseshan (1998) found that the most important activity in implementation of the strategy is institutionalization of strategies and supporting frontline staff.

Hence, the first problem of strategy implementation that this study presents is the inability to create a clear direction in mission, vision and strategy statement and socialize it to all employees (Bourgeois and Brodwin 1984; Mintzberg et al. 1998; Aaltonen and Ikavalko 2002; Simons 2000). After creating its mission statement, a company's board of directors needs to set up a clear corporate scorecard. Kaplan and Norton (2001) noted this as the operationalization of a company mission statement. Problems occur when the company's scorecard and business targets are not communicated to, understood and internalized by every employee (Rampersad 2003; Kaplan and Norton 2008). Logically, this second problem that might hinder successful strategy implementation is related to the corporate scorecard.

Rampersad (2003) argued that after deciding on a corporate scorecard, the next activities in implementing strategies are creating the organizational unit scorecard and the personal scorecard. The personal scorecard serves as a management process to ascertain that the strateg y is everyone's responsibility. By the logic of subsequent strategic management process, the third problem affecting poor strategy implementation relates to the lack of clear key performance indicators for each person or positions to support achievement of corporate strategy (Simons 2000; Kaplan and Norton 2001; Teng 2002). There are also companies using key performance indicators that do not get excellent results and this is caused by low performance targets that create the level of 'business as usual'. By contrast, leading and successful companies consistently set high, stretching, and challenging targets. Jusoh and Parnell (2008) found that reluctance from employees and leaders to accept high targets hampers strategy implementation. Thus low performance target setting, as well as the unwillingness of employees or leaders in accepting stretching targets for performance, presents another strategy implementation problem, as it leads to poor strategy implementation. Setting stretching targets serves as a prequisite to making a good improvement action plan. Action plans serve by providing details of how to achieve a big audacious goal stated in the corporate business objective.

Kazmi (2008) mentioned the steps of resource allocation, project implementation and procedural implementation in activating strategies. Hacker et al. (2001) noted that unclear definition of the key activities of the program may occur when implementing the strategy. Shah (2005) found that ill-defined key implementation, tasks and activities as one of main problems of strategy implementation. Poor strategy implementation may happen if company is not clear about programs and action plans should be made to implement the company's strategy (Noble 1999; Okumus 2003; Bower and Gilbert 2007). Strategy implementation involves translating strategic goals into annual performance objectives, together with aligning and motivating employees. Implementation of activities by individuals or organizational units needs performance appraisal and a reward incentive scheme.

A study by Skivington and Daft (1991) showed that performance appraisal is used by top management as one of the tools to implement and evaluate strategy. Rampersad (2003) noted that personal scorecards became effective when individual performances were tied to individual rewards. Neilson et al. (2008) stated that compensation differentiation between high and low performers serve as an element of strong strategy execution. The problem related to performance appraisal and compensation contributes to poor strategy implementation. Last but not least, and possibly the most important step in strategy implementation, is building a control and monitoring ystem. Shah's (2005) research found strategy implementation problems caused by nsufficient coordination across departmental boundaries and ineffective monitoring.

In his framework, Kazmi (2008) argued that a company needs to do step evaluation and control after functional and operational implementation, to make sure the company was achieving effectiveness in strategy implementation. Simons (2000) insisted that there was value from four levers of framework control (diagnostic control system, interactive control system, belief system, and boundary system) to increase company management control. Peljhan's (2006) study showed that management control systems played an important role in strategy implementation. If no routine and integrative system exists in the company to control, monitor and review the implementation and achievement of business targets, then the strategy implementation becomes ineffective.

Kihara, Bwisa, and Kihoro (2016) opine that the strategy implementation process determines whether an organization excels, survives or dies depending on the manner in which it is undertaken by the stakeholders. In turbulent environments, the ability to implement new strategies quickly and effectively may well mean the difference between success and failure for an organization. The practical experiences and scholarly works in the past have indicated that strategy implementation has a significant influence on organizational performance. Therefore, it follows that successful execution and implementation of strong and robust strategies will always give a firm a significant competitive edge (Sage, 2015),

Thompson and Strickland (1993) posts that strategy implementation entails converting the strategic plan into action and then into results. It is considered successful if the company achieves its strategic objectives and targeted level of financial performance. In deciding how to implement strategies, managers must have to determine what internal conditions are needed to execute the strategic plan successfully. According to Thompson and Strickland (1993), strategy implementation involves creating a series of tight fits between how things are managed internally and what is required for first rate strategy execution between strategy and: organization structure, organization's skills and competencies, budget allocations, internal policies, procedures and support systems, reward structure, strategy and the corporate structure. The tighter the fits the more likely targeted organizational performance can actually be achieved.

While the details of strategy implementation are specific to every situation, certain operational and administrative bases have to be covered no matter what the organization's situation is (Thompson and Strickland, 1993). To devise an action agenda, managers have to determine what internal conditions are necessary to execute the strategy successfully and then create these conditions as rapidly as practical. The keys to successful strategyimplementation are to unite the total organization behind the strategy and see that every relevant activity and administrative task is done in a manner that tightly matches the requirements for first-rate strategy execution. The motivational and inspirational challenge is to build such determined commitment up and down the ranks that an enthusiastic organization wide crusade emerges to carry out the strategy and meet performance targets as well as a concerted managerial effort to create a series of strategy- supportive "fits". The stronger the strategy supportive fits created internally, the greater the chances of successful implementation. The process of strategy implementation therefore involves two major steps namely operationalization of strategy or tactical issues and institutionalization or administration of strategy. During strategy implementation, the strategy must be made operational or ready for action thus making it ready for eventual implementation. This operationalization of strategy involves breaking long-term corporate objectives to operational short-term objectives and developing specific functional, unit or departmental strategies and drawing action plans to achieve the objectives (Pearce & Robinson, 1996). Policies to guide decision making must also be established, programs developed and procedures on how things will be done determined. In addition responsibility should be assigned to specific people, human resource aligned to strategy and strategysupportive budgets established.

According to Njagi and Kombo (2014), the implementation phase also requires institutionalization of strategy which means developing organizational capability to a point where it is fully supportive of the new strategy. The reality of strategy resides in its strategic actions rather than its strategic statements (Burgelman, Grove and Meza, 2006). This involves action-oriented activities such as communicating strategic intentions throughout the organization, matching strategy with organizational structure, matching strategy with culture, selecting effective leadership and designing effective reward systems.

Njagi and Kombo (2014) argue that these two phases of strategy implementation are geared towards improving organizational performance. Organizational performance comprises the actual output or results of an organization as measured against its intended outputs (or goals and objectives). The job of strategy implementation is to translate plans into actions and the intended results. The test of successful strategy implementation is whether actual organization performance matches or exceeds the targets spelled out in the strategic plan. Shortfalls in performance signify weak strategy, weak implementation or both. The effectiveness with which a particular strategy is implemented should strongly affect performance on dimensions on which the strategy is expected to affect (Njagi and Kombo, 2014).

2.5 Best Practices for Strategy Implementation

In addition to researchers' and academic work, a good number of professionals and practioners who have played a major role in strategic planning process also contributed to the knowledge of successful strategy implementation. Through their experience of learning, these professionals and practioners pointed out the obstacles and problems to successful strategy implementation and gave their recommendations. The guidelines given by these professionals and practioners are presented in table 2.3.

Beer and Eisenstat (2000) identified six silent killers of strategy implementation and made a conclusion that managers who tackled these killers, instead of avoiding them, successfully implemented the strategy and achieved the desired goals. De Feo and Janssen (2001) described ten steps for corporate strategy that ought to become an integral part of an organization's culture. These steps include: establishing a vision; agreeing on a mission; developing key strategies; developing strategic goals; establishing values; communicating company policies; providing top management leadership; deploying goals, measuring progress with key performance indicators and finally, reviewing progress.

Freedman (2003) suggested that in order to build a strong foundation for successful implementation of a strategy, an organization should complete the five activities. Allio (2005) came up with a short list of ten practical guidelines for successfull implementation of the strategies that would help the managers get the job done and called them best practices for implementing strategy. In order to overcome and improve the difficulties in the implementation context, Raps (2005) introduced the idea of ten critical points together to be addressed.

Table 2.3: Guidelines and Best Practices for Successful SI

Beer and Eisenstat (2000) Six silent killers of strategy Implementation	1. Top-down or laissez-fair senior management style, 2. Unclear strategy and conflicting priorities, 3. An ineffective senior management team, 4. Poor vertical communication, 5. Poor coordination across functions, businesses, or borders, 6. Inadequate down-the-line leadership skills and development.
Freedman (2003) Five activities for successful SI	1. Communicate the strategy, 2. Drive planning, 3. Align the organization, 4. Reduce complexity, 5. Install an issue resolution system
Allio (2005) List of ten practical guidelines for SI	1. Keep it simple: to break down the broader strategy to be implemented into shorter-term actions, each with a defined start, middle, and end 2. Establish a common language 3. Delineate roles, responsibilities, timeframes 4. Devise straightforward quantitative and qualitative metrics 5. Balance short term with longer term 6. Be precise, use action verbs 7. Use a common format to enhance clarity and communication 8. Meet regularly, but in structured, time-limited sessions 9. Anchor implementation activities in the firm's financial infrastructure: budget, metrics, rewards 10. Be prepared to consistently manage the implementation process
Raps (2005) Ten critical points	1. Commitment of top management 2. Involve middle manager's valuable knowledge 3. Two way communication 4. Integrative point of view- consider all aspects not only on the organizational structure but cultural aspects and the human resource perspective are to be considered as well 5. Clear assignment of responsibilities 6. Preventive measures against change barriers 7. Emphasize team activities 8. Respect the individual's different characters as human resources are becoming the key success factor within strategy implementation 9. Take advantage of supportive implementation instruments – two instruments are the balanced scorecard and supportive software solutions 10. Calculate buffer time for unexpected incidents
Thompson et al. (2005) Eight managerial skills	1. Building an organization with the competencies, capabilities, and resource strengths to execute strategy successfully 2. Shaping the work environment and corporate culture to fit the strategy 3. Allocating ample resources to strategy- critical activities 4. Ensuring that policies and procedures facilitate rather than impede strategy execution 5. Instituting best practices and pushing for continuous improvement in how value chain activities are performed 6. Installing information and operating systems that enable company personnel to carry out their strategic roles proficiently 7. Their rewards directly to the achievement of strategic and financial targets and to good strategy execution 8. Exercising strong leadership to drive implementation forward,

	keep on improving on how the strategy is being executed, and attain operating exellence
Pearce and Robinson (2011) Five steps	1. Identifying short-term objectives 2. Initiating specific functional tactics 3. Outsourcing non-essential functions 4. Communicating policies that empower people in the organization 5. Designing effective rewards
Bigler and Williams (2013) Nine steps	1. Select people with positive execution values and traits 2. Align the positive execution values and traits in five key areas of business operations 3. Make sure everyone is adding value for internal and external customers 4. Employ an appropriate form of an initiative management process with associated disciplines 5. Everyone develops and uses an appropriate growth and innovation roadmap 6. Develop an appropriate gain-making and gain-sharing system 7. Develop an appropriate recognition and promotion system 8. Use a one-on-one monthly personal communication process to facilitate real communication, performance reviews and learning 9. Develop an appropriate process to continually improve the leadership development process
Speculand (2014) Five recommendations	1. Focus on both crafting and implementing strategy – pay equal attention to both. 2. Oversee and stay committed to the implementation – constantly be involved by sharing information, communicating with employees and checking the current status often. 3. Adapt and amend the strategy and implementation as required – whatever was agreed to in the boardroom rarely happens in the implementation so adjustments must be made. 4. Create the right conditions for the implementation – ensure you have set up a culture that supports the execution of the strategy. 5. Follow up – to achieve a successful implementation, follow up is the number one best practice for leaders to focus on.

Source: Siddique & Shadbolt (2016)

Thompson et al. (2005) emphasized on the importance of communicating the strategic intent to all members of the organization. This would eventually help to find the ways to put the strategy into action, make it work towards successfully meeting the targets. They added that although each company uses different strategy execution approaches after altering them according to the company’s situation, however, these eight managerial tasks should be performed accurately to get the desired results. According to Pearce and Robinson (2011), firms are successful in implementing their strategies when they precisely stop “planning their work” and instead “work their plan”.

Bigler and Williams (2013) described leadership development approach that relies mostly on ‘on-the-job’ training in organizations using nine step approach that is based on leadership development framework. They were added that for leaders to successfully implement and maintain an effective strategy, expansion of the leadership capabilities within an organization might be the prefered choice. Bigler and Norris (2004) opine that almost all the firms strive to attain World-class strategy execution skill which is very difficult to achieve. Every organization that manages to achieve this World-class strategy execution through leadership development are able to achieve the sustainable competitive advantage which would be difficult to imitate (Bigler and Williams, 2013). A world-class leadership can only execute world-class strategy, and therefore organizational leaders should follow the nine steps through which world class ‘on-the-job’ leadership with essential leadership qualities and necessary skills can be developed (Bigler and Williams, 2013).

Bigler and Williams (2013) posts that any firm can successfully develop leaders who can efficiently execute strategy(s) through effective communication, learning and working together and by adopting this holistic and practical approach of leadership development through this nine step process. Similarly, Speculand (2014) put forward five recommendations for leaders to conduct a successful implementation.

It has been clear from the above discussion that although professionals and practitioners have different recommendations and suggestions, all of them strive for the ultimate goal of successful strategy implementation. The bottom line of their recommendations and suggestions is that strategy should be simple, properly communicated, coordinated and followed up correctly.

2.6 Summary of Knowledge Gaps

Literature indicates various knowledge gaps in relation to determinants of successful strategy implementation in universities in Kenya. These gaps manifest themselves in conceptual, contextual, and methodological aspects. Conceptual gaps relate to those found in literature regarding the relationship between variables being studied. Contextual gaps on the other hand relate to the universities in Kenya while the methodological include gaps in research design, population, sampling method, sample size, and data analysis. Table 2.4 provides a summary of previous studies (empirical studies) and knowledge gaps.

Table 2.4: Empirical studies and knowledge gaps

Researchers	Focus of Study	Methodology	Findings	Knowledge Gaps	How Current Study Addressed the Gaps
Sila, H. M., & Gichiga, L. (2016)	Role of Strategic Leadership on Strategy Implementation in Public Universities in Kenya- A Case Study of JKUAT Main Campus.	The study adopted a Descriptive Research design. A sample size of 79 respondents was considered for the study. Data was collected with the help of questionnaires	The study found that leadership and specifically strategic leadership have been identified as one of the key drivers of effective strategy implementation.	The study focused on strategic leadership and strategy implementation in public universities in Kenya (A case of JKUAT).	This study focused on determinants of successful strategy implementation in both public and private universities in Kenya.
Kibicho, P.M (2015)	Determinants of Strategy Implementation Success in the Insurance Industry: A Survey of Insurance Companies in Kenya.	The study used mixed methods research design to collect and analyse the data. Data collected using questionnaires. The target population of the study was the entire 51 registered insurance companies operating in Kenya. A multiple regression model was used to analyse	The study observed that to a very great extent Choice of strategies on advertising and promotion affects the strategic decisions of company while to a great extent Choice of Staff; Product development and Choice of branch networks affects the strategic decisions of company.	The study focused on insurance companies in Kenya. The study also focused on choice of strategies for success of insurance companies.	This study covered universities and not insurance companies. It also focused on factors that determine successful strategy implementation in universities in Kenya.

		data.			
Bratianu, C., & Pinzaru, F. (2015).	University governance as a strategic driving force.	The study adopted a desk study where secondary data was analyzed to explore university governance as a strategic driving force.	The study found that in a rapidly changing world and turbulent business environment universities need to develop strong governance models similar to business corporate governance models.	The purpose of this paper was to analyze different models of university governance, considering universities from Europe, USA, Australia, and Japan, and to find out what are the key success factors for university governance to become a strategic driving force.	This study focused on factors influencing strategy implementation in universities in Kenya.
Kamande, J. W., & Orwa, B. H. (2015).	Determinants of strategy Implementation in the Ministry of Lands, Thika, Kiambu County Kenya.	A case study was adopted. Data was collected using a questionnaire. The data obtained from the questionnaire was analyzed quantitatively using descriptive and inferential statistics.	The study found that various factors determine strategy implementation including resource planning, management commitment, stakeholders' involvement, and innovation.	The study focused on strategy implementation in the ministry of lands in Kiambu County, Kenya.	This study focused on strategy implementation in universities in Kenya.
Mango, D.R. (2014)	Determinants of Successful Strategy Implementation: A Survey of Selected Public Schools in South Africa.	165 respondents used. Likert scale used to collect data. Chi-square test used to analysed data	The study found that compensation management, managerial behaviour, institutional policies and resource	The study focused on schools in South Africa and not universities in Kenya. While the area of study was the same as what this study attempts	This study borrowed the thinking of other researchers in the context of determinants of strategy

			allocation all proved statistically significant association with successful strategy implementation. From the findings, there is a moderately strong relationship between strategy implementation and organizational Performance.	to do, the scope is different.	implementation in universities in Kenya.
Mutie, J. M., & Irungu, D.N. (2014).	Determinants of Successful Strategic Plan Implementation: Lessons from the Church Commissioners for Kenya.	69 respondents used. A case study design. Questionnaires were used to collect data. Data presented using frequency tables, pie charts, and graphs.	The key results of the study indicate that leadership, organizational culture, technology and possession of the unique resources are key determinants of successful strategy implementation. Further results revealed that involvement of the stakeholders at the point of strategy formulation is fundamental for it	The study focused on determinants for successful strategy implementation in churches in Kenya.	This study focused on determinants of successful strategy implementation in universities in Kenya and keenly focused on both independent and moderating variables.

			promotes ownership of the strategy plan during implementation		
Mbaka, R. M., & Mugambi, F. (2014).	Factors affecting successful strategy implementation in the Water Sector in Kenya.	The study adopted a desk study where secondary data was analyzed to explore the factors that affect the strategy implementation. After reviewing the literature and experts opinion, the study identified various factor which affects strategy implementation.	The results show that the most important reason for the failure of the strategy implementation in the water sector in Kenya is operational plan of the implementation. Operational dimensions include resources limitation, incompetent management and staff, poor planning for execution and lack of integration among the department are the main reasons for failure, followed by structural and contextual dimensions.	The study focused on factors affecting successful strategy implementation in the Water Sector in Kenya.	This study focused on determinants of successful strategy implementation in universities in Kenya.
Kibicho, P.M. (2014)	Influence of managerial competence and resource mobilization on strategy	The study adopted a desk study where secondary data was analyzed to explore the influence of	The study observed that the management competency affect the type of decisions, the rate at which strategies	The study focused on managerial competency and resource allocation on strategy implementation in	This study covered organizational factors determining successful strategy implementation in

	implementation in the insurance companies in Kenya.	managerial competence and resource mobilization on strategy implementation in the insurance companies in Kenya.	are implemented and the manner in which they are implemented. Also mobilization of the resources is a key a factor affecting implementation of strategies.	insurance industry in Kenya.	universities in Kenya.
Njagi, L., & Kombo, H. (2014)	Effect of Strategy Implementation on Performance of Commercial Banks in Kenya.	The target population was the forty three commercial banks in Kenya. Given the small number of commercial banks, a census study was conducted. The data was analyzed using descriptive statistics, Pearson's correlation coefficient, and multiple regression.	The results reveal that there is a moderately strong relationship between strategy implementation and organizational performance. The researcher therefore recommends that for institutions to thrive and compete they must implement strategies effectively.	The researcher studied the relationship between strategy implementation and organizational performance in Banks in Kenya.	This study focused on factors influencing strategy implementation in universities in Kenya.
Rajasekar, J. (2014)	Factors affecting Effective Strategy Implementation in a Service Industry: A Study of Electricity Distribution	The survey method was used to collect data. 150 questionnaires were distributed to executives in	The results demonstrate that leadership is by far the most important factor influencing successful implementation	The study focused on strategy implementation in service industry and in particular electricity distribution companies in the Sultanate of	This study focused on strategy implementation in universities in Kenya.

	Companies in the Sultanate of Oman.	organizations. A 5-point Likert scale was used. Data obtained were analyzed with descriptive statistics.	strategy in the service sector.	Oman.	
Lewa, P.M., Mutuku, S.M. & Mutuku, M.M. (2009).	Strategic Planning in the Higher Education Sector of Kenya: Case Study of Public Universities in Kenya.	The paper relied mostly on secondary data but also used primary data. Primary data was collected through interviews of knowledgeable individuals.	The study observed that public universities in Kenya do not sufficiently embrace strategic planning and thinking.	The study covered only public universities in Kenya. The study focused generally on strategic planning in public universities only, while this study focuses on strategy implementation in both public and private universities. The study was done in 2009.	This study covered strategy implementation in both public and private universities in Kenya. It covered determinants of strategy implementation in universities in Kenya.
Hughes, S. & White, R. J. (2005).	Improving Strategic Planning and Implementation in Universities through Competitive Intelligence Tools: A Means to Gaining Relevance.	The study adopted a desk study where secondary data was analyzed to explore competitive intelligence tools in universities.	The study found out that universities may find essential assistance from tools and techniques commonly known in for-profit organizational circles as competitive intelligence. This category of tools,	The study focused on strategic planning and implementation in state-sponsored institutions in the U.S. The study covered competitive intelligence tools.	This study focused on determinants of successful strategy implementation in both public and private universities in Kenya.

			techniques, and processes represents a virtually untapped opportunity for state-sponsored organizations to become more effective in their strategic planning, implementation, and assessment processes.		

Source: Secondary Data (2017)

2.7 Conceptual framework

Strategy communication is a very important variable in strategy implementation because a well communicated and understood strategy has high chances of being implemented. Conversely, the style of leadership practised in an organization determines strategic direction of that organization. Organizational leadership provides strategic direction through strategic choices and strategic leadership. It is through this strategic leadership that organizations successfully implement their strategies and realize their objectives. Employee participation in strategy formulation motivates employees to be committed to strategy implementation. Organizations that create the right environment for employees to participate in making strategic choices find it easy to implement their strategies. Organizational Resources form a very important ingredient in strategy implementation. Proper allocation and utilization of both tangible and intangible resources leads to successful strategy implementation. There having propositions of testing the effect of strategy communication, organizational leadership, employee participation in strategy development, and resource allocation on strategy implementation. This study keenly looked at these propositions and thus presented a detailed conceptual model in figure 2.6.

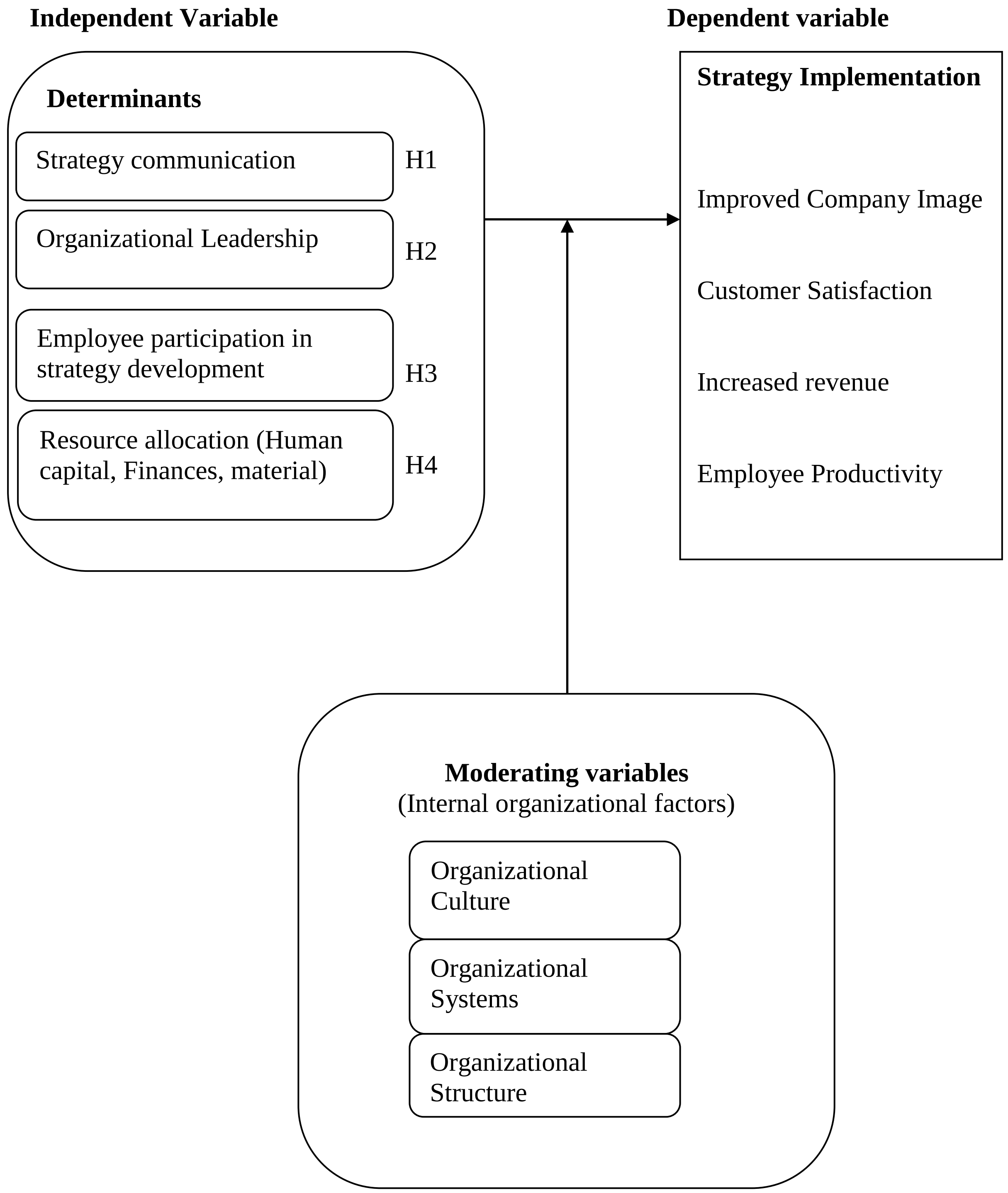

Figure 2.6: Strategy implementation framework, Source: Author (2017)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Emperical studies on strategy implementation indicate that there are gaps present along methodology, conceptually and contextually. Literature review shows that various researchers applied varied methods to study strategy implementation including desktop study, descriptive, exploratory, and even case studies. Conceptually, researchers have found several conflicting factors influencing strategy implementation including poor communication, weak leadership, insufficient resources, lack of employee commitment and participation, organizational culture, structure, and systems among others. Contextually, researchers have conducted research in public and private universities on strategic planning. There exist gaps in strategy implementation literature in universities in Kenya. This study sought to address these gaps found in previous studies and provided recommendations for possible solutions. This chapter outlines the research philosophy adopted, research design that was used during data collection, the population, sampling methods and techniques, and data collection procedure. It also describes the data collection instruments used, validity and reliability of the data collection instruments, data analysis methods used, data presentation, limitations and delimitations.

3.2 Research Philosophy

Research philosophy refers to the development of knowledge, the nature of that knowledge, and important assumptions on the way researchers view the world (Saunders, Lewis and Thornhill, 2009). There are two main research philosophies in social sciences that inform how people gain knowledge, namely: ontology and epistemology. According to Harvey (2006), ontology is the philosophical study of the nature of being, becoming, existence, or reality, as well as the basic categories of being and their relations. Ontology is concerned with questions on what entities exist or can be said to exist, and how such entities can be grouped, related within a hierarchy, and subdivided according to similarities and differences (Saunders et al., 2009).

Epistemology, also known as the theory of knowledge, is the branch of philosophy concerned with the nature and scope of knowledge (Harvey, 2006). Epistemology focuses on acceptable knowledge in any given field and how that knowledge develops or is acquired. The two main epistemological branches in social sciences research are the positivism and phenomenology. Positivism philosophy seeks facts of social phenomena without abstraction or subjecting individuals to perceptions or opinions (Cooper and Schindler, 2006). Saunders et al. (2009) argue that positivism enhances objectivity, neutrality and validity of results, attempts to test theory, thus increasing predictive understanding of phenomena. Pfeffer (1993) postulates that positivism advocates for continued use of real facts, logical, dominant and relevant framework. It is based on deductive approach where a number of propositions are generated for testing accompanied by empirical verification (Babbie, 2005). Positivism uses quantitative approach and objective reality that is explanatory and predictive.

Phenomenology on the other hand holds that knowledge is based on experience from perspectives of individuals and it's therefore subjective. According to Saunders et al., (2009), phenomenology focuses on immediate experience, personal knowledge and individual interpretations. It favors the use of qualitative approach in which humans make sense of the world around them and it relies on perception. This study adopted positivism philosophy of the natural sciences which only considers observable and measurable phenomena as knowledge. The study sought to be objective with facts by empirically testing relationships among variables. The researcher adopted hypotheses testing method based on the facts that were obtained from data collection exercise where the hypotheses rejected or failed to reject. This formed the basis for future research. The researcher observed the principles of positivism by remaining neutral and external to the study.

3.3 Research design

The research design for this study was descriptive cross-sectional study. Cross sectional studies are carried out once and represent a snap shot of one point in time. Richey & Klein (2007) explain descriptive research as more of a fact finding exercise, concentrating on relatively few dimensions of a well-defined entity. It describes and gives interpretation of individuals, objects, settings, conditions, or events (Mertler, 2006). This design examines phenomenon as it exists and seeks to give complete and accurate description of a situation at hand. McDaniel & Gates (1998) point out that, descriptive studies are conducted to answer the question who, what, when, where, and how questions. Descriptive research can either be qualitative or quantitative in nature. This research aimed at describing the current situation as far as strategy implementation is concerned and suggested the possible changes to improve the process. The key concern was efficiency in strategy implementation in universities in Kenya. The study sought to establish more efficient approaches to strategy implementation.

3.4 Target Population

The target population is that population to which the researcher wants to generalise the results of the study. The target population for this study was all employees of universities in Kenya with not less than 10,000 employees. There were 70 universities in Kenya as at 30th March 2017. This population is comprised of both Public and private universities. The researcher studied ten (10) universities (5 public universities and 5 private universities) out of the 70 universities in Kenya. The researcher conducted a preliminary study (criterion-based sampling) to select universities that could be holding relevant information. Mainly, those universities that have ever implemented a strategy before have more relevant information for this research. Appendix V gives a list of universities in Kenya.

3.5 Sample size

Cramer & Howitt (2004) assert that a sample is a set of entities drawn from a population with the aim of estimating the characteristics of a population. According to Kothari (2004), the sample should neither be too large, nor too small. The sample should also be greater than 10% which is the minimum sample as suggested by Gay (1981) as cited by Mugenda & Mugenda (2003). The study covered ten universities out of the seventy universities in Kenya. The researcher conducted the research in five public universities and five private universities. The public universities included

University of Nairobi, Kenyatta University, Egerton University, Jomo Kenyatta University of Agriculture and Technology, and Multimedia University of Kenya.
The private universities included Kabarak University, United States International University, Daystar University, Africa Nazarene University, and Africa International University. The study had a sample of 384 respondents (see Table 3.1).

The researcher used Yamane (1967) formula to arrive at the sample size:

$$n = \frac{N}{1} + N_e^2$$

Where:

n= Optimum sample size

N= Total Population

e= Probability error= 0.05

Therefore:

n= 10000/1+10000*0.05^2

n= 384

The respondents from each stratum were selected through proportionate sampling by Krejcie and Morgan (1970).

$$S = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}$$

Where:

s= required sample size

χ^2= the table value of Chi-square for 1 degree of freedom at the desired confidence level (3.841)

N= the population size

P= the population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d= the degree of accuracy expressed as a proportion (0.05)

Table 3.1: Sample size

Respondent(s)	Number of respondents per university	Number of universities	Total number of respondents
DVCs	2	10	20
Registrars	2	10	20
Deans of schools	4	10	40
Directors of institutes	4	10	40
Heads of departments	6	10	60
Senoir lecturers	5	10	50
Finance Manager	1	10	10
Senior Accountants	2	10	20
Internal Auditor	1	10	10
Dean of students	1	10	10
Human Resources Manager	1	10	10
Librarians	3	10	30
Corporate Affairs Manager	1	10	10
Director, Quality Assurance	1	10	10
Marketing Manager	1	10	10
Director of Security	1	10	10
College principals	1	4	4
Grand total			**384**

3.6 Sampling Method

This study adopted criterion-based sampling. Criterion sampling entails selecting a sample that meets some predetermined criterion of importance. The researcher adopted this sampling design because one may learn a great deal more by focusing in depth on understanding a small number of carefully selected sample than by gathering standardized information from a large, statistically representative sample of the population (Patton, 1990). The researcher used preliminary information to judge which universities could be holding relevant information. Mainly, those universities that had earlier implemented a strategy had more relevant information for this research. The employees from the ten universities were selected through stratified sampling method.

The ten universities in Kenya were selected using purposive or judgemental sampling. Purposive sampling is a technique that allows the researcher to use knowledge of the population to meet the research goals (Datallo, 2003). Purposive sampling is advantageous because it allows the researcher to get information from respondents who are knowledgeable about the area of study and are crucial to the study (Gray, Williamson, Karp & Dalphin, 2007). Chandran (2004) defines sampling as the method of selecting a sample from a population. The selection of elements from a population should be in such away that the descriptions of those elements accurately portray the characteristics of the population from which they were drawn (Datallo, 2008). If a sample represents its population in all respects, it yields maximum precision or minimum variance. In non-probability sampling, elements of the population have an unknown chance of being selected (Datallo, 2008). The main aim of this method is elements selection technique (Bryman, 2001). This sampling method does not give each element within the population an equal chance of being selected. This method is applicable where the researcher is not interested in selecting a sample that is representative of the population. One of the non-probability sampling techniques is purposive or judgemental sampling.

3.7 Data collection procedure

Cooper & Schindler (2003) argue that data collection procedure specifies the details of the task with focus on the data to be obtained and their sources. The researcher used primary data that were mainly quantitative in nature. To obtain the data, semi-structured questionnaires were used in this research. The researcher formulated questionnaires guided by the research objectives. The researcher provided a wide range of questions to harness divergence of views from various respondents.

The researcher was guided by the concepts of this study, theory and other previous studies to develop closed ended questionnaires as well as a few open ended ones. A five point Likert scale ranging from 1= not at all to 5 = very large extent or 1= strongly disagree to 5= strongly agree was used to address some of the items. Likert scale questions were most frequently used in this tool. It is used to test a respondent’s opinion, perception or attitude. Likert scale exhibits favorable perception on one extreme and unfavorable perception on the other towards an aspect of study. Other items in the questionnaire were open ended and the respondents were expected to explain for clarification and support of the quantitative data. The questionnaire was developed by refererencing studies similar to this study as well as other literature on the study concepts and context.

The tool was enhanced and corrected through advice by supervisors and input from proposal defense panel. The questionnaire was divided into two sections. Section A collected data on the demographics of employees of Kenyan universities while section B collected data on the variables of this study. Section B collected data on strategy communication, organizational leadership, employee participation, and resource allocation. The key target respondents to this study were senior officers of universities. Key informants should be knowledgeable about issues under study and they should be willing to respond to the questionnaires (Newbert, 2007). The instrument was administered through drop and pick method by the researcher assisted by two research assistants. To be professional and to remain ethical, the researcher drafted a personal letter of introduction. The researcher also obtained a letter of authorization and a permit from the National Commission for Science, Technology and Innovation (NACOSTI) and a letter of introduction from Kabarak University, Institute of Postgraduate Studies and Research. Copies of these documents are attached as Appendix II, IIIa, IIIb and IV respectively. The unit of analysis was employees of Kenyan universities.

3.8 Reliability of the instruments

Kothari (2004) points out that reliability is concerned with securing consistent results with repeated measurements of the same person and with the same instrument. The researcher used Cronbach alpha to measure reliability of the instrument used as shown below. Cronbach's Alpha is a general form of the Kunder-Richardson (K-R) 20 formula (Mugenda & Mugenda, 2003).

$$KR_{20} = \frac{(K)\left(S^2 - \Sigma_s^2\right)}{\left(S^2\right)(K-1)}$$

Where: KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the

S_2 = Variance of all scores

s^2 = Variance of individual items

A high coefficient of reliability (α ≥ 0.70 i.e. 70% and above) is acceptable. A high coefficient implies that items correlate highly among themselves, i.e. there is consistency among the items in measuring the concept of interest. This is called homogeneity of data. Kothari (2004) points out that, reliability is also concerned with how much error may get introduced by different investigators or different samples of the item being studied. The researcher ensured that external sources of variation such as boredom, fatique, etc are minimised to the extent possible. Table 3.2 shows results of test of relaibility of the questionnaire.

Table 3.2: Reliability Test

Variable	Number of items	Cronbach's Alpha Coefficient	Decision
Strategy communication	4	0.8277	Reliable
Organizational leadership	4	0.7015	Reliable
Employee participation in strategy formulation	4	0.8804	Reliable
Resource allocation	4	0.8484	Reliable
Organizational culture, Organizational systems, Organizational structure	3	0.8795	Reliable
Overall		0.9298	Reliable

The results demonstrate that the instrument used to collect data passed the test of reliability. All items had a coefficient of reliability that is greater than 0.70.

3.9 Validity of the instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure. Validity is the extent to which differences found within a measuring instrument reflect true differences among those being tested (Kothari, 2004; Cooper and Schindler, 2006). The instrument's validity is said to be good if it contains a representative sample of the universe subject matter. Validity is divided into various types including content, construct, face and criterion related. This study performed content and construct validity tests. Content validity measures the extent to which the instrument adequately covered the investigative questions in the study. The researcher did a pilot study at PAC University to pre-test the validity of data collection instruments. Content validity was tested by use of a panel of lecturers from Kabarak University who judged how well the measuring instrument met the standards.

3.10 Study Variables

The dependent and independent variables tested were as described in Table 4. The dependent variable for this study was strategy implementation measured by indicators including increased profits, increased sales, market share etc on a 5-point Likert scale according to respondent's perceptions. For an indicator to qualify as a measure of successful strategy implementation, it has to be high on the Likert scale. The independent variables in this study were strategy communication, Organozational leadership, employee participation in strategy development, and resource allocation. Also, moderating variables were measured on how they controlled strategy implementation. These included organizational culture, organizational systems, and organizational structure (see Table 3.3).

Table 3.3: Measurement of Research Variables

Construct	Nature of variable	Operational variable	Supporting Literature	Measurement scale	Scale	Questionnaire Items
Strategy communication	Independent	Proper flow of information on strategy, Well understood strategy	Scholey (2005), Watson (2005), Allio (2012), Forman & Arngenti (2005), Cocks (2010), Allio (2008), Raylander & Peppard (2003), Holloway (2009)	Infer from questionnaire on 5-point Likert scale	Ordinal	Question 15
Organizational Leadership	Independent	Inspiring leaders Participatory style of leadership Motivated employees	Brumm & Drury (2013), Nahavandi & Malekzadeh (1993)	Infer from questionnaire on 5-point Likert scale	Ordinal	Question 16
Employee participation in strategy formulation	Independent	Brainstorming Generation of ideas Employees owning the strategy	Calfee (2006), Kohtamaki, Kraus, Makela, & Ronkko (2012),	Infer from questionnaire on 5-point Likert Scale	Ordinal	Question 18
Resource allocation	Independent	Good stewardship of resources Proper planning	Hanley (2007), Getz & Lee (2011), Watson (2005),	5-point Likert Scale	Ordinal	Question 17
Organizational culture	Moderating	Beliefs, practices, assumptions, and norms that support the strategy	Kbicho (2014)	5-point Likert Scale	Ordinal	Question 19
Organizational systems	Moderating	Proper procedures, processes, practices and technology	Kibicho (2014)	5-point Likert Scale	Ordinal	Question 19
Organizational structure	Moderating	Proper lines of reporting, span of control, narrow or tall structure	Kibicho (2014)	5-point Likert Scale	Ordinal	Question 19

Source: Research (2017)

3.11 Data Analysis

Once data were collected, the next step was data analysis. Data analysis is comprised of the following steps; questionnaire checking, data sorting, data editing, data coding, data entry, data processing, data cleaning, and interpretation of the results. If the data are considered authentic enough to represent a population, then the process of analysis will begin. According to Mingala (2002), data are a collection of facts and figures relating to a particular activity, event or phenomena under study. Data are useful if they provide answers to research problem which can be achieved by analysing the collected data. Leedy (2002) describes data analysis as the whole process, which follows data collection and ends at the point of interpretation, processing and presentation of results.

Data analysis in this study applied both descriptive and inferential statistics. Qualitative data was analysed through content analysis and backed up with quantitative data. Descriptive statistics comprised of pie-charts, bar graphs, frequency distribution, mode, and chi-square tests while inferential statistics comprised of factor analysis, correlation analysis, and regression analysis. For open-ended questions, the researcher prepared a qualitative description of themes. Such themes were classified into topics which in essence were responding to the research objectives of this study. The data were then analyzed, interpreted and presented by use of frequencies such as tables, pie-charts, bar graphs, and percentages. Descritive statistics present respondents' opinion on subject matter under study. This section presented results on respondents' demographics including work experience and category of university. Other subjects of study under this section included knowledge of strategic plan contents, timelines for strategic plans, timelines for review, level of successful strategy implementation. Respondents were also asked to give their opinions on reasons why universities in Kenya could not successfully implement all strategies in their strategic plans. This qualitative data was treated as descriptive data where respondents' opinions were analysed and presented as research findings.

Factor analysis was carried out on all items in each variable in order to control for common method variance. Common method variance (CMV) refers to the amount of spurious correlation between variables that is created by using the same method such as questionnaires to measure each variable. Due to inflated or deflated findings, CMV may lead to erroneous conclusions about relationships between variables (Chang, Van Witteloostuijn and Eden, 2010). Items with factor loading below 0.4 did not meet the threshold for regression analysis and thus were dropped.

The research tested for multicollinearity by running pairwise correlations among the variables. To correct for possible multicollinearity in data, the study dropped those variables that were suspected to be related to each other (i.e. strategy communication and organizational leadership). Multicollinearity is present when the model has multiple factors that are correlated not just to the response variable, but also to each other. This means that one variable can be linearly predicted from others. An increase in multicollinearity leads to an increase in standard errors.

For normality test, the researcher used Q-Q plots as well as Shapiro-Wilk test and Shapiro-Francia test. The study also conducted skewness test and Kurtosis test. Test of normality is usually conducted to cure type I and type II errors. Test of normality in statistics are done to determine if a set of data is normally distributed. Variables that are not normally distributed can distort relationships and significance tests thus causing problems in multiple regression analysis. All regression analysis assume normal distribution and thus the variables must be normally distributed.

For closed-ended questions, quantitative data was analysed to test the effect of independent variables on the dependent variable. The hypothesis testing was done using multiple regression analysis. The data were analysed using Stata, SAT System, and Statistical Package for the Social Sciences (SPSS). The study sought to establish the effects of independent variables on dependent variables. Multiple regression analysis was applied to yield the coefficient of determination (R^2) and indicated the degree of variance in the independent variable as a result of a combination of a number of predictors. The regression equation is:

$$\mathrm{Y}=\mathrm{a}_0+\mathrm{a}_1\mathrm{X}_1+a_2X_2+a_3X_3+a_4X_4+a_5X_5+a_6X_6+a_7X_7+e$$

Where:

Y = Dependent variable (Strategy implementation)

a_0 = Constant term

X_1 = Strategy communication (Independent variable 1)

X_2 = Organizational leadership (Independent variable 2)

X_3 = Employee involvement in strategy formulation (Independent variable 3)

X_4 = Resources allocation (Independent variable 4)

X_5 = Organization culture (Moderating variable 1)

X_6 = Organizational systems (Moderating variable 2)

X_7 = Organizational structure (Moderating variable 3)

a_i = Coefficients of variable X_1, X_2, X_3, X_4, X_5, X_6, X_7

e = Error term

A summary of tests of hypotheses and related research objectives are presented in Table 3.4.

Table 3.4: Summary of Research Objectives and corresponding Hypotheses

Objectives	**Hypotheses**
Objective One: To determine the influence of strategy communication on strategy implementation in universities in Kenya.	$H_0$1: There is no significant influence of strategy communication on strategy implementation in universities in Kenya.
Objective Two: To establish the effect of organizational leadership on strategy implementation in universities in Kenya.	$H_0$2: There is no significant effect of organizational leadership on strategy implementation in universities in Kenya.
Objective Three: To determine the influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.	$H_0$3: There is no significant influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.
Objective Four: To establish the effect of resource allocation on strategy implementation in universities in Kenya	$H_0$4: There is no significant effect of resources allocation on strategy implementation in universities in Kenya.

The relationship between the predicted variable and predictor variables was measured by use of multiple regression analysis presented as a model. The results of the measurement were then interpreted using Coefficient of determination (R^2), Multiple R, F-statistic, coefficients of variables and significance levels.

3.12 Ethical considerations

A research done is only deemed successful if it provides solution to the research problem and when all research stakeholders are satisfied. This study addressed various ethical issues to safeguard the rights and privileges of the respondents and other parties of interest. Before the researcher commenced collecting data, he sought permission from the relevant authorities and assured the respondents that information gathered would be handled with utmost confidentiality and the information would be used solely for the purpose of this study.

3.13 Limitations and delimitations

The researcher encountered some challenges due to some respondents who were not willing and supportive to give information. Some respondents were reluctant to give information on the subject of study given the sensitive of the matter. The researcher convinced the respondents that the information gathered would be treated with utmost confidentiality. Again this study targeted senior university officers who are usually busy and not easy to access. Normally, one would be expected to book an appointment. The researcher remained consistent on visiting the universities until sufficient data were collected. Also, given that Kenyan universities are spread all over the country; it was a challenge to access all the universities in Kenya. A sample was selected to represent all universities across the country.

CHAPTER FOUR

RESEARCH FINDINGS, INTERPRETATION, AND DISCUSSIONS

4.1 Introduction

The purpose of this study was to determine factors influencing successful strategy implementation in universities in Kenya. Specifically it sought to determine the influence of strategy communication, organizational leadership, employee participation in strategy formulation, and resource allocation on strategy implementation in universities in Kenya. The study also investigated the moderating effect of organizational culture, structure, and systems in the relationship between independent variables and dependent variable (strategy implementation) in universities in Kenya. To support this study, literature review was conducted where relevant emperical studies were identified to justapose the findings. Data were then collected using questionnaires that were distributed to various university officers in Kenya. This chapter presents details on response rate, sample characteristics, presentation of data findings and analysis, interpretation and discussion of findings. Data presentation in this chapter is done according to the specific objectives of the study.

4.2 Descriptive Data Analysis

This section presents descriptive statistics of response rate and demographic information such as category of university and years of service in employment. The section also sought participants' responses on general strategy implementation issues such as whether participants understood the contents of their strategic plan, timelines for strategic plan, timelines for strategy review, percentage of strategic plan implementation, plans for strategies not yet implemented, and reasons for failure in strategy implementation. According to Beaumont (2012), descriptive statistics are best placed to describe the sample characteristics.

4.2.1 Response Rate

Data were collected between March and May 2017 through distribution of questionnaires to respondents in universities in Kenya and collecting them back. A total of three hundred and eighty four (384) questionnaires were distributed and two hundred and seventy six (276) questionnaires were returned representing seventy two percent (72%) response rate (see Table 4.1). A response rate of 50% and above is considered adequate enough for further analysis (Mugenda and Mugenda, 2003; Hager, Wilson, Pollak and Rooney, 2003). Saunders, Lewis and Thornhill (2009) suggest a response rate of 30-40 per cent. Out of 276 respondents, 140 (50.72%) respondents were from public universities while 136 (49.28%) were from private universities A total of 192 questionnaires were distributed to each category of universities (public and private). Each individual university received a minimum of 38 questionnaires. Out of 192 questionnaires distributed to public universities, 140 (73%) were returned while out of 192 questionnaires distributed to private universities, 136 (71%) were returned.

Table 4.1 Response by university category

Category of university	Questionnaires issued	Questionnaires returned	Response rate (%)
Public universities	192	140	73
Private universities	192	136	71
Total	**384**	**276**	**72**

Source: Research Data, 2017

4.2.2 Working Experience

Respondents were asked to indicate the number of years they had been working at the university. Table 4.2 presents results of working experience per university category.

Table 4.2 Years of service per university category

Work experience	Public universities		Private universities		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0 - 5 Years	25	9.12	34	12.41	59	21.53
6 - 10 Years	46	16.79	62	22.63	108	39.42
11 - 15 Years	41	14.96	25	9.12	66	24.09
16 - 20 Years	13	4.74	8	2.92	21	7.66
Over 20 Years	15	5.47	5	1.82	20	7.3
Total	**140**	**51.09**	**134**	**48.91**	**274**	**100**

Source: Research Data, 2017

Results show that when public and private universities are combined, majority of respondents (39.42%) had worked at the university for a period of between 6 and 10 years. Results show that 24.09% of the respondents had worked in the university for a period of between 11 and 15 years which indicates stability of staff in universities and which is positive for long term implementation of strategic plans. Those who had worked for a period of between 0 and 5 years comprised of 21.53% whilst 7.66% of the respondents had worked for a period of between 16 and 20 years.

The least number (7.3%) of the respondents had worked for a period of over 20 years which is not positive for the growth of universities since the number of working years in an organization is linked to experience and learning. Previous studies have reported that employee turnover could pose a serious threat to the growth and productivity of any business organization (Tettey, 2006; Mrope & Bangi, 2014). Borthwick (2011) opines that for any organization to run and actualize its objectives there is need for work force that will drive the processes of the organization. As the world shifts further into a knowledge-base economy that relies majorly on information, knowledge and high level skills, human capital will become progressively more central to business organizations across the globe. The work force of any organization represents its employees. Ideally, every employee in any organization is expected to continuously render productive service to the organization and remain in that organization until retirement. However, in reality, this is not so (Borthwick, 2011).

Overall, the findings show that most of workers had worked for less than 10 years. This finding implies that universities in Kenya experience challenges in attracting and retention of employees which can lead to labour turnover related expenses. Akinyomi (2016) posits that increased labour turnover is very costly for all business organizations. These include direct and indirect costs. The generally noticeable costs in connection with turnover are the amounts of funds expensed on vacancy advertisement, headhunting fees, interview, recruitment and training of new hire, loss of productivity, and cost of inefficiency of the new staff. These costs have been estimated to range from thirty percent to as high as four hundred percent of a single employee’s annual salary, depending on the industry and job role being filled (Akinyomi, 2016; Wangui, 2010; Bilau, Ajagbe, Sholanke & Sani, 2015). This finding has a leadership implication that prompts university leaders to evaluate the root cause of low employee retention rate. Armstrong (2009) observes that proper retention strategies are based on the understanding of the factors that affect whether or not employees leave or stay. All the respondents were senior university officers who understood university operations including strategic planning process hence suitable respondents and source of reliable information.

The research further categorized universities in terms of public and private. For public universities, majority of respondents (16.79%) had worked at the university for a period of between 6 and 10 years. Those who had worked for a period of between 11 and 15 years formed 14.96% of the respondents while those who had worked for a period of between 0 and 5 years formed 9.12% of the respondents. Only 5.47% of the respondents had worked at the university for more than 20 years.

For private universities, majority of the respondents (22.63%) had worked at the university for a period of between 6 and 10 years while those who had worked at the university for a period of between 0 and 5 years formed 12.41% of the respondents. Results show that those who had worked at the university for a period between 11 and 15 years made 9.12% of the respondents while those who had worked at the university for a period of between 16 and 20 years formed 2.92% of the respondents. Only 1.82% of the respondents had worked at the university for over 20 years.

Though both public and private universities exhibited more or less similar patterns of employee profile, public universities had more employees who had worked for more than 10 years than in private universities. Results show that 4.74% of respondents had worked for a period between 16 and 20 years in public universities while 2.92% of the respondents for the same period in private universities. Those who had worked for a period of over 20 years for public and private universities formed 5.47% and 1.82% respectively. Results imply that majority of the respondents had worked for a period of between 6 and 10 years for both public and private universities. This could be explained by the fact that young people are increasingly assuming senior university positions. This phenomenon could also be explained by the results that more people are changing jobs within the period of 6 to 10 years. These findings are supported by Waswa et al, (2008) who argue that qualified academic staff have resigned from Kenyan public universities and secured better paying jobs abroad. Brain drain among the academic staff is real within the public universities and this affects staff retention. Internal brain drain is also rampant with movement of highly skilled academics to other sectors in the country (GOK, 2006) as cited by Ngethe, Iravo, and Namusonge (2012).

4.3.1 Strategy Implementation

To gauge respondents understanding of the contents of the strategic plan, respondents were asked whether they understood the contents or not. The results show that majority of respondents (97.43%) indicated that they understood the contents of their strategic plans while only 2.57% of the respondents said they never understood the contents in their strategic plan (see Figure 4.1). This implies that employees in Kenyan universities understood the contents of their strategic plans thus ability to implement their strategies with ease. This could be explained by the efforts universities are putting in training and coaching their employees to fully understand their strategic plans and successfully implement them.

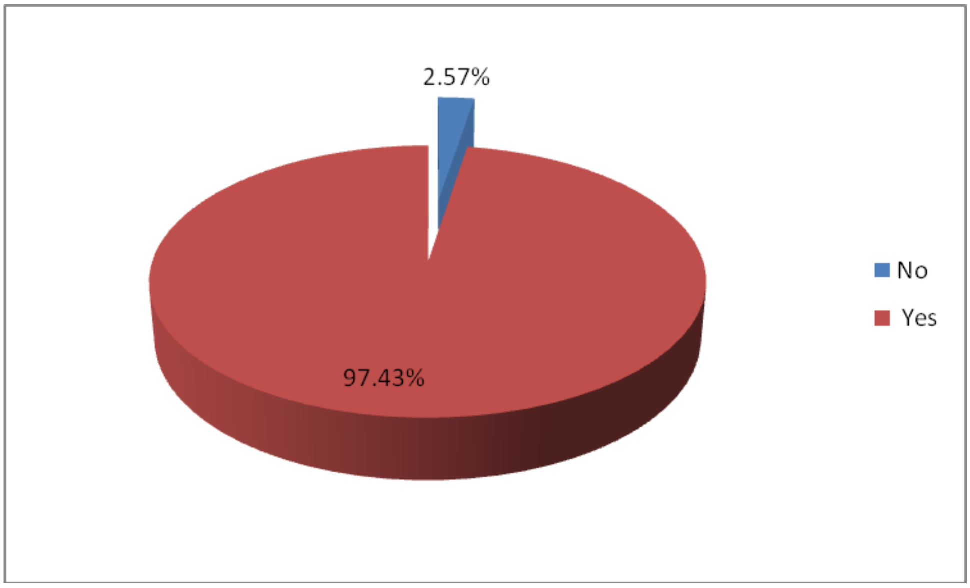

Figure 4.1 Employees understood contents of their strategic plans

The study further categorized universities in terms of public and private where respondents were asked whether they understood the content of the strategic plan. Table 4.3 presents the results.

Table 4.3 Content of strategic plan per university category

	Public university		Private University		Total	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	136	50	129	47.43	265	97.43
No	3	1.1	4	1.47	7	2.57
Total	**139**	**51.1**	**133**	**48.9**	**272**	**100**

Source: Research Data, 2017

For public universities, 50% of the respondents understood the contents of the strategic plan while 1.1 % did not understand. For private universities, the percentage that understood the contents of strategic plan was 47.43% against 1.47% that did not understand the contents of strategic plan. This finding implies that public universities have more employees who understood the contents of their strategic plans than the private universities. This can be explained by the possibility that public universities gave more weight to employee training and communication than private universities. From these results, we can deduce that universities have ensured that employees understood the contents of their strategic plans.

4.3.2 The timeline covered by the strategic plan

To find out the period covered by the strategic plan, respondents were asked to indicate timelines covered in the strategic plan. Majority of respondents, (90.91%) indicated that their strategic plans covered a period of five years, while 5.09% and 3.27% indicated a period of three years and ten years respectively. Only 0.73% indicated any other period (see Figure 4.2).

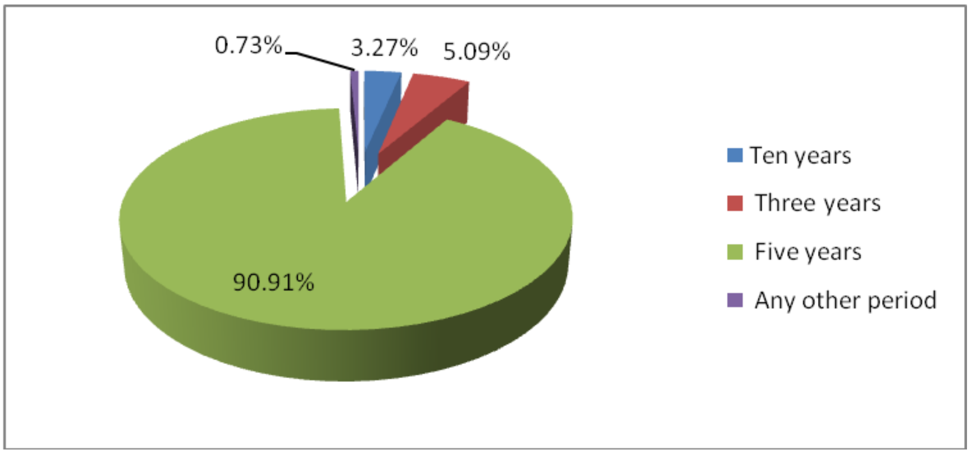

Figure 4.2 Timeline for strategic plan

When universities were categorized into public and private, respondents gave their opinions as shown in table 4.4.

Table 4.4 Strategic plan timeline per university category

	Public universities		Private universities		Total	
Timeline	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
10 years	8	2.91	1	0.36	9	3.27
5 years	126	45.82	124	45.09	250	90.91
3 years	5	1.82	9	3.27	14	5.09
Any other period	1	0.36	1	0.36	2	0.73
Total	**140**	**50.91**	**135**	**49.09**	**275**	**100**

Source: Research Data, 2017

Under public universities, majority of respondents (45.82%) said the strategic plan covers a period of 5 years while 2.91% of the respondents said the strategic plan covers 10 years. Results show that 1.82% of the respondents said that the strategic plan covers a period of 3 years while 0.36% of the respondents indicated that the strategic plan covers any other period. For private universities, majority of the respondents (45.09%) of the respondents indicated that the strategic plan covers 5 years while 3.27% of the respondents said the strategic plan covers a period of 3 years. Results show that 0.36% of the respondents said the strategic plan covers a period of 10 years while 0.36% of the respondents said the strategic plan covers any other period.

This implies that most of universities in Kenya give themselves sufficient time to implement and evaluate their strategic plans. This is in line with the requirements by Commission for University Education (CUE, 2014). Universities in Kenya are required to show evidence of at least a five year strategic plan that outlines their overall development plan including but not limited to academic programmes, physical facilities, student enrolment, staff development, ICT, Research and community Service (CUE, 2014). The Universities Act, 2012 also outlines that a university shall ensure sustainability and adoption of best practices in management and institutionalization of checks and balances.

4.3.3 Period for strategic plan review

Respondents were asked to indicate how often the strategic plan was reviewed. Figure 4.3 presents results.

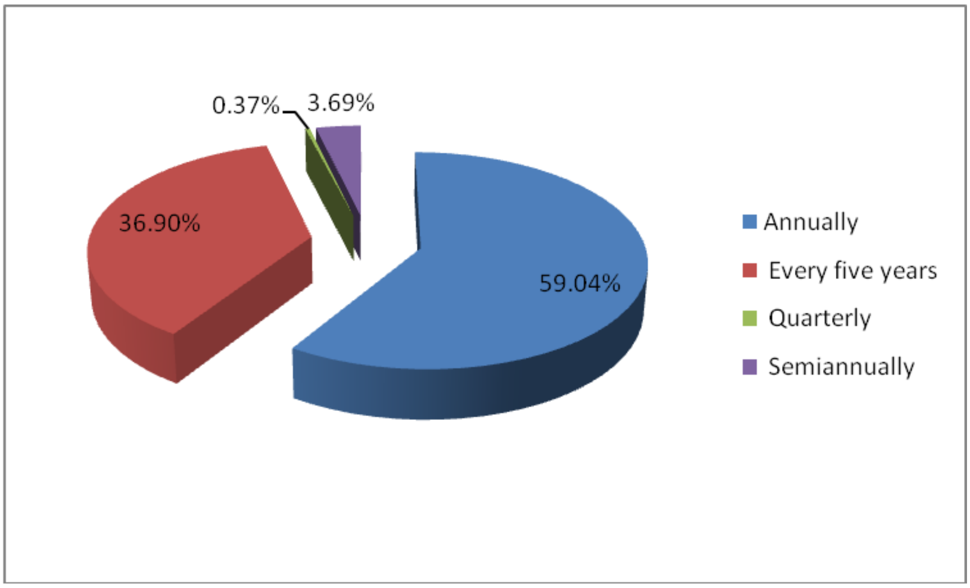

Figure 4.3 Timeline for strategy review

Results show that majority of the respondents (59.04%) said that the strategic plan was reviewed annually while 36.90% indicated that they reviewed the strategic plans after every five years. Those who reviewed the strategic plan semi-annually were 3.69% whilst only 0.37% said that they reviewed the strategic plan quarterly. This implies that review of strategic plans forms part and parcel of university operations that ensures improved and sustained performance. Viljoen and Dann (2003) postulate that organizations ought to generate performance reports on a weekly, monthly, quarterly, and annual basis to provide a formal monitoring process for key performance indicators. They add that strategy review is a very important exercise since it enables organizations to question underlying assumptions and sources of variance evaluated. For example, as competitors react to the organization's strategy, different opportunities and threats will emerge in the environment. What was previously an organizational strength might be considered a weakness due to changing consumer tastes**.** Where major changes have occurred concerning original strategies, then modifications may be essential (Viljoen and Dann, 2003). Wheelen and Hunger (2012) add that strategy review provides the managers with a series of questions to use in evaluating an implemented strategy. Such strategy review is usually initiated when a gap appears between a company's financial objectives and the expected results of current activities. After answering the proposed set of questions, a manager should have a good idea of where the problem originated and what must be done to correct the situation.

The research further categorized universities in terms of public and private. Table 4.5 presents results.

Table 4.5 Timeline for strategy review per university category

	Public universities		**Private universities**		**Total**	
Timeline	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Annually	99	36.53	61	22.51	160	59.04
Quarterly	1	0.37	0.0	0.0	1	0.37
Semi-annually	1	0.37	9	3.32	10	3.69
Every 5 years	38	14.02	62	22.88	100	36.9
Total	**139**	**51.29**	**132**	**48.71**	**271**	**100**

Source: Research Data, 2017

Results show that for public universities, majority of respondents (36.53%) indicated that the strategic plan is reviewed annually while 14.02% of the respondents indicated that the strategic plan is reviewed after every 5 years. Results also show that 0.37% of the respondents indicated that the strategic plan is reviewed semi-annually while another 0.37% indicated that the strategic plan is reviewed quarterly. For private universities, majority of the respondents (22.88%) indicated that the strategic plan is reviewed after every 5 years while 22.51% of the respondents said that the strategic plan is reviewed annually. Results also show that 3.32% of the respondents indicated that the strategic plan is reviewed semi-annually while no one said that the strategic plan is reviewed quarterly.

This implies that public universities were more keen on reviewing the strategic plan than private universities. However, both public and private universities prefer reviewing the strategic plan annually than any other timeframe. This implies that universities in Kenya understand the importance of reviewing the strategic plan annually so as to adapt to the ever changing environment and adjust accordingly.

4.3.4 Success of implementation of previous strategic plan

Respondents were asked to give their opinion on success of implementation of previous strategic plan. There are several ways of defining success in strategy implementation. Many authors have considered success in strategy implementation as the accomplishment of certain results (Alexander, 1985; Harrison and Pellestier, 2000; Miller, 1997; Peters and Waterman, 1982). For example, Alexander (1985, p. 94) defined the implementation success as "the extent to which the actual implementation achieved the expected goals of the strategic decision; achieved the financial results that were expected; and was carried out within the various resources initially budgeted for it". This study follows the definition by Alexander (1985) which has been adopted in several subsequent studies (Al-Ghamadi, 1998; Kargar and Blumenthal, 1994; Taslak, 2004). Results are presented in Figure 4.4.

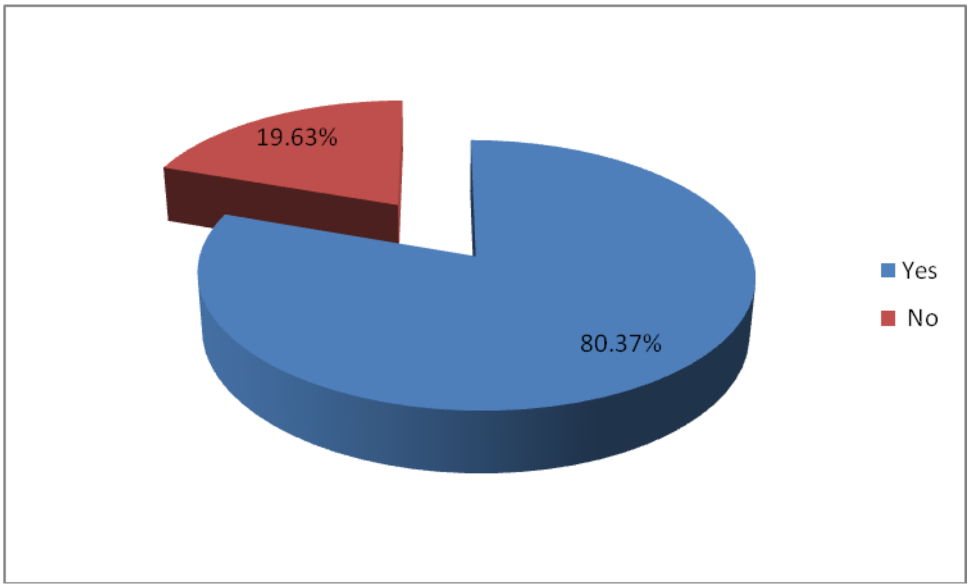

Figure 4.4 Strategic plan was successfully implemented

The results show that majority of respondents (80.37%) indicated that their universities successfully implemented their strategic plans while 19.63% said they never successfully implemented their strategic plan. This can be attributed to strict oversight of universities by Commission for University Education (CUE) that requires not only drafting of strategic plans but also their implementation. These results are in contrary to Ogaja and Kimiti (2016) argument that many public universities in Kenya have failed to implement well thought out strategies. Also, this differs with Speculand (2009) who postulates that nine out of ten strategies fail to be successfully implemented. This implies that most of the universities in Kenya have put in place mechanisms to ensure successful strategy implementation.

When universities are categorized in terms of public and private, respondents were asked to give their opinion on whether the university successfully implemented its previous strategic plan. Table 4.6 presents the results.

Table 4.6 Successful strategy implementation per university category

	Public universities		**Private universities**		**Total**	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	113	41.85	104	38.52	217	80.37
No	27	10	26	9.63	53	19.63
Total	**140**	**51.85**	**130**	**48.15**	**270**	**100**

Source: Research Data, 2017

For public universities, majority of the respondents (41.85%) indicated that the university successfully implemented the previous strategic plan while only 10% indicated that the university did not successfully implement the strategic plan. For private universities, majority of respondents, 38.52% indicated that the university successfully implemented the strategic plan while only 9.63% said no. Though both public and private universities indicate high marks of strategy implementation, results show that public universities are more committed than private universities. This implies that universities in Kenya understand the importance of fully implementing their strategic plans so as to fully realize their goals. Njagi and Kombo (2014) opine that the job of strategy implementation is to translate plans into actions and the intended results. The test of successful strategy implementation is whether actual organization performance matches or exceeds the targets spelled out in the strategic plan. Shortfalls in performance signify weak strategy, weak implementation or both. The effectiveness with which a particular strategy is implemented should strongly affect performance on dimensions on which the strategy is expected to affect (Njagi and Kombo, 2014).

4.3.5 Percentage of strategic plan implementation

Respondents were asked to give their opinion on the percentage of implementation of the strategic plan. Table 4.7 presents results.

Table 4.7 Percentage of strategy implementation per university category

	Public universities		Private universities		Total	
Rate of implementation	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
0 - 20%	0.0	0.0	2	0.74	2	0.74
20% - 40%	8	2.94	15	5.51	23	8.46
40% - 60%	49	18.01	44	16.18	93	34.19
60% - 80%	69	25.37	55	20.22	124	45.59
80% - 100%	13	4.78	17	6.25	30	11.03
Total	**139**	**51.1**	**133**	**48.9**	**272**	**100%**

Source: Research Data, 2017

Results show that majority of respondents (45.59%) said they were able to implement between 60% and 80% of the strategic plans while 34.19% of respondents said they managed to implement between 40% and 60% of their strategic plans. Results show that 11.03% indicated that they managed to implement between 80% and 100% while 8.46% said they implemented between 20% and 40%. Only 0.74% respondents said they managed to implement between 0 and 20% of their strategic plans. Again, this differs with Speculand (2009) who postulates that nine out of ten strategies fail to be successfully implemented.

This is also contrary to Rajasekar (2014) who posits that strategy literature claims that between 50% and 80% of strategy implementation efforts fail. Similarly, Allio (2012) argues that 50% to 70% of strategies fail which is contrary to the above findings. This therefore implies that universities in Kenya have understood the importance of ensuring that their strategic plans are successfully implemented by putting in place measures and the right procedures. Consequently Kenyan universities have increasingly practiced employee training, coaching and communicating their strategic planning process and its implementation. Again, Kenyan universities have over time learnt to create the right environment for strategy implementation by encouraging employee participation and proper resource allocation.

For public universities, majority of respondents (25.37%) said the university was able to implement 60%-80% of the strategic plan while 18.01% of the respondents said the university was able to implement 40%-60% of the strategic plan. Results indicate that only

4.78% of the respondents said the university was able to implement 80%-100% of the strategic plan while 2.94% of the respondents said the university was able to implement 20%-40% of the strategic plan. No one said the university was able to implement 0%-20% of the strategic plan.

For private universities, similar results were revealed. Majority of the respondents (20.22%) said the university was able to implement 60%-80% of the strategic plan while 16.18% of the respondents said the university was able to implement 40%-60% of the strategic plan. Results show that 6.25% of the respondents said the university was able to implement 80%-100% of the strategic plan while 5.51% of the respondents said the university implemented 40%-60% of the strategic plan. Only 0.74% of the respondents said the university implemented 0-20% of the strategic plan. This implies that public universities performed better than private universities in strategy implementation though both categories implemented 60%-80% of the strategic plan. This could be explained by efforts made by public universities to coach and train their employees on strategy implementation as well as embracing proper communication an creating the right environment for strategy implementation. This could also be explained by the fact that universities in Kenya are increasingly practicing participative style of leadership where employees are encouraged to participate in the process of strategic planning.

4.2.3.6 Successfully implemented all strategies in previous strategic plan

Though earlier results in this study indicated that a majority of respondents believed that there was successful strategy implementation in Kenyan universities, the study further sought to establish whether all strategies were implemented. When asked whether their universities implemented all the strategies in the previous strategic plan, results indicate that 63.84% of the respondents said no while 36.16% said yes (see Fig. 4.5). These findings agree with results from several surveys that have confirmed the respondents' opinions. Allio (2005) reported that an economist survey found that a discouraging 57 percent of firms were unsuccessful at executing strategic initiatives over a period of three years. This is according to findings of a survey of 276 senior operating executives in 2004. According to the White Paper of Strategy Implementation of Chinese Corporations (2006) strategy implementation has become "the most significant management challenge which all kinds of corporations face at the moment". The survey reported in that white paper indicates that 83 percent of the surveyed companies failed to implement their strategy smoothly, and only 17 percent felt that they had a consistent strategy implementation process.

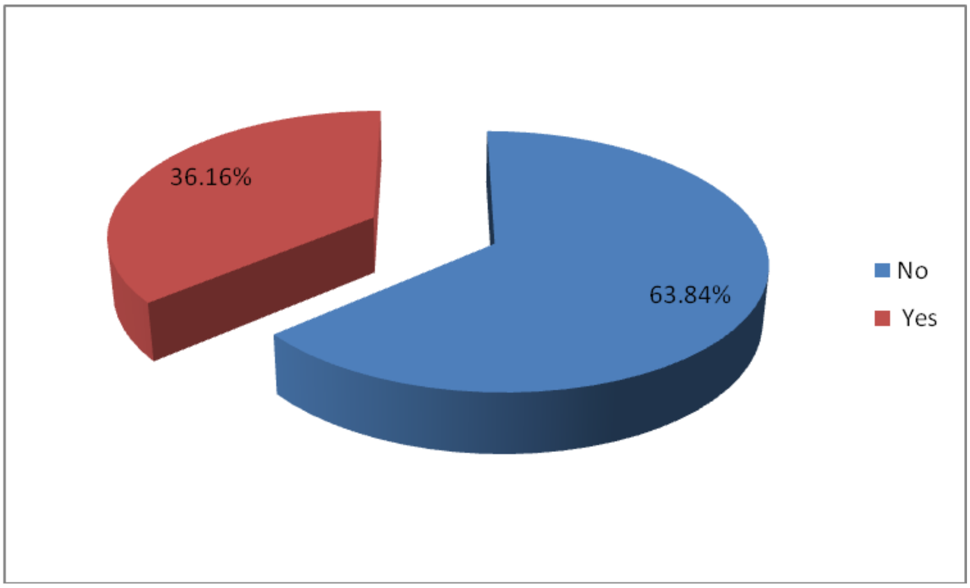

Figure 4.5 All strategies were implemented

The research further categorized universities in terms of public and private. Table 4.8 presents results.

Table 4.8 All strategies implemented per university category

	Public universities		Private universities		Total	
Response	**Frequency**	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
Yes	54	19.93	44	16.24	98	36.16
No	85	31.37	88	32.47	173	63.84
Total	**139**	**51.29**	**132**	**48.71**	**271**	**100**

Source: Research Data, 2017

Respondents were asked if the university implemented all strategies in the previous strategic plan. For public universities, majority of the respondents (31.37%) said no while 19.93% of the respondents said yes. For private universities, the percentage that said no is 32.47 against 31.37 that said yes. These findings are in line with Buuni, Yusuf, Kiiru, and Karemu (2015) who posit that majority of companies who have strategic plans fail to implement them. They add that a Fortune cover story (1999) reported that nine out of ten firms fail to implement their strategic plan which is explained by various reasons.

Siddique and Shadbolt (2016) report that the problems identified by different researchers in the process of strategy implementation include; misunderstanding of the strategy, poorly documented strategy, lack of commitment to the strategy, lack of communication, insufficient time allocation for strategy implementation, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, weak management role in strategy implementation, inadequate capabilities (of both managers and employees), poor reward system, competing activities, a lack of strategic thinking and implementation skills in middle management, poor cultural and structural alignment and other uncontrollable environmental variables (Aaltonen & Ikävalko, 2002; Alexander, 1991; Beer & Eisenstat, 2000; Higgins, 2005; Pellegrinelli & Bowman, 1994). This implies that universities were not able to implement all strategies in their strategic plans because of the various reasons mentioned above.

Noting that majority of respondents indicated that not all strategies were implemented; we sought to find out the plans that had been put in place to ensure implementation of strategies. Figure 4.6 presents the results.

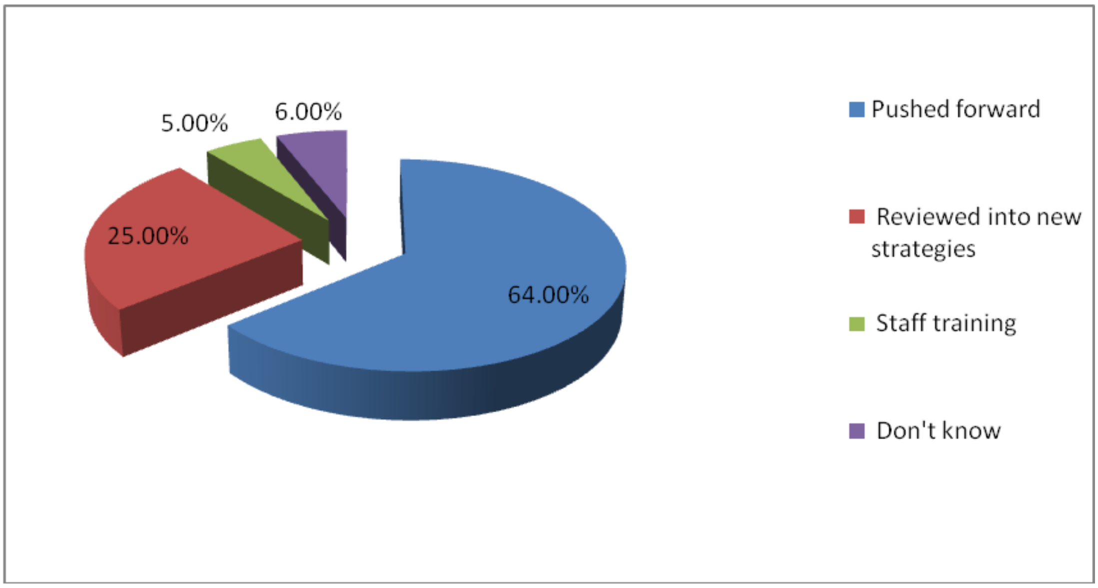

Figure 4.6: Plans for strategies not implemented

Results show that majority of staff (64%) indicated that the unimplemented strategies were pushed forward to the next planning period. 25% of the employees said the strategies had been reviewed into new strategies. Results show that 5% of the employees said the university was in the process of training their staff to understand the strategies and implementation while 6% of the respondents said they don’t know. This implies that universities in Kenya understand well that a strategic plan is a live document that needs to be regularly reviewed and recasted in response to ever changing environment.

4.3.8 Factors that led to derailed implementation of some strategies

To get more indepth into factors that have derailed implementation of some strategies, respondents were asked to give some of the reasons for lack of full implementation of some strategies. Results are presented in figure 4.7.

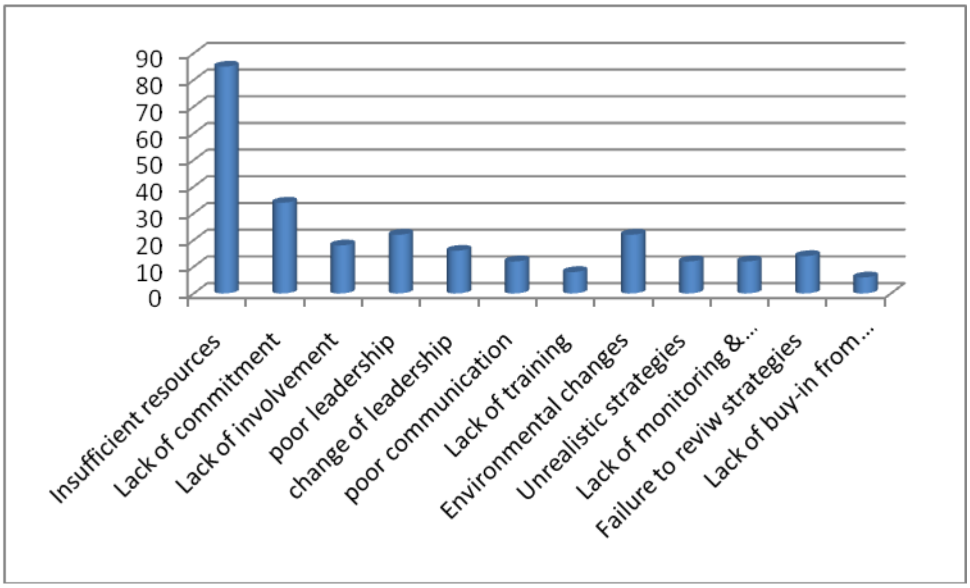

Figure 4.7: Factors that led to derailed implementation of some strategies

Respondents gave various reasons as to why universities were not able to implement some strategies including: insufficient resources as the main reason behind poor implementation of some strategies (85 respondents), lack of employee commitment led to derailed implementation of some strategies (34 respondents) while 18 respondents said it’s due to lack of employee involvement. Poor leadership as a reason for poor strategy implementation was mentioned by 22 respondents while environmental changes were indicated by 22 respondents. In addition, respondents mentioned poor communication (12 respondents), change of leadership (16 respondents), poor strategy review (14 respondents), and unrealistic strategies (12 respondents).

Other reasons given include lack of monitoring and evaluation (12 respondents), failure to regularly review strategies (14 respondents), and lack of buy-in by stakeholders (6 respondents) (see figure 4.8). These responses agree with Aaltonen and Ikavalko (2002), Alashloo, Castka and Sharp, (2005) who posit that some of the reasons for poor strategy implementation include: weak management roles on implementation, a lack of communication, lacking a commitment by employees to the strategy, unawareness or misunderstanding of the strategy, unaligned organizational systems and resources, poor coordination and sharing of responsibilities, inadequate capabilities, competing activities, and uncontrollable environmental factors. Similarly, Al Ghamdi (1998) suggests that most of the hurdles in implementation are due to incompetence, poor coordination, and lack of commitment. Al Ghamdi (1998) further elaborates these three hurdles to implementation as ineffective coordination of implementation activities, insufficient capabilities of employees, inadequate training of employees, and lack of leadership and discretion of middle managers. Cocks (2010) attributes implementation failure due to poor capabilities, inadequate process and activities that are required for successful implementation.

4.3.9 What could the university have done differently to successfully implement the strategic plan

To get more insights on what the universities would have done differently to make sure the strategies were fully implemented, respondents gave their opinions as indicated in Figure 4.8.

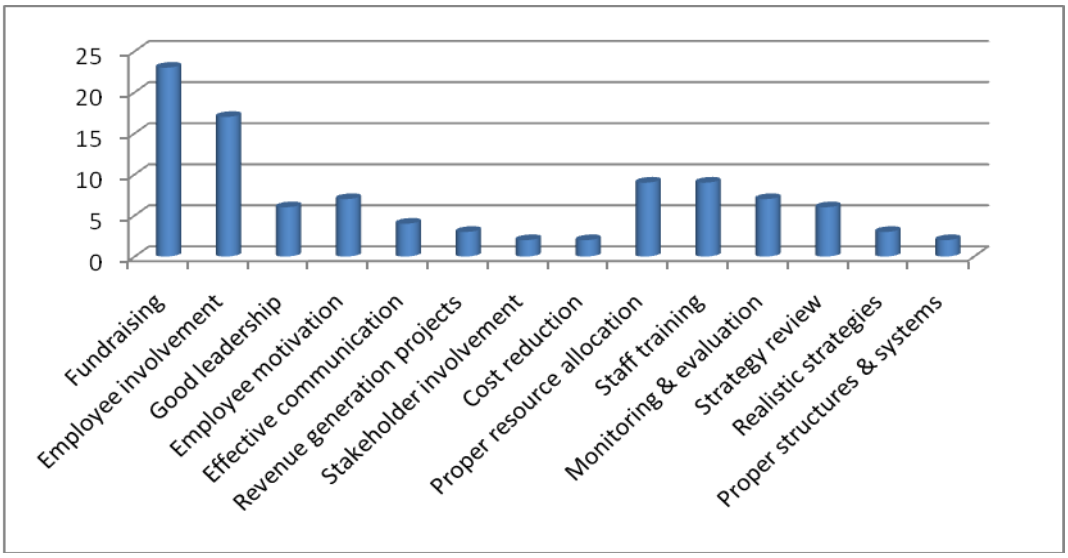

Figure 4.8: Factors behind successful strategy implementation

Results show that 58 respondents (23%) suggested fundraising or resource mobilization as the main key to successful strategy implementation. Another group of 42 respondents (17%) suggested employee involvement, 22 respondents (9%) proposed proper resource allocation, another 22 respondents (9%) suggested regular staff training, and 18 respondents (7%) suggested monitoring and evaluation as a contributor to successful strategy implementation. Other factors mentioned by respondents include good leadership, employee motivation, effective communication, strategy review, realistic strategies, and proper structures and systems. Hrebiniak (2008) supports these findings by suggesting institutionalization of the implementation process which entails ensuring that a conducive environment in terms of culture, skills, structure, shared values, style of doing things and resources are available for the implementation of the plan. Conversely, operationalization of strategy entails breaking down activities into tasks, assigning responsibility and allocating relevant resources. Operationalization of strategy is all about taking practical and hands on approach as an effort to ensure that the strategic plan is implemented (Machuki, Aosa and Letting, 2012).

4.3.10 General comments on strategy implementation

Respondents were asked to suggest ways of improving strategy implementation. Results are presented in Table 4.9.

Table 4.9: General comments on strategy implementation

Response	Frequency	Percentage
Embrace consultative approach/participation	38	28
Proper resource allocation	14	10
Effective communication is key	11	8
Embrace performance contracting	10	7
Good leadership is key	10	7
Conduct routine strategy review	10	7
Employee capacity building	7	5
Continuous monitoring & evaluation	7	5
Fundraise	6	4
Develop relevant and realistic strategies	5	4
Streamline university structures & systems to support strategy	4	3
Involve all stakeholders	4	3
Encourage employee commitment	4	3
ISO certification	2	1
Recruit right manpower	2	1
Total	134	100

Source: Research Data, 2017

Results show that majority of respondents (28%) urged universities to embrace consultative or participative approach of strategic planning. This suggestion is in line with Wairimu and Theuri's (2014) argument that staff involvement in strategic decisions is important in every organization since the staffs are supposed to be directly involved in the implementation of strategies. Johnson and Scholes (2002) add that all employees should be involved in decision making throughout the organization in order the planning process to be part of organizational reality. Sofijanova and Chatleska (2013) argue that employee involvement in strategic planning process enables the organization to have a better insight about the way of functioning and where it can potentially make improvements that would be beneficial for both, the organization and the employees.

Results also indicate that 10% of respondents advocated for proper resource allocation, 8% urged practice of effective communication while others proposed performance contracting, good leadership, and routine strategy review. Other respondents suggested employee capacity building, continuous monitoring and evaluation, fundraising, developing relevant and realistic strategies, streamlining university structures and systems, employee motivation, ISO certification, and recruiting high manpower.

4.4.1 Strategy Communication and Strategy Implementation

Under strategy communication, respondents were asked four questions on the extent to which they agree or disagree with how strategy communication affects strategy implementation. The results are presented in Table 4.10.

Table 4.10 Strategy Communication

Variables indicators	S D	D	N S	A	S A	χ^2	p> χ^2
University leadership communicated to its staff the existence of a strategic plan and its contents	1.09%	5.8%	13.04%	47.1%	32.97%	208.5	<0.0001
Proper strategy communication led to successful strategy implementation	1.09%	8.7%	19.93%	52.9%	17.39%	217.3	<.0001
Effective Strategy communication led to improved company image	0.72%	15.58%	36.96%	34.42%	12.32%	130.49	<.0001
University leadership trained its staff on implementation of the strategic plan	4.35%	18.12%	35.14%	30.8%	11.59%	91.79	<.0001

Notes: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree

Source: Research Data, 2017

The first question was on communication of strategic plan to staff by university leadership. The results show that 47.1% of the respondents agreed while 32.97% strongly agreed with the statement that university leadership communicated to its staff on existence of a strategic plan and its contents. Very few (5.8%) disagreed while 1.09% strongly disagreed. Only 13.04% remained neutral. The second question sought to investigate respondents' opinion on whether proper strategy communication led to successful strategy implementation. Majority of respondents (52.9%) agreed while 17.39% strongly agreed with this statement. Results show that 8.7% of the respondents disagreed while 1.09% strongly disagreed. Only 19.93% were not sure. The χ^2 test for the item shows that the variable item is significant at $p<0.0001$.

When asked whether they thought effective strategy communication led to improved company image, 36.96% of respondents were not sure while 34.42% agreed. Results show that 12.32% strongly agreed while 15.58% disagreed. Only 0.72% strongly disagreed. The last question sought to investigate respondents' opinion on whether university leadership trained its staff on strategy implementation. Results show that 35.14% of the respondents were not sure while 30.8% agreed with the statement university leadership trained its staff on implementation of the strategic plan. Results show that 11.59% strongly agreed while 18.12% disagreed. Only 4.35% strongly disagreed. The $p<0.0001$ indicates that the variable item is significant.

Results imply that communication of strategic plan plays a key role in ensuring its full implementation. These results are advanced by Allio (2012) who points out that organizations should communicate the purpose of its strategy, and the expected process for its use often, to multiple levels of staff within the organization, both to educate and to socialize its use. The results again are supported by Cocks (2010) who argues that strategy communication should make it clear what people need to achieve as individuals and as teams, measure performance against their targets, provide feedback on that performance and reward based on the result. He adds that if an organization does not communicate its position and future strategy to all its employees, and failure of that communication to be recieved and accepted by them will create perception gaps, leading to failure in strategy implementation.

According to Watson (2005), policy deployment requires organizations to share the direction, goals, from top management to employees, and for each unit of the organization to function according to the plan. The approach is participative where the organization employs two way communication, both top-bottom and bottom-top communication. On the other hand, decision-makers in high competitive firms gather critical information. They capture and share a variety of information on the firm; its markets, the industry, and the environment, then translate these data into a useful manner (Allio, 2008).

4.4.2 Organizational Leadership and Strategy Implementation

Under organizational leadership, respondents were asked four questions on the extent to which they agree or disagree with how university leadership affects strategy implementation. The results are presented in Table 4.11.

Table 4.11 Organizational Leadership

Variable indicators	S D	D	N S	A	S A	χ^2	p> χ^2
University leadership takes total control over the strategy formulation and implementation process without allowing employee participation	26.09%	29.35%	22.83%	14.49%	7.25%	44.906	<.0001
University leadership gathers as much information as they can from the employees on the strategy formulation and implementation process	2.17%	12.68%	33.7%	38.77%	12.68%	133.13	<.0001
University leadership creates a conducive environment for implementation of the strategic plan	0.72%	13.41%	11.23%	57.97%	16.67%	268.38	<.0001
University leadership led to improved university image	6.16%	15.94%	32.97%	30.8%	14.13%	72.768	<.0001

Notes: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree

Source: Research Data, 2017

The first question was on whether university leadership takes total control of strategic planning process without allowing employee participation. Results indicate that 29.35% of the respondents disagreed while 26.09% strongly disagreed. Results show that 14.49% of the respondents agreed while 7.25% of the respondents strongly disagreed. Only 22.83% of the respondents were not sure. The second question was on information gathering on strategic planning process by university leadership. Results show that majorityof the respondents (38.77%) agreed while 12.68% of the respondents strongly agreed. On the other side, 33.7% were not sure whether university leadership gathered information from employees on strategic planning process while 12.68% disagreed. Only 2.17% of the respondents strongly disagreed. The third question sought respondents' opinion on whether university leadership creates a conducive environment for strategy implementation. Results show that majority of respondents (57.97%) agreed while 16.67% of the respondents strongly agreed. On the contrary, 13.41% of the respondents disagreed while 0.72% of the respondents strongly disagreed. Only 11.23% of the respondents were not sure whether university leadership creates a conducive environment for strategy implementation. The χ^2 test for the variable items shows that it is significant at $p<0.0001$.

The last question sought to investigate respondents' opinion on whether university leadership contributed to improved university image. Results show that 32.97% of the respondents were not sure of the statement university leadership led to improved university image. In addition, 30.8% of the respondents agreed that university leadership contributed to improved university image while 14.13% strongly agreed. On the contrary, 15.94% disagreed with the statement that university leadership led to improved university image while 6.16% of the respondents strongly disagreed with the statement. The P-values are greater than Chi-square indicating that the variables are significant. The Chi-square test shows that $p<0.0001$ which is indication that the variable itms are significant.

Results imply that university leadership plays a key role on ensuring successful strategy implementation. These results are in line with Rajasekar (2014) argument who points out that the leadership style in any given organization influences how the chosen strategies will be implemented. Leadership style in a particular organization influences organizational structure, delegation of responsibilities, freedom of managers to make decisions, and the incentives and rewards systems. The most important point to note here is that effective leadership is a key ingredient in the successful implementation of strategies in any given organization.

Zaribaf and Bayrami (2010) put leadership's importance into three key role categories: managing the strategic process, managing relationships, and managing manager training. Rajasekar (2014) identified the key responsibilities of a leader as; coordination of activities, streamlining of processes, aligning the organizational structure, and keeping employees motivated and committed to strategy implementation. The role of the board is to ensure consistency among resource allocation, processes, and the firm's intended strategy. Another aspect of effective leadership comprises enhancing effective communication within the organization. Blocked vertical communication has a negative effect on a business's ability to implement and refine its strategy (Beer and Eisenstat, 2000).

4.4.3 Employee Participation and Strategy Implementation

Under employee participation, respondents were asked four questions on the extent to which they agreed or disagreed with how employee participation in strategic planning process affects strategy implementation. Table 4.12 presents the results.

Table 4.12 Employee Participation

Variable indicators	S D	D	N S	A	S A	χ^2	p> χ^2
Employees participated in formulation of the university strategic plan	2.91%	9.45%	13.82%	45.09%	28.73%	157.75	<.0001
Employees are encouraged to contribute their ideas towards strategy formulation and thus felt motivated to implement it	3.27%	7.64%	25.82%	46.18%	17.09%	159.56	<.0001
Employee involvement in strategy formulation resulted to increased customer satisfaction	1.45%	12.73%	27.27%	49.82%	8.73%	201.56	<.0001
Employee involvement in strategy formulation resulted to increased employee productivity	3.28%	10.58%	20.07%	52.19%	13.87%	197.53	<.0001

Notes: SD=Strongly Disagree, D=Disagree, NS=Not Sure, A=Agree, SA=Strongly Agree
Source: Research Data, 2017

The first question sought respondents' opinion on whether employees were allowed to participate in the process of strategic planning. Results show that majority of respondents (45.09%) agreed with the statement that employees participated in formulation of the strategic plan while 28.73% of the respondents strongly agreed. On the other hand, 9.45% of the respondents disagreed with the statement while 2.91% of the respondents strongly disagreed. Only 13.82% of the respondents were not sure whether employees participated in formulation of the strategic plan. The second question sought to investigate respondents' opinion on whether employees are encouraged to give their ideas on strategic planning process and whether this led to motivated employees. Majority of the respondents (46.18%)

agreed while 17.09% of the respondents strongly agreed. Results indicate that 7.64% of the respondents disagreed while 3.27% strongly disagreed with the statement. Only 25% of the respondents were not sure whether employees were encouraged to contribute their ideas towards strategy formulation. The χ^2 test for the item shows that the variable items are significant at $p<0.0001$.

The third question sought the opinion of respondents on whether employee involvement in strategy formulation led to increased customer satisfaction. Results show that majority (49.82%) of the respondents agreed with the statement while 8.73% of the respondents strongly agreed. On the other hand, 12.73% of the respondents disagreed with the statement while 1.45% of the respondents strongly disagreed. Only 27.27% of the respondents were not sure whether employee involvement in strategy formulation led to increased customer satisfaction The χ^2 test for the item shows that the variable items are significant at $p<0.0001$.

When asked whether employee involvement in strategy formulation resulted to increased employee productivity, majority (52.19%) of the respondents agreed with the statement while 13.87% of the respondents strongly agreed. Results show that 10.58% of the respondents disagreed with the statement while 3.28% of the respondents strongly disagreed. Only 20.07% of the respondents were not sure whether employee participation in strategy implementation resulted to increased employee productivity. The P-values show that the variable items are significant at $p<0.0001$.

Results imply that employee participation in strategic planning process plays a key role in ensuring successful strategy implementation. These findings are supported by Fulmer (1990) who argues that human resources management plays an important role in making strategy implementation a success. Organizations' departments and their employees should be enthusiastic about the strategy implementation process. This means getting people involved and establishing a motivating reward system will have a positive influence on strategy implementation. The involvement process for all managers and implementers on all organizational levels is perceived as a crucial factor in the implementation process and it is of paramount importance for successful implementation.

Kohtamaki, Kraus, Makela, and Ronkko (2012) point out that participative strategic planning increases personnel understanding of the company's purpose and strategic targets, clarifies why strategies are implemented, and creates a sense of shared purpose for employees. Clarifying and explaining strategies and involving personnel in the strategic planning process have been argued and shown to increase personnel commitment to strategy implementation. Increased personnel commitment enables more rapid strategy implementation and improves both the strategy-environment fit and consequently company performance.

4.4.4 Resource Allocation and Strategy Implementation

Under resource allocation, respondents were asked four questions on the extent to which they agreed or disagreed with how resource allocation affected strategy implementation. Results are presented in Table 4.13.

Table 4.13 Resource Allocation

Variables	N A	L E	M E	GE	V L E	χ^2	p> χ^2
University resources allocation was appropriately done towards strategy implementation	3.27%	22.55%	25.09%	36.36%	12.73%	87.018	<.0001
Proper resource management led to successful strategy implementation	1.09%	17.82%	20%	47.64%	13.45%	160.73	<.0001
Proper utilization of resources in the University led to increased revenue	2.91%	12.73%	25.82%	46.91%	11.64%	161.27	<.0001
University resources were sufficiently available to facilitate strategy implementation	11.27%	28.36%	33.09%	21.09%	6.18%	70.073	<.0001

Notes: NA=Not at All, LE=Less Extent, ME=Moderate Extent, GE=Great Extent, VLE=Very Large Extent
Source: Research Data, 2017

The first question sought to investigate respondents' opinion on whether university resource allocation was appropriately done towards strategy implementation. Results show that 36.36% of the respondents said to large extent while 12.73% of the respondents said very large extent. On the contrary, 22.55% of the respondents said less extent while 3.27% said not all. Only 25.09% indicated to moderate extent. The second question sought to get respondents' opinion on whether proper resource management led to successful strategy implementation. Results show that majority (47.64%) of the respondents said to that to a large extent proper resource management led to successful strategy implementation while 13.45% said very large extent. Another 17.82% of the respondents said to less extent while 1.09% said not at all. Only 20% of the respondents indicated moderate extent. The P-values show that the variable items are significant at $p<0.0001$.

When asked whether proper resource utilization led to increased revenue, 46.91% said to large extent while 11.64% of the respondents said very large extent. On the other hand, 12.73% of the respondents said to less extent while 2.91% of the respondents said not at all. Only 25.82% said to moderate extent. The last question sought to investigate respondents' opinion on whether university resources were sufficiently available towards strategy implementation. Results show that majority (33.09%) of the respondents said to moderate extent while 21.09% said to large extent. Only 6.18% of the respondents said to very large extent. On contrary, 28.36% of the respondents said to less extent while 11.27% said not at all. All the P-values are greater than Chi-square implying that the results are significant. The P-values show that the variable items are significant at $p<0.0001$.

Results indicate that proper resource allocation and management plays a key role in ensuring full implementation of a strategic plan. These results are advanced by Hitt, Ireland, Camp, and Sexton (2001) and Mango (2014) who posit that firm's resources, capabilities, and competencies facilitate the development of sustainable competitive advantages. The primary argument is that firms hold heterogeneous and idiosyncratic resources (defined broadly here to include capabilities) on which their strategies are based. Competitive advantages are achieved when the strategies are successful in leveraging these resources. Mango (2014) postulate that allocation of resources has influence on execution of management's sanction plans. Poor resource allocation is one of the main reasons for unsuccessful strategy implementation.

Pearce et al, (2012) add that capabilities are the abilities of a firm to combine all resources for stellar performance. Firms that are not able to creatively bundle and leverage their resources for value creation for their customers suffer performance shortfalls. Capabilities give sustainable competitive advantage and also long term performance since new resource configurations are always assured as markets collide, emerge, split, evolve and die. Differences in performance of organizations may be explained by how differently organizations put together their resources.

4.7.2.5 Organizational Culture, Systems, and Structure on Strategy Implementation

Under organizational culture, systems, and structure, respondents were asked three questions on the extent to which they agree or disagree with how the three moderating variables affect strategy implementation. Results are presented in Table 4.14.

Table 4.14 Organizational Culture, Systems, and Structure

Variables	Not at all	Less extent	Moderate extent	Large extent	Very large extent	χ^2	p> χ^2
University culture positively impacted strategy implementation	1.82%	7.64%	20%	49.82%	20.73%	188.8	<.0001
University systems supported strategy implementation	0.73%	6.18%	19.64%	53.45%	20%	231.24	<.0001
University's organizational structure was conducive for strategy implementation	1.82%	6.91%	20%	53.82%	17.45%	227.16	<.0001

Source: Research Data, 2017

The first question sought to investigate respondents' opinion on whether university culture positively impacted on strategy implementation. Results indicate that majority of the respondents (49.82%) said to large extent while 20.73% said to very large extent. A small number (7.64%) said to less extent while 1.82% said not at all. Only 20% of the respondents said to moderate extent.

The second question sought to investigate respondents' opinion on whether university systems supported strategy implementation. Results show that majority (53.45%) of the respondents said to large extent while 20% of the respondents said very large extent. A small number (6.18%) of the respondents said to less extent while 0.73% of the respondents said not at all. Only 19.64% of the respondents said to moderate exetent. When asked whether university organizational structure was conducive for strategy implementation, majority of the respondents (53.82%) said to large extent while 17.45% of the respondents said very large extent. On the contrary, 6.91% of the respondents said to less extent while 1.82% of the respondents said not at all. Only 20% of the respondents said to moderate extent. All P-values are significant at $p<0.0001$.

Results imply that organizational culture plays a key role in ensuring full strategy implementation. Higgins and Mcallaster (2004) argue that for organizations to successfully executing strategy, strategists must manage a number of factors. Organizational culture is one of the most important factors. Strategists must manage cultural artifacts in order to successfully manage organizational culture. Cultural artifacts is comprised of myths and sagas about company successes and the heroes and heroines within the company; language systems and metaphors; rituals, ceremonies, and symbols; certain physical attributes such as the use of space, interior and exterior design, and equipment; and the defining values and norms. Isaboke (2015) identifies culture as the single most important factor of organizational success or failure. Researchers have identified organizational culture as a factor having the greatest potential to affect organization improvement or decline. Organization culture has been identified by the various frameworks of strategy implementation as a variable that influences the success of the implementation process. Also, Rajasekar (2014) found out that a meaningful relationship exists between organizational culture and strategy implementation.

Results imply that organizational systems play a key role in ensuring successful strategy implementation. According to Cocks (2010), operating systems represent the heart of the organization's ability to implement its strategy. Winning organizations strive for close alignment of systems to achieve consistency, operational efficiency and commonality of purpose. An important factor in achieving outcomes from a system is the way that people behave in the system. To achieve effective strategy implementation, people need to take responsibility for their part of the organization. Open and direct feedback and communication systems are important.

Results also imply that organizational structure plays a key role in ensuring successful strategy implementation. Rajasekar (2014) posits that many studies have addressed the link between organizational strategy and structure by arguing out that one of the challenges in strategy implementation is weak coordination of activities. Miller, Wilson, and Hickson (2004) also emphasized the importance of converting poor coordination into teamwork and re-aligning roles, responsibilities, and accountabilities with strategy. On the other hand, Brache (1992) suggested that for implementation to be successful, it is more valuable for an organization to apply cross-functional processes than to change the organizational structure. Bimani and Longfield-Smith (2007) studied on influence of organizational structure on strategy implementation and found strategy implementation to be structured and formal in nature.

4.5 Inferential Statistics

This section presents correlation and multiple regression analysis results to evaluate the relationship between independent variables and the dependent variable (strategy implementation). Four independent variables namely; strategy communication, organizational leadership, resource allocation, and employee participation were analyzed in this study to establish their effect on strategy implementation. An additional three moderating variables were also tested to evaluate their moderating effect on strategy implementation.

Before carrying out correlation and multiple regression analysis, factor analysis and test of normality were conducted to test the validity of the variables. Factor analysis was employed to reveal underlying factors that illustrate relationships among sets of related items. Factor analysis is a preferred tool because of its ability to single out small number factors that are critically linked to the area of study of interest and grouping similar variable indicators together. Test of normality on the other hand is used to determine if a data set is normally distributed. Variables that are not normally distributed can distort relationships and significance tests thus causing poblems in multiple regression analysis. This means that if normality assumption is violated, then interpretations and inferences may not be reliable or valid thus negatively affecting results.

4.5.1 Factor Analysis

Factor analysis is used to test the validity of the model constructs by assessing the variable item responses from the questionnaires. Kothari (2004) points out that, validity indicates the degree to which an instrument measures what it is supposed to measure. Validity is the extent to which differences found within a measuring instrument reflect true differences among those being tested. The exploratory factor analysis (EFA) presents the least number of factors that account for the common variance of a set of variables. Those items that fall below 0.4 levels were dropped thus strengthening the content validity of items in the factors. Rahim and Magner (2005) clarifies that items with factor loading of 0.4 and above do meet the threshold for regression analysis.

In this study, the analysis outcome of the process supported distinct constructs of strategy communication, organizational leadership, employee participation, resource allocation, organizational culture, organizational structure, and organizational systems. Tables 4.15 to 4.20 present total variance explanatory components.

Table 4.15 Total variance explanatory components

Variable	Eigenvalue
Strategy Implementation	2.548
Strategy communication	2.117
Organizational leadership	1.711
Employee participation	2.545
Resource allocation	2.387

Source: Research Data, 2017

4.5.1.1 Factor Analysis for Strategy Implementation

All the variable indicators of the dependent variable (strategy implementation) had a factor loading greater than 0.4. Table 4.16 presents the results.

Table 4.16 Factor Analysis for Strategy Implementation

Component Matrix

Variable Indicators	**Dependent 1**	**Dependent 2**
Effective strategy communication led to improved company image	0.3392	0.6455
University leadership led to improved university image	0.3246	0.6590
Proper utilization of resources in the university led to increased revenue	0.5646	0.3422
Employee involvement in strategy formulation resulted to increased customer satisfaction	0.7553	0.3465
Employee involvement in strategy formulation resulted to increased employee productivity	0.7846	0.2379

Source: Research Data, 2017

Results in Table 4.16 indicate that different variable indicators loaded into two separate dependents 1 and 2. Results show that questions relating to increased revenue, customer satisfaction, and employee productivity loaded into dependent 1 while questions related to improved company image loaded into dependent 2.

4.5.1.2 Factor Analysis for Strategy Communication

With the independent variable strategy communication, factor loading ranged from 0.6622 to 0.7686. Table 4.17 presents the results.

Table 4.17 Factor Analysis for Strategy Communication

Component Matrix

Variable Indicators	**Factor Loadings**
University leadership communicated to its staff the existence of a strategic plan and its contents	0.7223
Proper strategy communication led to successful strategy	0.7686

implementation	
Effective Strategy communication led to improved company image	0.7525
University leadership trained its staff on implementation of the strategic plan	0.6622

Source: Research Data, 2017

The item with the highest factor loading was "Proper strategy communication led to successful strategy implementation" with 0.7686 while the item with lowest factor loading was "University leadership trained its staff on implementation of the strategic plan with 0.6622." All the four items were therefore retained for further analysis.

4.5.1.3 Factor Analysis for Organizational Leadership

In the independent variable, organizational leadership, one item had a factor loading of less than 0.4. Results are presented in Table 4.18.

Table 4.18 Factor Analysis for Organizational Leadership

Component Matrix

Variable Indicators	**Factor loadings**
University leadership takes total control over the strategy formulation and implementation process without allowing employee participation	-0.3028
University leadership gathers as much information as they can from the employees on the strategy formulation and implementation process	0.7720
University leadership creates a conducive environment for implementation of the strategic plan	0.6891
University leadership led to improved university image	0.7405

Source: Research Data, 2017

The variable indicator with less than 0.4 was "University leadership takes total control over the strategy formulation and implementation process without allowing employee participation." This item had a factor loading of -0.3028. This item was dropped from the analysis. The variable indicator "University leadership gathers as much information as they can from the employees on the strategy formulation and implementation process.” had the highest factor loading of 0.7720 while the item “University leadership creates a conducive environment for implementation of the strategic plan.” had the lowest factor loading of 0.6891. This variable was left with three items for further analysis.

4.5.1.4 Factor Analysis for Employee Participation

In the independent variable, employee participation, the variable indicator with highest factor loading was “Employee involvement in strategy formulation resulted to increased customer satisfaction” with factor loading of 0.8349 while the item with the lowest factor loading was “Employees participated in formulation of the university strategic plan” with factor loading of 0.7683. All the four items were therefore retained for further analysis. Results are presented in Table 4.19.

Table 4.19 Factor Analysis for Employee Participation

Component Matrix

Variable Indicators	Factor loadings
Employees participated in formulation of the university strategic plan	0.7683
Employees are encouraged to contribute their ideas towards strategy formulation and thus felt motivated to implement it	0.7978
Employee involvement in strategy formulation resulted to increased customer satisfaction	0.8349
Employee involvement in strategy formulation resulted to increased employee productivity	0.7884

Source: Research Data, 2017

4.5.1.5 Factor Analysis for Resource Allocation

All items for independent variable resource allocation had a factor loading greater than 0.4 (see Table 4.20).

Table 4.20 Factor Analysis for Resource Allocation

Component Matrix

Variable Indicators	Factor loadings
University resources allocation was appropriately done towards strategy	0.8007

implementation	
Proper resource management led to successful strategy implementation	0.8912
Proper utilization of resources in the University led to increased revenue	0.8023
University resources were sufficiently available to facilitate strategy implementation	0.5552

Source: Research Data, 2017

The variable indicator with the highest factor loading was "Proper resource management led to successful strategy implementation" with factor loading of 0.8912 and the variable indicator with the lowest factor loading was "University resources were sufficiently available to facilitate strategy implementation" with factor loading of 0.5552. All the four items for this variable were therefore retained for further analysis.

4.5.2 Test of Normality

Decision making that is based on statistical tests is usually prone to making errors. In hypothesis testing, we can make two kinds of errors: Type I error and Type II error. To ensure that findings make sense in decision making, various assumptions are made about variables during statistical tests. The process of testing for assumptions is important since it takes care of any assumptions in the analysis and also helps avoid any errors (Osborne, Christensen, and Gunter, 2001). This study therefore performed two tests: test of normality and multicollinearity tests. Normality tests in statistics are used to determine if a data set is normally distributed. Variables that are not normally distributed can distort relationships and significance tests thus causing problems in multiple regression analysis.

This means that if normality assumption is violated, then interpretations and inferences may not be reliable or valid thus negatively affecting results (Razali and Wah, 2011). All regression analyses assume normal distributions and thus the variables must be normally distributed. Normality testing can be done through several methods including Shapiro-Wilk, Shapiro-Francia, Kolmogorov-Smirnov, Lilliefors and Anderson Darling. Shapiro-Wilk, Shapiro-Francia and Kolmogorov-Smirnov are the most prefered normality test (Razali and Wah, 2011).

4.5.2.1 Shapiro-Wilk, Shapiro-Francia, Skewness, and Kurtosis Tests of Normality

This study adopted Shapiro-Wilk and Shapiro-Francia methods. Table 4.21 presents results of Shapiro-Wilk, Shapiro-Francia, skewness, and Kurtosis tests of normality.

Table 4.21: Test of Normality

	Shapiro-Wilk		Shapiro-Francia		Skewness Test	Kurtosis Test
Variable	**P- Value**	**Z-Value**	**P-Value**	**Z-Value**	**Pr(Skewness)**	**Pr(Kurtosis)**
Strategy communication	0.96136	4.756	0.96565	4.161	0.0000	0.3073
Organizational leadership	0.96553	4.489	0.96806	4.014	0.0004	0.5585
Resource allocation	0.97634	3.601	0.97778	3.268	0.1233	0.0005
Employee participation	0.96050	4.799	0.97507	3.504	0.0000	0.3773
Dependent 1	0.94911	5.374	0.95002	4.890	0.0000	0.5115
Dependent 2	0.98855	1.889	0.99040	1.505	0.6906	0.0311

Source: Research Data, 2017

The data presented in Table 4.21 reveal that the Shapiro-Wilk and Shapiro-Francia statistics for all the study variables were greater than 0.5 hence the distribution is normal. According to Field (2009) in large samples, Shapiro Wilk statistics can be significant even when the scores are only slightly different from a normal distribution. Results also show that Skewness test and Kurtosis test indicate that the data are normally distributed. This confirmation is positive for further multiple regression analysis.

4.5.2.1 Normal Quantile – Quantile Plots

Another test 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). Q-Q plots using the quantiles of a standard normal distribution against the corresponding quantiles of the observed data of the independent variables are presented under each variable test. Results of Q-Q plots are presented in Figures 4.9 to 4.16.

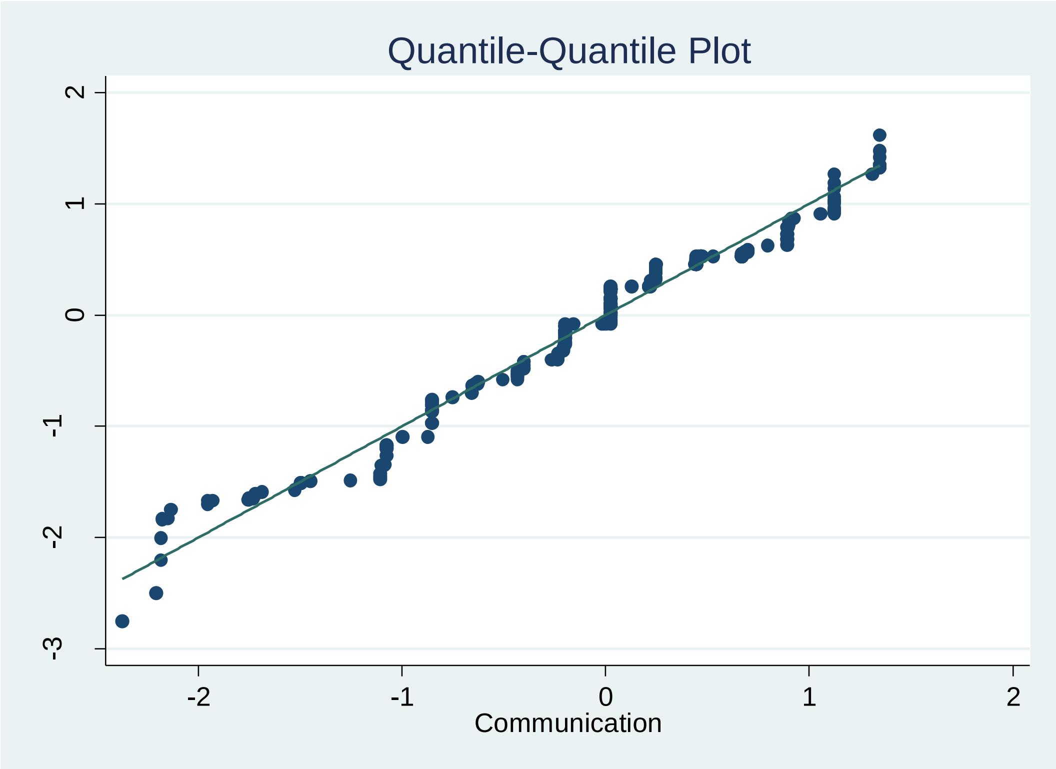

Figure 4.9: Normal Q-Q plot of strategy communication and dependent 1
Souce: Field Data, 2017

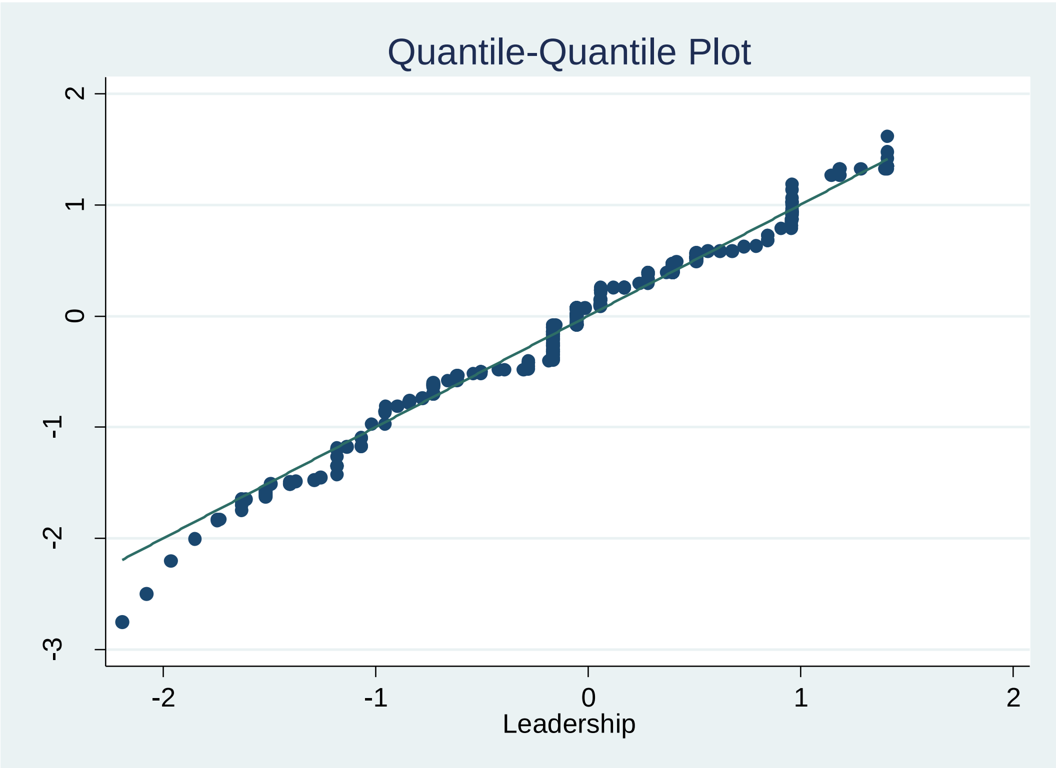

Figure 4.10: Normal Q-Q plot of organizational leadership and dependent 1
Souce: Field Data, 2017

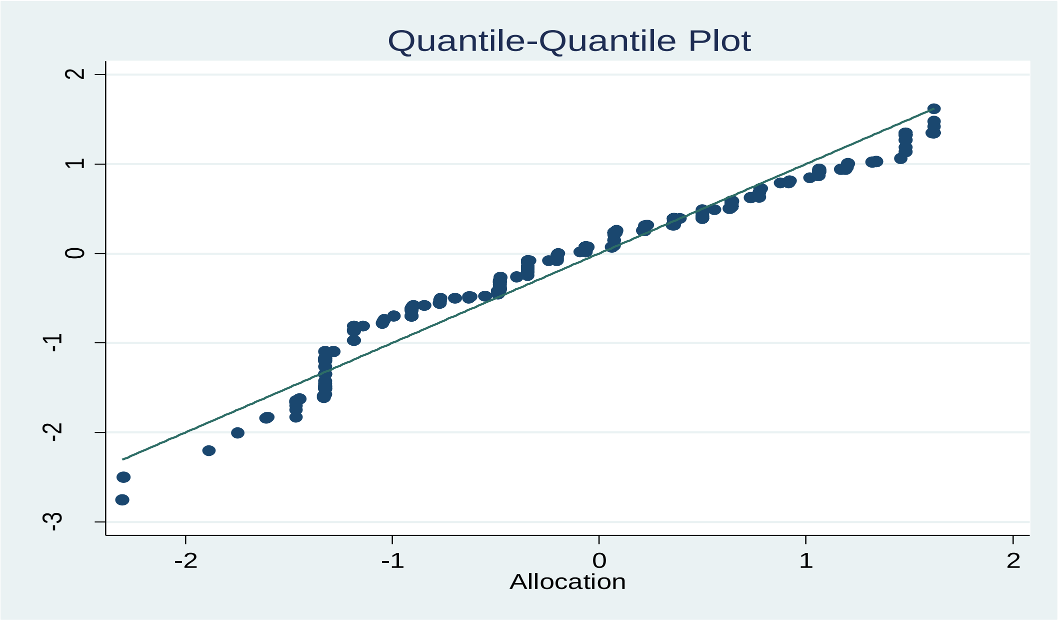

Figure 4.11: Normal Q-Q plot of resource allocation and dependent 1
Souce: Field Data, 2017

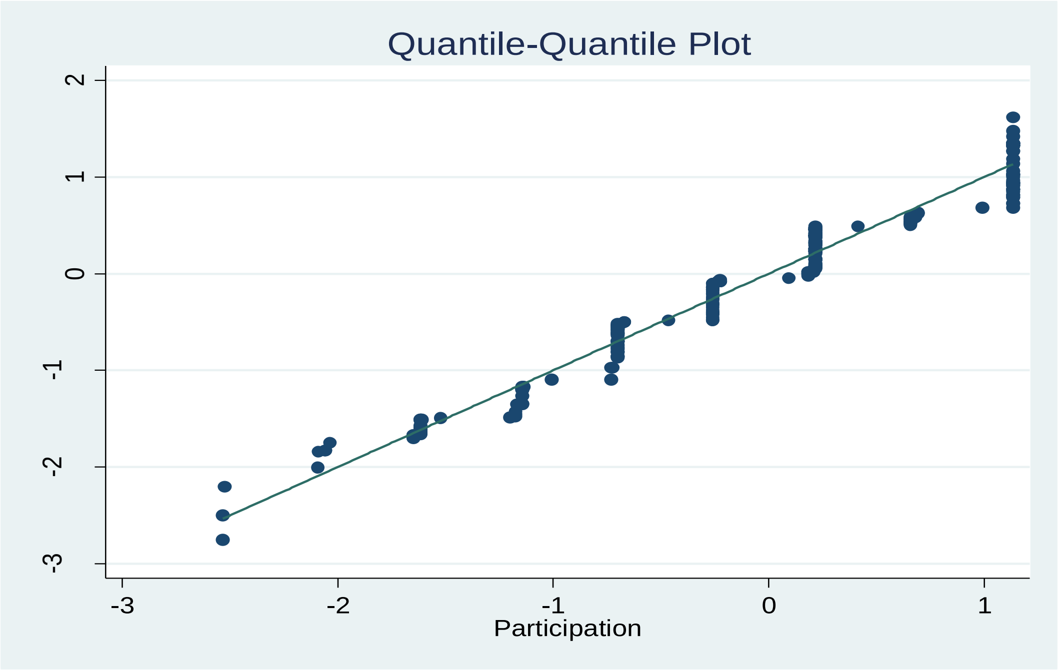

Figure 4.12: Normal Q-Q plot of employee participation and dependent 1
Souce: Field Data, 2017

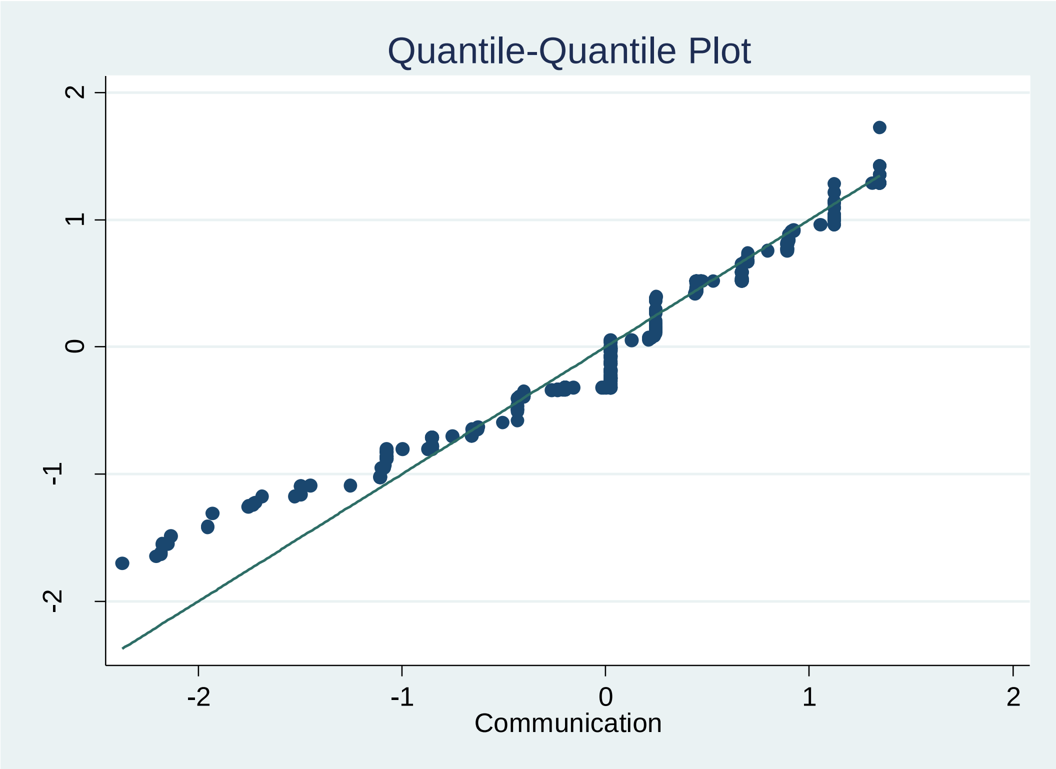

Figure 4.13: Normal Q-Q plot of strategy communication and dependent 2
Souce: Field Data, 2017

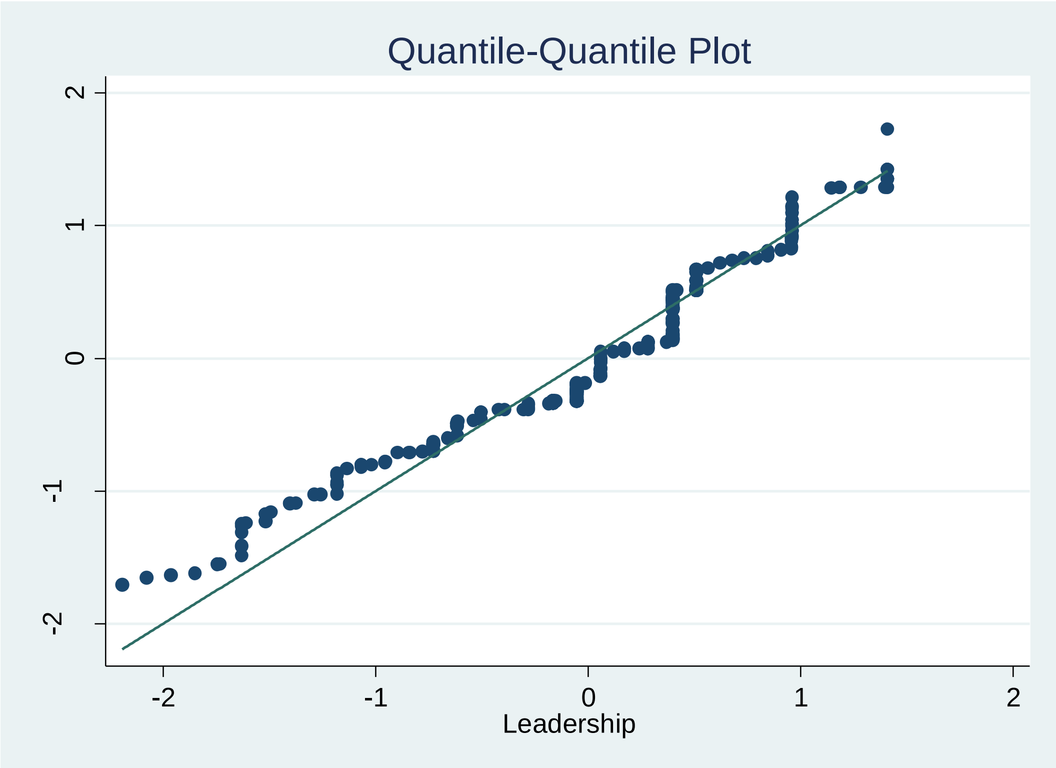

Figure 4.14 Normal Q-Q plot of organizational leadership and dependent 2
Souce: Field Data, 2017

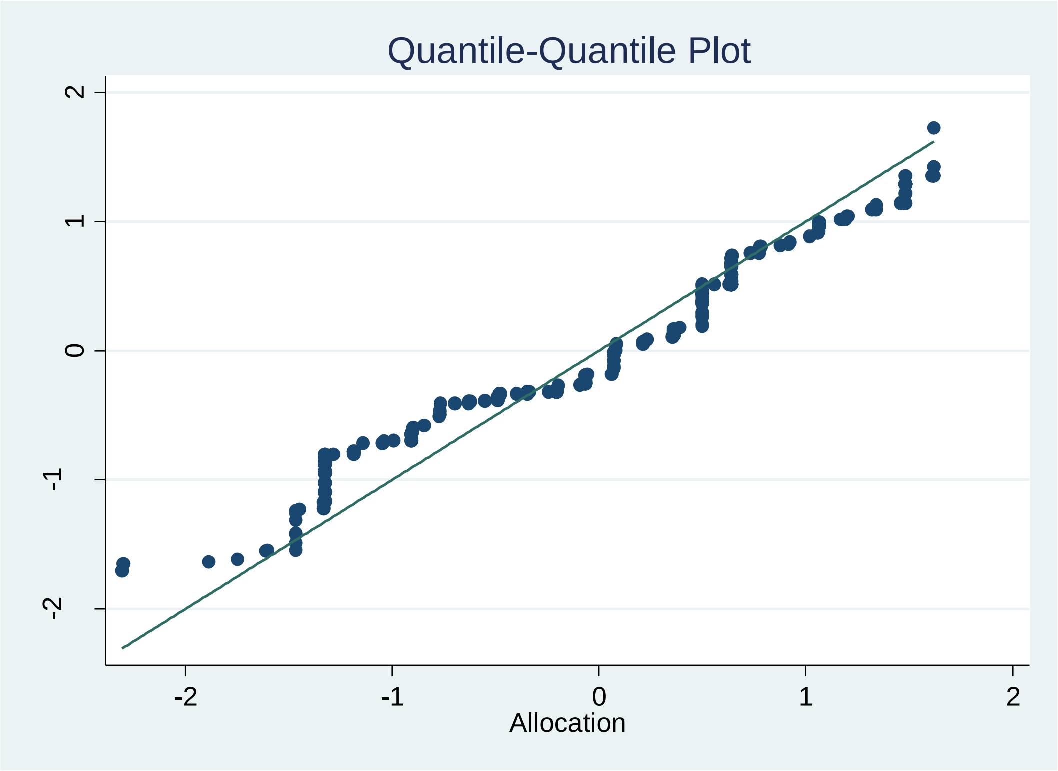

Figure 4.15: Normal Q-Q plot of resource allocation and dependent 2
Souce: Field Data, 2017

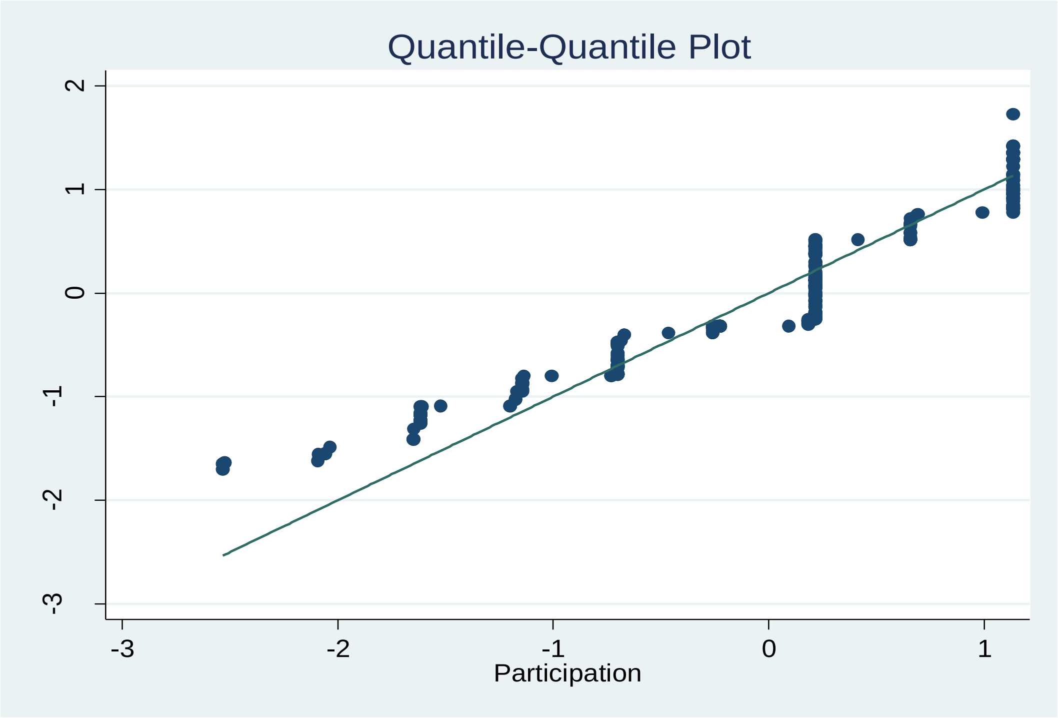

Figure 4.16: Normal Q-Q plot of employee participation and dependent 2
Souce: Field Data, 2017

Figures 4.9 to 4.16 of the normal Q-Q plots indicate that data was normally distributed, an indication that data followed a nearly normal distribution. This confirms that the observed values did not deviate much from the expected values. The finding from the Q-Q plots was that data were normally distributed as they were along the line of best fit. Normal distribution was an important precondition for further tests of multiple regression analysis.

4.5.3 Multicollinearity Test

Multicollinearity refers to predictors that are correlated with other predictors in multiple regression analysis. Multicollinearity is present when the model has multiple factors that are correlated not just to the response variable, but also to each other. Multicollinearity increases the standard errors of the coefficients. This means that one variable can be linearly predicted from the others (Cohen, 1988). In regression, an increase in multicollinearity leads to an increase in the standard errors. In the presence of high multicollinearity, confidence intervals for coefficients tend to be very wide and t-statistics tend to be very small. It will be harder to reject the null hypothesis when multicollinearity is present since the coefficients will have to be larger in order to be statistically significant. Pearson product moment correlation was used to measure the strength or degree of the relationship between variables. The closer the coefficient is to +/-1, the closer it is to perfect linear relationship and therefore a higher degree of relationship (Cohen, 1988). High correlation poses the threat of multicollinearity. According to Field (2009) the rule of thumb is that coefficients above 0.90 should be rejected due to inflated outcomes of individual predictive power. Results show that the variables are not highly correlated thus acceptable for the study. Table 4.22 presents results of correlation analysis.

4.5.3.1 Correlation Analysis

According to Cohen (1988) interpretation of correlation coefficients, 0.00 to 0.01 shows no correlation; 0.02 to 0.09 indicates very weak correlation; 0.1 to 0.29 shows weak correlation; 0.30 to 0.49 means moderately weak correlation; 0.5 to 0.69 shows moderately strong correlation; 0.70 to 0.89 shows strong correlation; 0.90 to 0.98 indicates very strong correlation while 0.99 to 1.00 shows almost perfect correlation. However, some moderate correlation between the independent variables is necessary for regression analysis since they are measuring the same dimension of the study hence they are expected to be related to some extent (Field, 2009). Results presented in Table 4.22 show varied degree of interrelationship among study variables.

Table 4.22: Correlation Analysis

	Strategy Communication	Organizational Leadership	Resource Allocation	Employee Participation	Dependent 1	Dependent 2
Strategy Communication	1.0000					
Organizational leadership	0.6407 (0.0000)	1.0000				
Resource allocation	0.5819 (0.0000)	0.5990 (0.0000)	1.000			
Employee participation	0.5762 (0.0000)	0.6006 (0.0000)	0.5212 (0.0000)	1.0000		
Dependent 1	0.5576 (0.0000)	0.5588 (0.0000)	0.6171 (0.0000)	0.7053 (0.0000)	1.0000	
Dependent 2	0.6484 (0.0000)	0.6013 (0.0000)	0.5290 (0.0000)	0.4074 (0.0000)	0.3434 (0.0000)	1.0000

SOURCE: Research Data, 2017

Results presented in Table 4.22 show a moderately strong correlation of 0.6407 between strategy communication and organizational leadership. Strategy communication and resource allocation have a moderately strong correlation of 0.5819 while strategy communication and employee participation have a moderately strong correlation of 0.5762. Results show that organizational leadership and resource allocation have a moderately strong correlation of 0.5990 while organizational leadership and employee participation have a moderately strong correlation of 0.6006. Results show that resource allocation and employee participation have a moderately strong correlation of 0.5212. Going by Cohen's (1988) classification, the independent variables amongst themselves show moderately strong correlation meaning that there is no much threat of multicollinearity. The correlation between the independent and dependent variables also indicate presence of moderately strong correlation.

4.6 Data Analysis for Variables

This study performed multiple regression analysis to establish the effect of independent variables on the dependent variable (strategy implementation). Four independent variables, namely; strategy communication, organizational leadership, employee participation, and resource allocation were analyzed to test their effect on strategy implementation. A test was also carried out to measure the effect of moderating variables (organizational culture, organizational systems, and organizational structure) on strategy implementation.

4.6.1 Regression Analysis

The broad objective of this study was to determine factors that influence successful strategy implementation in universities in Kenya. To achieve this, specific objectives were determined and corresponding hypothesis stated. Multiple regression analysis was used to determine combined effects of the independent variables on the dependent variable. The tests of hypothesis using t-values were carried out at 95 percent significant level $p<0.05$, $p<0.01$, and $p<0.1$.

Decisions were made whether to reject or accept a hypothesis based on the p-values. Where $p\geq0.05$ the study failed to reject the hypotheses and where $p\leq0.05$, the study rejected the hypotheses at 5% level of significance. Interpretations of results and subsequent discussions also considered coefficients of determinations (R^2), F-Statistic values and beta values. R^2 indicated the change in dependent variable that is explained by change in the independent variable. The findings are presented in various sections of this chapter along research objectives and corresponding hypotheses. There are four models that were estimated. Table 4.23 presents a summary of regression analysis.

Table 4.23: Regression Results of strategy implementation

Variables	Dependent 1 Model 1	Dependent 2 Model 2	Dependent 1 Model 3	Dependent 2 Model 4
Strategy Communication	0.0677 (1.26)	0.368 (6.83)***	0.054 (1.01)	0.375 (6.85)***
Organizational Leadership	0.0270 (0.47)	0.267 (4.61)***	0.037 (0.65)	0.262 (4.48)***
Resource Allocation	0.2386 (4.91)***	0.132 (2.70)***	0.218 (4.42)***	0.134 (2.66)***
Employee Participation	0.5203 (10.44)***	-0.081 (-1.62)	0.413 (6.70)***	-0.057 (-0.91)
Organizational Culture	-	-	0.111 (2.30)**	-0.047 (-0.96)
Organizational systems	-	-	0.029 (0.38)	0.043 (0.54)
Organizational Structure	-	-	0.049 (0.74)	-0.041 (-0.61)
F	107.41	65.45	65.20	37.44
R^2	0.6159	0.4941	0.6327	0.4972
Adjusted R^2	0.6101	0.4866	0.6230	0.4839
Root MSE	0.5227	0.52517	0.51402	0.52653
No. of observations	273	273	273	273

The t-values are in parenthesis. The asterisks *, **, *** represent significance at 10%, 5%, and 1% respectively. Dependent 1captures questions on increased revenue, customer satisfaction, and employee productivity whilst dependent 2 captures questions on company image. Model 1 and Model 2 were run without effect of moderating variables whilst Model 3 and Model 4 were run with moderating variables.

Source: Research Data, 2017

The results show that all independent variables are statistically significant and only one moderating variable (organizational culture) has a positive effect on strategy implementation. The findings in this study agree with the findings in the descriptive data analysis that strategy communication, organizational leadership, resource allocation, and employee participation have a positive influence on strategy implementation.

In model 1, resource allocation and employee participation are the only significant variables. The results show that employee participation contributes more to strategy implementation followed by resource allocation. The least factor is organizational leadership which has a coefficient of 0.027 and is statistically insignificant. The results show that a change in employee participation leads to 0.5203 change in strategy implementation while a change in resource allocation leads to 0.2386 change in strategy implementation. The R^2 value is 0.6159 implying that resource allocation and employee participation contribute to 61.59% change in strategy implementation while the remaining 38.41% is contributed by other factors not tested in this study. These findings are supported by Kibicho (2015) who posits that strategy implementation includes designing the organization's structure, allocating resources, developing information and decision process, and managing human resources, including such areas as the reward system, approaches to leadership, and staffing. Results also show that employee participation has a positive influence on strategy implementation. These findings are advanced by Henry (2008) who asserts that it is important that everyone in the organization understands where it is going and how it will get there during the process of strategy formulation and implementation. Kivuva (2015) adds that employee involvement in strategic planning process makes advantage of the employees' abilities to enhance the processes unlike what top-down management can do. In order to successfully implement strategies, it is imperative to ensure employees are highly motivated, committed and empowered in order to achieve intended targets. A participatory managed work environment is one that provides ongoing training, skills development, and professional enrichment and mentoring to employees at all levels. This in turn ensures smooth implementation of organization strategies in a receptive environment.

In model 2, three independent variables are statistically significant namely; strategy communication, organizational leadership, and resource allocation. There is a change in findings when independent 2 is used in the analysis. Results show that strategy communication has more effect on strategy implementation followed by organizational leadership and finally resource allocation. Employee participation turns out insignificant. Results show that a change in strategy communication leads to 0.368 change in strategy implementation, a change in organizational leadership leads to 0.267 change in strategy implementation while a change in resource allocation leads to 0.132 change in strategy implementation. The R^2 value explains 49.41% influence on strategy implementation that is contributed by strategy communication, organizational leadership, and resource allocation thus the remaining 50.59% is contributed by other factors outside this study.

Results indicate that strategy communication has a positive influence on strategy implementation. This is advanced by Allio (2008) who asserts that good strategic information plays an important role in the last two steps of the strategic planning process, i.e strategy implementation and performance tracking. According to Allio (2008), when the management team begins the process of strategy formulation, the goal is to produce an informative view of the dynamics of the firm's internal and external operating environment. High performing managers structure a succinct, accessible, and informing databank. They also build a common language and a shared goal. Successful managers also involve a cross-functional team of managers who actively assess what is relevant.

Results also show that organizational leadership has a positive influence on strategy implementation. These findings are supported by Kibicho (2015) and Nahavandi and Malekzadeh (1993) who point out that leader personality and processes can affect strategy. These processes involve various cognitive and behavioural aspects that leaders use to design and implement strategy. The leader can affect strategy through direct decision or through allocation of resources, nurturing of organizational culture that promotes the strategy, and establishment of structures that support desired results and stop the undesirable ones. Successful strategic planning implementation requires a large commitment from executives and senior managers, whether the strategic planning process is occurring in a department or in a complete organization

Results also indicate that resource allocation has a positive effect on strategy implementation. Watson (2005) argues that organizations that aspire to achieve their long-term goals plan their work and work their plan. If organizations want to realize their strategies and long-term vision, they have to be disciplined in setting direction and implementing that direction through effective use of their resources.

In model 3, only resource allocation and employee participation are statistically significant. Organizational culture also has a moderating effect on strategy implementation. The results show that employee participation has more effect on strategy implementation followed by resource allocation. Results indicate that a change in employee participation leads to 0.413 change in strategy implementation while a change in resource allocation leads to 0.218 change in strategy implementation. Organizational culture has a moderating effect of 0.111 on strategy implementation. The R^2 value for this model is 0.6327 which implies that employee participation and resource allocation contribute to 63.27% change in strategy implementation and the remaining 36.73% is contributed by other factors not tested in this study. The results show that the moderating variable, organizational culture has a positive influence on strategy implementation. These findings are in line with Eaton and Kilby's (2015) argument that a company's culture is embedded in its DNA. It grew up along with the company and is rooted in values, beliefs, and behaviors. Culture owns the power over strategy. People are the reason strategies succeed or fail, and culture controls and moderates behavior across the entire workforce. If people are not aligned with the right values, beliefs, and behaviors that support the new strategy, they will be working against themselves and the company. Not only will they be frustrated, but the best people also often will leave, which puts the new strategy at further risk.

In model 4, three independent variables are statistically significant namely; strategy communication, organizational leadership, and resource allocation. The results show that strategy communication contributes more to strategy implementation followed by organizational leadership and resource allocation in that order. The least factor is employee participation which has a coefficient of -0.057 and is statistically insignificant. Results indicate that a change in strategy communication leads to 0.375 change in strategy implementation, a change in resource allocation leads to 0.262 change in strategy implementation while a change in employee participation leads to 0.134 change in strategy implementation. The R^2 value for the model is 0.4972 meaning the remaining 50.28% is contributed by other factors not in the model.

As robustness checks, the study ran analysis by dropping some of the variables that are correlated with each other i.e. strategy communication and organizational leadership (see Table 4.17). Results are presented in Table 4.24.

Table 4.24 Diagnostic Regression Analysis

Variables	Dependent 1				Dependent 2			
	Model 1	**Model 2**	**Model 3**	**Model 4**	**Model 5**	**Model 6**	**Model 7**	**Model 8**
Strategy Communication	0.0943 (1.81)*	-	0.0665 (1.32)	-	0.4527 (8.61)***	-	0.4572 (8.54)***	-
Organizational Leadership	-	0.0743 (1.32)	-	0.0582 (1.08)	-	0.4008 (6.82)***	-	0.3953 (6.61)***
Resource Allocation	0.2879 (6.05)***	0.2968 (6.19)***	0.2253 (4.75)***	0.2293 (4.82)***	0.1902 (3.97)***	0.2169 (4.32)***	0.1975 (3.93)***	0.2268 (4.30)***
Employee Participation	0.4892 (9.85)***	0.4962 (9.81)***	0.3710 (7.16)***	0.3721 (7.03)***	-0.0117 (-0.23)	0.0048 (0.09)	0.0121 (0.22)	0.0206 (0.35)
Organizational Culture	-	-	0.1099 (2.29)**	0.1164 (2.45)**	-	-	-0.0395 (-0.77)	0.0054 (0.10)
Organizational systems	-	-	0.1416 (1.91)*	0.1353 (1.81)*	-	-	0.0638 (0.81)	0.0209 (0.25)
Organizational Structure	-	-	0.0453 (0.69)	0.0485 (0.53)	-	-	-0.0875 (-1.12)	-0.0575 (-0.78)
F	127.74	126.53	76.04	75.78	74.57	61.33	37.61	30.54
R^2	0.5877	0.5853	0.6317	0.6309	0.4540	0.4062	0.4590	0.4079
Adjusted R^2	0.5830	0.5806	0.6234	0.6226	0.4480	0.3995	0.4468	0.3945
Root MSE	0.54059	0.54211	0.51373	0.51429	0.54458	0.56796	0.54514	0.57031
No. of observation	273	273	273	273	273	273	273	273

The t-values are in parenthesis. The asterisks *, **, *** represent significance at 10%, 5%, and 1% respectively. Dependent 1captures questions on increased revenue, customer satisfaction, and employee productivity whilst dependent 2 captures questions on company image. Model 1, 2, 5 & 6 were run without effect of moderating variables whilst Model 3, 4, 7 & 8 were run with moderating variables.

Source: Research Data, 2017

There is a slight change of the results in terms of significance when strategy communication or organizational leadership is dropped. Results show that strategy communication becomes significant when organizational leadership is dropped. In model 1, strategy communication, resource allocation and employee participation become statistically significant when organizational leadership is dropped. Employee participation is now more effective, then followed by resource allocation and then strategy communication. Results show that a change in employee participation leads to 0.4892 change in strategy implementation, while a change in resource allocation leads to 0.2879 change in strategy implementation. In addition, a change in strategy communication leads to 0.0943 change in strategy implementation. The R^2 value is 0.5877 which implies that the three variables led to 58.77% influence while the remaining 41.23% were contributed by other factors not tested in the model.

In model 2, only resource allocation and employee participation become statistically significant when strategy communication is dropped. Employee participation contributes more to strategy implementation followed by resource allocation while organizational leadership is statistically insignificant with a coefficient of 0.0743. Results show that a change in employee participation leads to 0.4962 change in strategy implementation while a change in resource allocation leads to 0.2968 change in strategy implementation. The model has R^2 of 0.5853 which implies that employee participation contributed to 58.53% change in strategy implementation and the remaining 41.47% is contributed by other factors not in the study.

Interestingly, more variables become statistically significant including organizational systems when organizational leadership is dropped in model 3. Results show that a change in resource allocation leads to 0.2253 change in strategy implementation while a change in employee participation leads to 0.3710 change in strategy implementation. Results also indicate that organizational culture has a moderating effect of 0.1099 on strategy implementation while organizational systems have a moderating effect of 0.1416 on strategy implementation. The R^2 value of 0.6317 explains 63.17% influence on strategy implementation while the remaining 36.83% is explained by other factors not tested in this study. Buuni et al. (2015) posits that strategy implementation entails the process of putting into action the chosen strategy. This involves crafting the design and management of systems to achieve the best integration of people, structure, processes and resources in achieving organizational objectives.

However, Results indicate that organizational structure as a moderating variable has no positive effect on strategy implementation. This does not agree with Slater, Olson, and Hult (2010) who found that the most influential factor in realizing business success is creating a fit between strategy and organizational architecture. These findings are also in contrary with Brenes and Mena (2008) findings that organizational structure and design play important roles in making decisions on resource allocation for various functions and activities within the business ecosystem. Perhaps organizational structure would have a positive effect on strategy implementation if it was treated as an independent variable.

In model 4, the same variables remain statistically significant as in model 3 when strategy communication is dropped. Results show that a change in resource allocation leads to 0.2293 change in strategy implementation while a change in employee participation leads to 0.3721 change in strategy implementation. Results also show that organizational culture has a moderating effect of 0.1164 on strategy implementation while organizational systems have 0.1353 moderating effect on strategy implementation. The R^2 for this model is 0.6309 that implies that the variables contribute to 63.09% change in strategy implementation while the remaining 36.91% is explained by other factors not in this model.

There is a change in findings when independent 2 is used in the analysis. Results show that organizational culture and organizational systems cease from being statistically significant when strategy communication or organizational leadership is dropped. In model 5 which is under dependent 2, only strategy communication and resource allocation are statistically significant when organizational leadership is dropped. Results show that a change in strategy communication leads to 0.4527 change in strategy implementation while a change in resource allocation leads to 0.1902 change in strategy implementation. Results show that employee participation becomes statistically insignificant with a coefficient of -0.0117 when organizational leadership is dropped. The R^2 value for this model is 0.4540 meaning strategy communication and resource allocation contributed to 45.40% change in strategy implementation while the remaining 54.60% was contributed by other factors outside this study.

In model 6, only organizational leadership and resource allocation become statistically significant when strategy communication is dropped. Results show that a change in organizational leadership leads to 0.4008 change in strategy implementation while a change in resource allocation leads to 0.2169 change in strategy implementation. Again, results show that employee participation remains statistically insignificant when strategy communication is dropped with a coefficient of 0.0048. The R^2 value for this model is 0.4062 which implies that organizational leadership and resource allocation contributes to 40.62% change on strategy implementation and the remaining 59.38% is contributed by other factors not tested in this study.

In model 7, only strategy communication and resource allocation become statistically significant when organizational leadership is dropped. Results show that a change in strategy communication leads to 0.4572 change in strategy implementation while a change in resource allocation leads to 0.1975 in strategy implementation. Results also show that employee participation remains statistically insignificant with a coefficient of 0.0121 when organizational leadership is dropped. The three moderating variables become statistically insignficant. The R^2 value for the model is 0.4590 which implies that strategy communication and resource allocation contribute to 45.90% change on strategy implementation while the remaining 54.10% was contributed by other factors outside this study.

In model 8, only organizational leadership and resource allocation become statistically significant when strategy communication is dropped. Results show that a change in organizational leadership leads to 0.3953 change in strategy implementation while a change in resource allocation leads to 0.2268 change in strategy implementation. The results show that employee participation remains statistically insignificant with a coefficient of 0.0206 when strategy communication is dropped. The three moderating variables become statistically insignificant. The R^2 value for the model is 0.4079 which explains 40.79% influence on strategy implementation and the remaining 59.21% is explained by other factors not tested in this study.

Furtherance to the above analysis, the study sought to establish if there is any variation in research findings when universities are grouped into public and private. The results are presented in table 4.25.

Table 4.25 Regression Analysis Results per university category

Variables	Public universities				Private universities			
	Dependent1	**Dependent2**	**Dependent1**	**Dependent2**	**Dependent1**	**Dependent2**	**Dependent1**	**Dependent2**
	Model 1	**Model 2**	**Model 3**	**Model 4**	**Model 1**	**Model 2**	**Model 3**	**Model 4**
Strategy	-0.0042	0.4889	-0.02383	0.4956	0.1070	0.2291	0.1069	0.2487
Communication	(-0.06)	(6.26)***	(-0.32)	(6.25)***	(1.41)	(3.16)***	(1.37)	(3.31)***
Organizational	0.0898	0.1210	0.0926	0.0989	-0.0270	0.4013	-0.0199	0.4025
Leadership	(1.05)	(1.34)	(1.06)	(1.06)	(-0.36)	(5.55)***	(-0.26)	(5.53)***
Resource	0.1494	0.1833	0.1396	0.1976	0.3151	0.1124	0.2976	0.0918
Allocation	(2.22)**	(2.58)***	(2.06)**	(2.71)***	(4.48)***	(1.67)*	(3.98)***	(1.28)
Employee	0.6499	-0.1522	0.5128	-0.0928	0.3966	-0.0053	0.3374	-0.0221
Participation	(9.21)***	(-2.05)**	(5.62)**	(-0.95)	(5.84)***	(-0.08)	(4.07)***	(-0.28)
Organizational	-	-	0.1216	-0.0165	-	-	0.0737	-0.0826
Culture			(1.84)*	(-0.23)			(1.05)	(-1.22)
Organizational	-	-	0.0688	0.0429	-	-	-0.0131	0.0889
Systems			(0.60)	(0.35)			(-0.12)	(0.86)
Organizational	-	-	0.02874	-0.1048	-	-	0.0638	0.0029
Structure			(0.28)	(-0.97)			(0.71)	(0.03)
F	71.37	35.36	43.01	20.16	37.23	32.24	21.79	18.49
R squared	0.6806	0.5135	0.6968	0.5186	0.5358	0.5000	0.5476	0.5067
Adjusted R squared	0.6710	0.4990	0.6806	0.4928	0.5214	0.4844	0.5225	0.4793
Root MSE	0.53378	0.56249	0.52593	0.56595	0.489	0.46793	0.48846	0.47025
No. of observations	139	139	139	139	134	134	134	134

The t-values are in parenthesis. The asterisks *, **, *** represent significance at 10%, 5%, and 1% respectively. Dependent 1captures questions on increased revenue, customer satisfaction, and employee productivity whilst dependent 2 captures questions on company image. Model 1 and Model 2 were run without effect of moderating variables whilst Model 3 and Model 4 were run with moderating variables.

Source: Research Data, 2017

Results show that public universities give more weight to employee participation followed by strategy communication while private universities give more weight to organizational leadership followed by employee participation during strategic planning process. The results show that public universities do not give any significant weight to organizational leadership while both public and private universities give very little weight to resource allocation.

Under public universities, model 1 has the same variables remaining statistically significant. Results show that resource allocation and employee participation are still statistically significant while strategy communication and organizational leadership are statistically insignificant. However the coefficients of the variables have changed. The results indicate that a change in resource allocation leads to 0.1494 change in strategy implementation whilst a change in employee participation leads to 0.6499 change in strategy implementation. The R^2 for the model is 0.6806 which explains 68.06% change on strategy implementation and the remaining 31.94% is explained by other factors outside this study.

In model 2, there is a slight change of the results on significance of variables and on the signs. Results show that organizational leadership ceases from being statistically significant while employee participation becomes statistically significant. Strategy communication contributes more to strategy implementation followed by resource allocation and employee participation. Results indicate that a change in strategy communication leads to 0.4889 change in strategy implementation. Again, a change in resource allocation leads to 0.1833 change in strategy implementation while a change in employee participation leads to -0.1522 change in strategy implementation. The R^2 for the model is 0.5135 which explains 51.35% influence on strategy implementation while the remaining 48.65% is explained by other factors not tested in this study.

In model 3, the same variables remain statistically significant as was in earlier analysis. Results show that resource allocation and employee participation are still the only statistically significant independent variables. Organizational culture as a moderating variable also remains statistically significant. Results indicate that a change in resource allocation leads to 0.1396 change in strategy implementation while a change in employee participation leads to 0.5128 change in strategy implementation. Also, organizational culture has a moderating effect of 0.1216 on strategy implementation. The R^2 of the model is 0.6968 meaning that the variables contribute 69.68% to strategy implementation while the remaining 30.32% is contributed by other factors outside this study.

In model 4, only strategy communication and resource allocation become statistically significant. Results show that a change in strategy communication leads to 0.4956 change in strategy implementation while a change in resource allocation leads to 0.1976 change in strategy implementation. Organizational leadership and employee participation become statistically insignificant. The three moderating variables also become statistically insignificant. The R^2 explains 51.86% influence on strategy implementation while 48.14% is contributed by other factors outside this study.

Under private universities, a similar scenario repeats itself though with some slight changes. In model 1, the same two independent variables remain statistically significant. Results indicate that a change in resource allocation leads to 0.3151 change in strategy implementation while a change in employee participation leads to 0.3966 change in strategy implementation. Strategy communication and organizational leadership become statistically insignificant. The R^2 value for the model is 0.5358 which implies that the variables contribute to 53.58% change in strategy implementation while the remaining 46.42% is contributed by other factors not tested in this study.

In model 2, the same three independent variables remain statistically significant. The results show that organizational leadership contributes more to strategy implementation followed by strategy communication and then resource allocation. Employee participation becomes statistically insignificant with a coefficient of -0.0053. Results indicate that a change in strategy communication leads to 0.2291 change in strategy implementation while a change in organizational leadership leads to 0.413 change in strategy implementation. Results also show that a change in resource allocation leads to 0.1124 change in strategy implementation. The R^2 in the model is 0.5000 which explains 50.00% change in strategy implementation while 50.00% is contributed by other factors outside this study.

In model 3, the same two independent variables remain statistically significant though the moderating variable (organizational culture) now turns out to be statistically insignificant. Results show that a change in resource allocation leads to 0.2976 change in strategy implementation while a change in employee participation leads to 0.3374 change in strategy implementation. Strategy communication and organizational leadership become statistically insignificant.The R^2 for this model is 0.5476 which explains 54.76% change in strategy implementation while the remaining 45.24% is contributed by other factors outside this study.

In model 4, two independent variables are statistically significant i.e. strategy communication and organizational leadership. Results indicate that a change in strategy communication leads to 0.2487 change in strategy implementation while a change in organizational leadership leads to 0.4025 change in strategy implementation. Resource allocation and employee participation become statistically insignificant. The R^2 value for the model is 0.5067 which explains 50.67% change in strategy implementation while the remaining 49.33% is contributed by other factors than the ones tested in this study.

A further probit regression analysis was conducted to evaluate the effect of variables on two dependent variable indicators. This analysis aimed at testing the variable indicator that had more weight on strategy implementation. Table 4.26 presents the results.

Table 4.26 Probit Regression Analysis

	Probit regression	
	Successfully Implemented strategic plan	Implemented All strategies
Strategy Communication	0.3187	-0.0607
	(1.77)*	(-0.35)
Organization Leadership	-0.4167	-0.0968
	(-2.62)***	(-0.64)
Resource Allocation	0.6806	0.2008
	(4.49)***	(1.54)
Employee Participation	0.0076	0.4363
	(0.04)	(2.72)***
LR Chisq	40.04	21.39
Pseudo R Squared	0.1502	0.0604
No. of Observations	268	269

The z-values are in parenthesis. The asterisks *, **, *** represent significance at 10%, 5%, and 1% respectively. Dependent variable indicators are Yes or No.

Source: Research Data, 2017

The results show that resource allocation contributes more to successful strategy implementation followed by strategy communication then organizational leadership. Strategy communication explains 0.3187 contribution to successful strategy implementation while organizational leadership explains -0.4167 contribution to successful strategy implementation. Resource allocation is leading with a coefficient of 0.6806. The results show that only employee participation indicated statistically significance on implementation of all strategies. Results show that employee participation explains 0.4363 contribution to implementation of all strategies.

Following the series of regression analysis and the subsequent findings in the above tests, the study rejected the four hypotheses as shown below. The study rejected the four hypotheses based on the findings that $p \leq 0.05$ at 5% level of significance. Therefore, the study rejected H_01: There is no significant influence of strategy communication on strategy implementation in universities in Kenya. This implies that strategy communication has a positive influence on strategy implementation. The study also rejected H_02: There is no significant effect of organizational leadership on strategy implementation in universities in Kenya. This was as a result findings that organizational leadership has a positive influence on strategy implementation. The study also rejected $H_0$3: There is no significant influence of employee participation in strategy formulation on strategy implementation in universities in Kenya. This means that employee participation has a positive influence on strategy implementation. The study again rejected $H_0$4: There is no significant effect of resources allocation on strategy implementation in universities in Kenya. This was after the findings that resource allocation had a positive influence on strategy implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study, conclusions arrived at, and recommendations. The study investigated the factors determining successful strategy implementation in universities in Kenya and findings are presented under summary of findings. The chapter draws conclusions from the findings and makes recommendations on how universities in Kenya could improve on strategy implementation. Finally, the chapter proposes areas for further research.

5.2 Summary of Findings

The study first determined the characteristics of the respondents and the variables. It was established that majority of respondents interviewed had worked at universities for a period of between six and ten years. These were senior university officers at universities who are directly responsible for strategic planning and ensuring successful strategy implementation. The study established that majority of respondents understood the contents of their strategic plans. It was also established that majority of the universities in Kenya had a 5-year strategic plan. The study found that majority of universities in Kenya reviewed their strategic plans annually. Although majority of respondents said that universities in Kenya were not able to implement all strategies, majority of the respondents believed that universities in Kenya successfully implemented their strategic plans between 60% and 80%.

When the respondents were asked to give reasons why universities were not able to fully implement their strategies, respondents gave several reasons including: insufficient resources, lack of employee commitment, lack of employee involvement, pool leadership and poor communication. Other reasons mentioned included: lack of employee training, unrealistic strategies, lack of monitoring and evaluation, and lack of buy-in from stakeholders. Respondents were also asked to give suggestions for improved strategy implementation in their universities. Several recommendations were given including: fundraising, embracing employee involvement, good leadership, employee motivation, staff training, effective communication, stakeholders' involvement, and proper resource allocation. Other suggestions included: cost reduction, monitoring and evaluation, proper structures and systems, develop realistic strategies, and revenue generation projects.

When respondents were asked to give general comments on successful strategy implementation, respondents gave insightful comments including: embracing consultative or participative approach in strategic planning, practicing proper resource allocation, effective communication, embracing performance contracting, ISO certification, streamline university structures and systems, and conduct routine strategy review. Other comments included: good leadership is key to successful strategy implementation, stratengthen fundraising, encourage employee commitment, recruit the right manpower, develop relevant and realistic strategies, and involve all stakeholders.

The Chi-square scores indicated that Kenyan universities practised strategy communication, organizational leadership, resource allocation, and employee participation to a moderately large extent. They equally possessed the right organizational culture, organizational systems, and organizational structure to a moderately large extent. The study established that respondents agreed to the fact that strategy communication, organizational leadership, resource allocation, employee participation positively influenced university image, university revenue, customer satisfaction, and employee productivity to a moderately large extent.

To test hypothesis, the study ran regression analysis guided by the following objectives: First, to determine the influence of strategy communication on strategy implementation in universities in Kenya. The second objective was to establish the effect of organizational leadership on strategy implementation in universities in Kenya. The third objective was to determine the influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.

The fourth objective was to establish the effect of resource allocation on strategy implementation in universities in Kenya. The study also investigated the moderating effect of organizational culture, organizational structure, and organizational systems in the relationship between independent variables and dependent variable (strategy implementation) in universities in Kenya.

The study established that strategy communication had a statistically significant effect on strategy implementation. When universities were grouped in terms of public and private, strategy communication still remained statistically significant though results showed that public universities gave more weight to strategy communication than private universities in the effort of making sure their strategies are fully implemented. When organizational leadership is dropped from the model, strategy communication still remained statistically significant to strategy implementation. Results show that R^2 explained contribution of strategy communication to a certain extent while other factors were still at play.

The study also established that organizational leadership had a statistically significant effect on strategy implementation. A change in organizational leadership causes a positive influence on strategy implementation. When universities were categirozed in terms of public and private, organizational leadership became statistically significant to strategy implementation in private universities but was not statistically significant for public universities. When strategy communication was dropped, organizational leadership became statistically signifaicant to strategy implementation. Results show that R^2 explained contribution of organizational leadership to a certain extent while other factors outside this study contributed the remaining percentage.

On resource allocation and strategy implementation, the study established that resource allocation was statistically significant. When universities are categorized in terms of public and private, resource allocation becomes more statistically significant in private universities than in public universities. This implies that private universities are keener on resource allocation and management towards realizing successful strategy implementation. There was no any change realized on the significance of resource allocation up on dropping either strategy communication or organizational leadership from the model. The results show that R^2 explained contribution of resource allocation to a certain extent while the remaining percentage was explained by other factors outside this study.

Finally, the study established that employee participation was statistically significant to strategy implementation. When universities are categorized into public and private, employee participation was found to be more statistically significant in public universities than in private universities. This shows the weight to which public universities attach to employee participation in the process of strategic planning. When either strategy communication or organizational leadership is dropped from the model, employee participation remained statistically significant to strategy implementation. These findings were consistent with existant literature that employee participation plays a key role in ensuring that strategies are fully implemented. The results show that R^2 explained contribution of employee participation to a certain extent while other factors outside this study contributed the remaining percentage.

The study also ran analysis on moderating effect of organizational culture, system, and structure on strategy implementation. Results show that organizational culture statistically influenced strategy implementation. Organizational culture had a moderating effect on strategy implementation. Results showed that organizational culture still remained statistically significant to strategy implementation even after dropping either strategy communication or organizational leadership. These findings are in line with existing literature that shows that organizational culture plays a key role in ensuring successful strategy implementation.

The study also established that organizational systems played a moderating role in strategy implementation. Results indicate that organizational systems became statistically significant when either strategy communication or organizational leadership is dropped. Existing literature agrees with these findings that organizational systems play a key role in ensuring full implementation of strategies.

On the contrary, the study established that organizational structure was not statistically significant to strategy implementation. This means that orgainizational structure did not play moderating role in the study. These findings contradict existant literature that positulates that organizational structure plays a key role in the process of strategy implementation. Perhaps organizational structure could be treated as an independent variable instead.

When universities were categorized into public and private, respondents from public universities were slight higher than those from private universities. Though majority of respondents from both university categories had worked in the universities for a period between 6 years and 10 years, private universities had more employees who had worked for that period than public universities. Private universities also had a higher figure of employees who had worked at universities for a period between 0 and 5 years. On the other hand, public universities were leading in number of employees who had worked at universities for the periods of 11-15 years, 16-20 years, and over 20 years. Again, public universities had a slightly higher number of respondents who understood the contents of their strategic plan than those of private universities. Majority of respondents indicated that both public and private universities had a 5-year strategic plan with public universities leading in number of respondents. Public universities were also leading in number of respondents who indicated that universities had a 10-year strategic plan. Results show that private universities had a higher number of respondents who indicated that universities had a 3-year strategic plan than those of public universities.

Results show that majority of respondents indicated that both public and private universities reviewed their strategic plans annually though public universities were leading in number of respondents who said so. Private universities had a higher number of respondents who said universities reviewed their strategic plans semi-annually. Though majority of respondents indicated that both public and private universities successfully implemented their strategies, public universities had more respondents who said so.

When respondents were asked to give percentages of strategic plan implementation, majority of respondents indicated that both public and private universities implemented between 60% and 80% of their strategic plans with public universities having a higher number of respondents. Public universities also had a higher number of respondents who indicated that universities implemented between 40% and 60% of their strategic plans. Results show that private universities were leading in number of respondents who said universities implemented 0-20% and 80%-100% of their strategic plans. Interestingly, results show that majority of respondents from both public and private universities indicated that universities did not implement all strategies. Public universities are leading in number of respondents who believed universities implemented all strategies while private universities are leading in number of respondents who believed universities did not implement all strategies.

Table 5.1: Summary of Results of Tests of Hypothesis

Objective	Hypothesis		Decision
Objective One To determine the influence of strategy communication on strategy implementation in universities in Kenya.	$H_0 1$:	There is no significant influence of strategy communication on strategy implementation in universities in Kenya.	Rejected
Objective Two To establish the effect of organizational leadership on strategy implementation in universities in Kenya.	$H_0 2$:	There is no significant effect of organizational leadership on strategy implementation in universities in Kenya.	Rejected
Objective Three To determine the influence of employee participation in strategy formulation on strategy implementation in universities Kenya	$H_0 3$:	There is no significant influence of employee participation in strategy formulation on strategy implementation in universities in Kenya.	Rejected
Objective Four To establish the effect of resource allocation on strategy implementation in universities in Kenya	$H_0 4$:	There is no significant effect of resources allocation on strategy implementation in universities in Kenya.	Rejected

Source: Research Data, 2017

5.3 Conclusion

The findings of this study established that strategy communication had a positive and statistically significant effect on strategy implementation. Based on this finding, the study concludes that effective strategy communication leads to successful strategy implementation. This confirms the proposition of Higgin’s 7S of successful strategy execution that for strategic performance to take place in organizations, shared values and strategy communication must be given the weight they deserve. This finding is also in line with Okumus' strategy implementation framework and Nobble's strategy implementation framework who confirm that strategy communication facilitates successful strategy implementation in organizations. This affirms that, when strategic plans in universities are well communicated to university staff and when employees are well trained on strategic plan implementation, improved performance of institutions is achieved.

The study also established that organizational leadership had a positive influence on strategy implementation. Conclusion is that university leadership that creates a conducive environment in which employees freely participate in strategic planning process leads to improved implementation of strategic plans. This is in line with Okumus' strategy implementation framework that leadership plays a key role in backing strategy implementation and involving executives in strategic planning process. This finding led to the conclusion that university leadership ought to adopt the best leadership styles and practices for better strategy implementation.

The study also established that employee participation positively influenced strategy implementation. This led to the conclusion that where employees participate in formulation of university strategic plan, there is improved strategy implementation. This finding agrees with Okumus' strategy implementation framework and Nobble's strategy implementation framework, McKinsey 7-S framework that staff recruitment, training, incentives, and developing competencies enhance employee participation in strategic planning process hence improved strategy implementation.

The study also established that resource allocation had a positive influence on strategy implementation. Based on this finding, the study concludes that proper resource allocation and management is a key ingredient to successful strategy implementation in universities. This confirms Okumus' strategy implementation framework that one of the key factors for successful strategy implementation is proper resource allocation.

The moderating effect of organizational culture was found to be positive and statistically significant. This led to the conclusion that university cultural artifacts, practices, norms, beliefs, and shared values play a key role in ensuring successful strategy implementation. This finding agrees with Okumus' strategy implementation framework and Nobble's strategy implementation framework, Mintzberg's 5 Ps of strategy that organizational culture is one of the important ingredients for successful strategy implementation.

The study also established that the moderating effect of organizational systems had a positive and statistically significant relationship with strategy implementation. The study thus concludes that university systems play a key role in ensuring successful strategy implementation. This finding confirms McKinsey 7-S framework and Higgins 8-S framework that organizational systems play a key role in ensuring strategy implementation. In contrary to literature, the study established that the moderating effect of organizational structure was not statistically significant. This finding contradicts Okumus' strategy implementation framework that organizational structure is one of the key factors in strategy implementation.

The existing literature has implied that strategy communication, organizational leadership, resource allocation, and employee participation play a very important role in successful strategy implementation. However there are some gaps in the literature in relation to above variables and their impact on dependent variable indicators in this study including organizational image, revenue, customer satisfaction and employee productivity. This study as well has brought forth important findings that link strategy communication, organizational leadership, resource allocation, and employee participation with strategy implementation. The findings have implications for strategic management theory, policy, and managerial practice.

This study was mainly anchored on the McKinsey 7-S theory, Higgin's 8-S theory, Nobble's strategy implementation framework, Okumus' strategy implementation framework, and Mintzberg 5ps of strategy. The findings of this study contributed to the much needed empirical wealth to the Mackinsey 7-S theory. The 7-S framework emphasises fit between all the seven elements i.e structure, strategy, systems, skills, style, staff, and shared values. This study has summarized and confirmed this theory's postulations by clearly indicating the variable indicators that explain the variables i.e.

organizational image, revenue, customer satisfaction, and employee productivity. The study further boosted the theory's postulations by establishing the contributions of each independent variable to strategy implementation. The applicability and operationalization of this theory has been contextualized in Kenyan universities which widens its scope.

The Higgin's 8-S theory has equally been boosted by this study. This theory shows how aligned organizational factors lead to strategic performance and how unaligned organizational factors disrupt strategic performance. These factors include structure, systems and processes, leadership style, staff, resources, and shared values and their contribution to strategic performance. Once again, the contextualization of this theory in Kenyan universities widens the scope of application of the theory.

This study has added value to Nobble's strategy implementation framework. Noble has made 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 among other interaction processes. The study has boosted this theory by adding more variables to strategy implementation including resource allocation. The theory is still under development and therefore the empirical evidence from this study adds value to this theory.

Similarly, the findings of this study have strengthened Okumus' strategy implementation framework by confirming its postulations. Okumus (2003) observed that strategies are initiated and implemented in a strategic context (the overall strategic direction of the company and the need to design new initiatives). Okumus (2003) identified ten key variables that influence strategy implementation namely: strategy formulation; environmental context, uncertainty; organisational structure; organisational culture; operational planning; communication; people; control and feedback; and outcomes, which he built from previous models. This study puts Okumus' theory in a simpler and easy to understand manner by summarizing the variables into four.

Finally, the study made immense contributions to Mintzberg 5Ps of strategy by giving it a new look and perspective. Mintzberg views strategy as 5 Ps i.e. plans, ploys, patterns, position, and perspective. This study filled some gaps in the theory by explaining how the five Ps work and how they are interrelated. This study brings into the theory the aspect of strategy communication, organizational leadership, resource allocation, and employee participation that strengthens the theory and puts it in a new perspective. Theory should be justaposed with specific contexts such as universities. Thus, the Mintizberg 5Ps has been empirically boosted by this study.

This study has revealed findings that bring on board policy implications. Universities in Kenya play a very important role through teaching, training and research towards socio-economic development of the country. Universities in Kenya are instrumental in imparting knowledge to the citizens as well as providing solutions to challenges facing the people of Kenya through training and research. Therefore, university strategic performance is very important. This study has brought out key issues that need to be given attention.

The study revealed that university leadership was weak especially in public universities. There is need for a GOK policy on leadership performance in all universities in Kenya. Second, the study revealed that universities rarely implement all strategies in their strategic plans. It is evident that a government policy through the Ministry of Education and Commission for University Education is urgently needed to guide universities in Kenya on strategy formulation and implementation as well as monitor strategy implementation. The study also revealed that resource allocation and management is a major challenge to majority of universities in Kenya. This could be enhanced through establishment of functional resource mobilization departments in universities to boost resource mobilization or fundraising.

This study established that university leadership, employee paticipation, and strategy communication were the main factors with practical implications for universities in Kenya. Public universities were doing poorly in terms of university leadership while private universities did not embrace employee participation to satisfactory levels. The study also revealed that both public and private universities had challenges in communicating their strategies to the staff. Universities in Kenya therefore need to embrace a culture of all inclusive, creating a conducive environment for everyone to contribute thier ideas and participate in the strategic planning process. There is a call to do more employee training, coaching, and skills development. University leaders including university councils have a huge task to develop their universities to the level that every one feels appreciated and important.

5.5 Recommendations

The findings of this study led to the several recommendations that would benefit university leadership, government of Kenya, and other education stakeholders. The study recommends that university leadership and other stakeholders should hold more and more forums and interactions to address issues relating to strategic performance in universities. These forums would create a platform for university leaders to share ideas on stellar strategic performance in universities.

The study established that university leadership is wanting especially in public universities. University leadership should embrace participative style of leadership, embrace consultative way of strategic planning, practice open and effective communication, and create the right environment for employees to execute their duties. This study recommends that the Government of Kenya through the ministry of Education and also through Commission for University Education hold more workshops and trainings for university leaders to equip them with the much needed leadership skills. University leaders should also become more accountable and give regular reports to the Government of Kenya on their operations and achievements.

This study found that employees work at the same university for a period of between 6 and 10 years then move on to another organization. This implies that most of universities have low employee retention rate which can have high expenses of employee turnover. This has an implication that the wealth of knowledge already accumulated in the years could be lost. This study recommends that universities should work towards motivationg employees for improved rate of retention and also to reduce costs on labour turnover.

Finally, this study established that resource allocation is a major challenge in universities in Kenya towards realizing successful strategy implementation. This study therefore recommends that universities establish functional resource mobilization departments to enhance resource mobilization and ensure the universities acquire the right and sufficient resources towards successful strategy implementation. The Government of Kenya should also become more stringent in monitoring resource utilization in universities by giving sanctions where needed and by compelling university leaders to become more accountable.

5.6 Suggestions for Further Research

This study has several suggestions for possible areas of further study. The R^2 values in this study indicated that there could be other factors outside this study contributing to successful strategy implementation. Future researchers could conceptualize and include more variables not included in this study such as employee training, employee motivation, and performance management. This study established that organizational structure had no positive moderating effect on strategy implementation. The study recommends that organizational structure could be treated as an independent variable and evaluate its effect on strategy implementation.

This study applied both qualitative and quantitive data in that it had a few open ended questions and more of closed ended questions. This implies that the results of this study were both objective and subjective. It is therefore evident that a combination of both objective and subjective data produced interesting results that needed further study. Future researchers could consider conducting pure qualitative research that could give richer insights and better understanding of Kenyan universities.

Future researchers could also consider using other statistical tools for analyzing data. This would give future researchers an opportunity to conduct deeper analysis and come up with indepth informative results. Future researchers could also want to investigate the reasons for positive and negative influence of independent variables on the dependent variable.

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APPENDICES

Appendix I: Questionnaire

QUESTIONNAIRE

Dear Respodent,

This questionnaire is designed for data collection in universities in Kenya on Determinants of Successful Stretegy Implementation. The information hereby gathered will be treated with utmost confidentiality and used only for academic purpose. Kindly tick where appropriate and give the correct information to the best of your knowledge.

Section A

1. Name of your university (Optional) ____________________________________
2. What category is your University Public [ ] Private [ ]
3. For how long have you served at your university?
   0 – 5 years [ ]
   6 – 10 years [ ]
   11 – 15 years [ ]
   16 – 20 years [ ]
   0ver 20 years [ ]

4. Do you understand the contents of your current strategic plan? Yes [ ] No [ ]
5. What timeline does the strategic plan cover? 3 Years ☐ 5 Years ☐ 10 Years ☐
Any other period, please specify ____________________________________
6. How often is the strategic plan reviewed?

After every 5 Years ☐ Annually ☐ Semi-annually ☐ Quarterly☐

Any other period, please specify

____

7. My university successfully implemented its previous strategic plan Yes [ ] No [ ]
8. In your opinion, your university implemented what percentage of your previous strategic plan?
0 - 20% [ ] 20% - 40% [ ] 40% -60% [ ] 60 - 80% [ ] 80% - 100% [ ]
9. My University successfully implemented all strategies in the previuos strategic plan

Yes [ ] No [ ]

10. If your answer for question 9 above is No, what are the plans for the strategies not yet implemented?

____
____
____
____

11. What may have led to the derailed implementation of some of the strategies in your strategic plan?

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____
____
____

12. What could your university have done differently to successfully implement its strategic plan?

____
____
____
____

<u>Section B</u>

Strategy communication

One aspect of this study is strategy communication. Please provide your answers to questions in this section in regard to influence of strategy communication on strategy implementation.

13. Please tick (√) your appropriate answer in the scale of 1 – 5, where 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree

	1	**2**	**3**	**4**	**5**
a) University leadership communicated to its staff the existence of a strategic plan and its contents					
b) Proper strategy communication led to successful strategy implementation					
c) Effective Strategy communication led to improved company image					
d) University leadership trained its staff on implementation of the strategic plan					

Organizational Leadership

Another aspect of this study is organizational leadership. Please provide answers to questions in this section to the best of your knowledge.

14. On a scale of 1-5 where 1= Strongly disagree, 2= disagree, 3= Not sure, 4= Agree, 5= Strongly agree , to what extend do the following statements apply with respect to strategy implementation

	1	**2**	**3**	**4**	**5**
a) University leadership takes total control over the strategy formulation and implementation process without allowing employee participation					
b) University leadership gathers as much information as they can from the employees on the strategy formulation and implementation process					
c) University leadership creates a conducive environment for implementation of the strategic plan					
d) University leadership led to improved university image					

Resource allocation

The following statements relate to the effect of resource allocation on strategy implementation. Please provide answers to the various questions in this section.

15. Tick √ your appropriate answer in the scale of 1 – 5, where 1= Not at all, 2= less extent, 3= Moderate extent, 4= Large extent, 5= Very large extent

	1	**2**	**3**	**4**	**5**
i) University resources allocation was appropriately done towards strategy implementation					
ii) Proper resource management led to successful strategy implementation					
iii) Proper utilization of resources in the University led to increased revenue					
iv) University resources were sufficiently available to facilitate strategy implementation					

Employee participation in strategy formulation

The following statements relate to employee participation in strategy formulation and strategy implementation. Please provide your answers to the questions in this section.

16. Tick √ your appropriate answer in the scale of 1 – 5, where 1= Strongly disagree, 2= Disagree, 3= Not sure, 4= Agree, 5= Strongly agree

	1	**2**	**3**	**4**	**5**
a) Employees participated in formulation of the university strategic plan					
b) Employees are encouraged to contribute their ideas towards strategy formulation and thus felt motivated to implement it					
c) Employee involvement in strategy formulation resulted to increased customer satisfaction					
d) Employee involvement in strategy formulation resulted to increased employee productivity					

17. Using a Scale of 1-5, where 1= Not at all 2= Low extent 3= Moderate extent 4= Large extent 5= Very large extent, please tick the appropriate answer in the extent to which the following factors have led to successful strategy implementation in your university

	1	2	3	4	5
a) University culture positively impacted strategy implementation					
b) University systems supported strategy implementation					
c) University's organizational structure was conducive for strategy implementation					

Please make any other comment with regard to successful strategy implementation in universities.

____

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____

____

THANK YOU FOR YOUR PARTICIPATION IN THIS STUDY

Appendix II: Personal Letter of Introduction

Titus N. Mwanthi
Kabarak University, School of Business
Private Bag, Nakuru, Kenya
27th February 2017

To Whom it may concern

Dear Sir/Madam,

RE: DETERMINANTS OF SUCCESSFUL STRATEGY IMPLEMENTATION IN SELECTED UNIVERSITIES IN KENYA.

I am a Doctor of Philosophy (PhD) candidate in the School of Business & Economics, Kabarak University. To complete my studies, I am required to undertake an academic research study on a relevant topic. I am conducting a research study on Determinants of Successful Strategy Implementation in Selected Universities in Kenya. You have been chosen as a key respondent to this study and I therefore kindly request you to participate in this study by responding to the questions in the attached questionnaire. The information hereby gathered will be treated with utmost confidentiality and used solely for the purpose of this study.

Your support and cooperation will be highly appreciated.

Yours Sincirely,

Titus Mwanthi

PhD Candidate

Email: mwanthi.titus@gmail.com

Mobile No. +254 721 668 302

Appendix IIIa: Research Authorization Letter

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471, 2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/94733/10259**

Date: **18th April, 2016**

Titus Ndunda Mwanthi
Kabarak University
Private Bag - 20157
KABARAK.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Determinants of successful strategy implementation in selected universities in Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **13th April, 2017.**

You are advised to report to **the Vice Chancellors of selected Universities, the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellors
Selected Universities.

The County Commissioners
All Counties.

The County Directors of Education
All Counties.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix IIIb: Research Permit from National Council for Science, Technology and Innovation

THIS IS TO CERTIFY THAT:
MR. TITUS NDUNDA MWANTHI
of KABARAK UNIVERSITY, 0-100
Nairobi,has been permitted to conduct
research in *All Counties*

on the topic: *DETERMINANTS OF SUCCESSFUL STRATEGY IMPLEMENTATION IN SELECTED UNIVERSITIES IN KENYA*

for the period ending:
13th April,2017

Permit No : NACOSTI/P/16/94733/10259
Date Of Issue : 15th April,2016
Fee Recieved :Ksh 2000

....
Applicant's Signature

....
Director General
National Commission for Science, Technology & Innovation

Appendix IV: Letter of Introduction from the University

INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0773265999
Fax: 254-51-343012
www.kabarak.ac.ke

21st September, 2016

Deputy Vice Chancellor, Academic Affairs

____

____

Dear Sir/Madam,

RE: <u>RESEARCH BY GDB/M/0853/09/14 – TITUS N. MWANTHI</u>

The above named is a Doctoral student at Kabarak University in the School of Business. He is carrying out research entitled "Determinants of Successful Strategy Implementation in Selected Universities in Kenya"

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

KABARAK UNIVERSITY
POSTGRADUATE STUDIES & RESEARCH DEPT.
22 SEP 2016
★ PRIVATE BAG - 20157, KABARAK ★

Dr. Betty Tikoko
<u>DIRECTOR POST GRADUATE STUDIES & RESEARCH</u>

Kabarak University Moral Code
As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Appendix V: List of universities in Kenya

ACCREDITED UNIVERSITIES IN KENYA – NOVEMBER 2015

	ACCREDITED UNIVERSITIES	YEAR OF ESTABLISHMENT	YEAR OF AWARD OF CHARTER
Public Chartered Universities			
1.	University of Nairobi (UoN)	1970	2013
2.	Moi University (MU)	1984	2013
3.	Kenyatta University (KU)	1985	2013
4.	Egerton University (EU)	1987	2013
5.	Jomo Kenyatta University of Agriculture and Technology (JKUAT)	1994	2013
6.	Maseno University (Maseno)	2001	2013
7.	Dedan Kimathi University of Technology	2007	2012
8.	Chuka University	2007	2013
9.	Technical University of Kenya	2007	2013
10.	Technical University of Mombasa	2007	2013
11.	Pwani University	2007	2013
12.	Kisii University	2007	2013
13.	Masinde Muliro University of Science and Technology (MMUST)	2007	2013
14.	Maasai Mara University	2008	2013
15.	South Eastern Kenya University	2008	2013
16.	Meru University of Science and Technology	2008	2013
17.	Multimedia University of Kenya	2008	2013
18.	Jaramogi Oginga Odinga University of Science and Technology	2009	2013
19.	Laikipia University	2009	2013
20.	University of Kabianga	2009	2013
21.	University of Eldoret	2010	2013
22.	Karatina University	2010	2013
23.	Kibabii University	2011	2015
	Public University Constituent Colleges		
24.	Embu University College (UoN)	2011	
25.	Kirinyaga University College (JKUAT)	2011	
26.	Garissa University College (MU)	2011	
27.	Murang'a University College (JKUAT)	2011	
28.	Machakos University College (KU)	2011	
29.	Rongo University College (MU)	2011	
30.	Taita Taveta University College (JKUAT)	2011	
31.	The Co-operative University College of Kenya (JKUAT)	2011	
32.	Kaimosi Friends University College (MMUST)	2015	
33.	Alupe University College (MU)	2015	
Private Chartered Universities			
34.	University of Eastern Africa, Baraton	1989	1991
35.	Catholic University of Eastern Africa (CUEA)	1989	1992
36.	Daystar University	1989	1994
37.	Scott Christian University	1989	1997
38.	United States International University	1989	1999
39.	St. Paul's University	1989	2007
40.	Pan Africa Christian University	1989	2008

41.	Africa International University	1989	2011
42.	Kenya Highlands Evangelical University	1989	2011
43.	Africa Nazarene University	1993	2002
44.	Kenya Methodist University	1997	2006
45.	Strathmore University	2002	2008
46.	Kabarak University	2002	2008
47.	Great Lakes University of Kisumu	2006	2012
48.	KCA University	2007	2013
49.	Mount Kenya University	2008	2011
50.	Adventist University of Africa	2008	2013
Private University Constituent Colleges			
51.	Hekima University College (CUEA)	1993	
52.	Tangaza University College (CUEA)	1997	
53.	Marist International University College (CUEA)	2002	
54.	Regina Pacis University College (CUEA)	2010	
55.	Uzima University College (CUEA)	2012	
Institutions with Letter of Interim Authority (LIA)			
56.	Kiriri Women's University of Science and Technology	2002	
57.	Aga Khan University	2002	
58.	GRETSA University	2006	
59.	Presbyterian University of East Africa	2007	
60.	Inoorero University	2009	
61.	The East African University	2010	
62.	GENCO University	2011	
63.	Management University of Africa	2011	
64.	Riara University	2012	
65.	Pioneer International University	2012	
66.	UMMA University	2013	
67.	International Leadership University	1989, LIA (2014)	
68.	Zetech University	2014	
69.	Lukenya University	2015	
Registered Private Institutions			
70.	KAG - EAST University	1989	

Source: Commission for University Education (2014)