

FACTORS INFLUENCING STRATEGY IMPLEMENTATION IN INSTITUTIONS OF HIGHER LEARNING IN KENYA: A CASE STUDY OF AFRICA NAZARENE UNIVERSITY

Kennedy Ongoye Ogwengo
Nazarene University, Kenya

Hezron Osano
Nazarene University, Kenya

©2017

**International Academic Journal of Human Resource and Business Administration
(IAJHRBA) | ISSN 2518-2374**

Received: 30th April 2017

Accepted: 5th May 2017

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajhrba_v2_i3_84_115.pdf

Citation: Ogwengo, K. O. & Osano, H. (2017). Factors influencing strategy implementation in institutions of higher learning in Kenya: A case study of Africa Nazarene University. *International Academic Journal of Human Resource and Business Administration*, 2(3), 84-115

ABSTRACT

This research project sought to evaluate the factors influencing strategy implementation in institutions of higher learning in Kenya. The study took place at Africa Nazarene University, Ongata Rongai Campus. The research was undertaken in order to solve the problems of the inability to effectively execute formulated strategies in institutions of higher learning in Kenya. It was aimed at investigating if corporate culture, resource allocation, monitoring and evaluation as well as stakeholder ownership are factors influencing strategy implementation in institutions of higher learning in Kenya. The study adopted a descriptive and inferential research methodology whereby 168 full time employees of Africa Nazarene University consisted of the target population and 73 employees were sampled. Data collected was analyzed

using descriptive statistics such as pie charts, tables and bar charts. Barlette's test of sphericity was used to ascertain reliability of the study. Moreover, the study found out that there is a significant relationship between organisational culture ($P < 0.001$), monitoring and evaluation of strategies ($P < 0.001$), stakeholder ownership ($P < 0.004$) and strategy implementation hence, making the alternative hypothesis true. The study recommends that, a strong monitoring and evaluation system should be put in place, the university should continually train its staff and strengthen its communication channels so that the implementation of strategies are well understood across board.

Key Words: *strategy implementation, institutions of higher learning, Kenya, Africa Nazarene University*

INTRODUCTION

High performing organisations are characterized by their effective implementation of their strategies and attainment of their goals. In the world of management today, increasing numbers of senior people are recognizing that one of the key routes to improve business performance is better implementation. However, at the same time, it is also understood that implementation is one of the more difficult business challenges facing today's managers. Within this, management ability, or competence, is seen as an important contributor to achieving this aim (Chebat, 1999).

Successful strategy implementation can go a long way in helping a company gain a competitive edge, aid in defining the business of the organization and achieving right direction. Again, the company benefits by having its various strategies entrenched and broadly accepted by all the employees guaranteeing successful implementation in the future (Judson, 1991). Strategy implementation is not a single event, but is a continuous process of managing organizational change. Strategy is implemented by management through efficient planning, organizing, staffing and control (Aaltonen, 2002).

The concept of culture is particularly important when attempting to effectively implement a given strategy (Morgan, 2002). Culture in an organisation can be viewed as a pattern of

shared basic assumptions that individuals of an institution such as an HEI learn when solving problems of external adaptation and internal integration and is considered valid, hence can be taught to new members as the right way to perceive, think and feel in relation to their problems (Shein, 1992). Practitioners are coming to realized that, despite the best-laid plans, strategy implementation must include not only changing structures and processes, but also changing the corporate culture as well. To involve employees is an important milestone in making strategy everyone's everyday job. That is why the involvement of all stakeholders is essential to increased general awareness of the strategy and its implementation in institutions of higher learning.

Overview of Higher Education Institutions and Africa Nazarene University

The advent of higher educational institutions (HEI) has spurred development in Africa and the world at large. Before 1960, only 18 out of 48 sub-Saharan African countries had university colleges. Thus, the creation of local universities served as a post-colonial development project. HEI actually began with fundamental alterations in the key drivers of wealth generation, power and authority relations. This was however caused by major changes in the global political economy and drastically increased the importance of knowledge in production, management and provision of services in the world (Akilagpa, 2004).

These universities were established in order to develop and manage the resources of the given nation, aid in poverty reduction as well as reduce the gap between developed and developing countries. It was one of the elements of nation building with others such as; the establishment of national industries, national airlines and shipping companies' and so on in sub-Saharan African countries (Buchmann, 1999). Nevertheless, the explosive growth of the stock of global knowledge and the quick rate at which it becomes obsolete has given rise to a shift from acquiring a particular type of knowledge to the development of skills to obtain new knowledge so as to address societal needs (Akilagpa, 2004). This has however resulted to a complete transformation of HEI environments the world over and Kenya in particular.

Actually educational opportunities in Kenya were very limited during the colonial period. This all changed in 1963 when Kenya gained independence and the new government quickly decided to expand educational opportunities to all its citizens. Then arose the need for trained leaders and skilled workers to fill in the positions that were previously occupied by the British. This called for a need of rapid growth in education (Buchmann, 1999). In the light of the above, there became a widespread expansion of university education in Kenya. Kenya represents the most extreme example in terms of explosive growth in university education in the whole of Eastern and Southern Africa (Hughes & Mwiria, 1990). This rapid growth is not without budget deficits and surplus manpower at the national level.

In the 1980's the Church of Nazarene saw a need for a training institute for the Clergy. This need led to the establishment of an institution for higher education. This was facilitated by the Kenya 1985 Universities Act--provision for establishment of a private university. An education commission to plan for the development of Nazarene education facilities around the world was established by the General Board of the Church of the Nazarene in 1985. This

led to the idea of creating one in Kenya. Negotiations with the Commission for Higher Education in Kenya were carried out by church leaders in order to create a degree-awarding institution. After due consideration of this request, the Commission advised the church to open a liberal arts institution. The foundation for the development of Africa Nazarene University was thus laid (www.anu.ac.ke/history).

In 1987, Dr. Harmon Schmelzenbach envisaged an expansive Christian university for students from different parts of the continent—Africa Nazarene University. Seventy acres of land were bought, and preparations for its development were made. The Commission for Higher Education advised that a Board of Trustees be established to guarantee the autonomy of the University from the State or another body. The Board of Trustees was registered in January 1990 (www.anu.ac.ke/history).

The Letter of Interim Authority to operate a University was granted by the Commission for Higher Education. On the 23rd of November 1993, ANU became the first institution to seek a charter under the new University Act. With Dr. Martha John as the first Vice-Chancellor, ANU opened its doors in August 1994 to the admission of students. Later Prof. Leah T. Marangu was installed as the Vice-Chancellor in January 1997 and since then; student enrolment has been on the rise. University was awarded a Charter by the Government of Kenya on the 8th of October 2002 (www.anu.ac.ke/history).

Since the beginning, ANU has endeavored to fulfill its mission by providing quality education, facilitating worthwhile activities and guiding students in the values of serving God and mankind. Also, ANU has as its vision is to be a light to the people of Africa through higher education grounded in the Wesleyan-Holiness tradition. It intends to achieve this through its Mission which is to provide a holistic education that develops individuals academically, spiritually, culturally and physically and to equip them with excellent skills, competencies and Christian values which will enable them to go into the world well prepared to meet the challenges of their time (www.anu.ac.ke/history).

STATEMENT OF THE PROBLEM

Surveys carried out by Miller (1998), suggest that less than 10% of strategies that are effectively formulated are effectively executed. Also, Sterling (2003) postulates that, 70% of strategic plans and strategies are never successfully implemented. Again, Judson (1991) affirms that recent research carried out on the success of strategy implementation indicates a success rate of 10% to 30% of intended strategies. Thus, much literature is devoted to the study of the content process of strategy formulation; but less on the implementation of the selected strategies (Chakravarthy & White, 2001).

The problem of strategy implementation failure persists even in institutions of higher learning and it is still an important and ongoing concern for researchers and practitioners today (Sterling, 2003; Akilagpa, 2004). For all the energy and resources invested in pursuit of perfect strategies, they halt at the threshold of execution. Managing the process of implementation is often more difficult than coming up with the strategy in the first place, but

ideas that cannot be translated into action serve little purpose (Bryman & Bell, 2003). One of the main challenges in this area is how to ensure successful strategy implementation. This study therefore examined the factors affecting strategy implementation in institutions of higher learning in Kenya with particular focus on Africa Nazarene University with a view of remedying the current situation.

GENERAL OBJECTIVE

The overall objective of this study was to examine the factors influencing strategy implementation in institutions of higher learning in Kenya: the case of Africa Nazarene University.

SPECIFIC OBJECTIVES

1. To find out whether corporate culture is a factor influencing strategy implementation.
2. To determine if resource allocation can influence strategy implementation.
3. To establish if stakeholder ownership can influence strategy implementation.
4. To assess whether monitoring and evaluation of strategies can influence strategy implementation.

RESEARCH HYPOTHESES

This study tested the following hypotheses in order to facilitate objective answers to the research questions stated above:

H₁: There is a positive relationship between corporate culture and strategy implementation.

H₀: There is no relationship between corporate culture and implementation of strategic plans.

H₁: There is a positive relationship between resource allocation and strategy implementation.

H₀: There is no relationship between resource allocation and strategy implementation.

H₁: There is a positive relationship between stakeholder ownership and strategy execution.

H₀: There is no relationship between stakeholder ownership and strategy implementation.

H₁: There is a positive relationship between monitoring and evaluation of strategies and implementation of strategic plans.

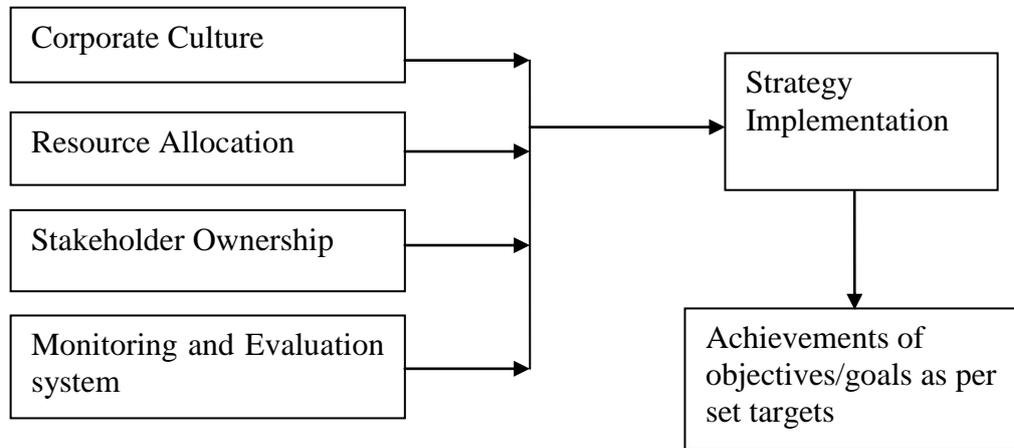
H₀: There is no relationship between monitoring and evaluation of strategies and strategy implementation.

CONCEPTUAL FRAMEWORK

In order to examine the factors that influence implementation of strategies in institutions of higher learning in Kenya, the study uses the figure 1.1 below to differentiate between the dependent and the independent variables of this study. The independent variables included corporate culture, resource allocation, stakeholder ownership and monitoring and evaluation,

while the dependent variable is strategy implementation. This study investigated whether the above mentioned independent variables are factors which can influence strategy implementation in institutions of higher learning in Kenya.

Factors affecting strategy implementation



Independent variable

Dependent variable

Figure 1: Conceptual Framework

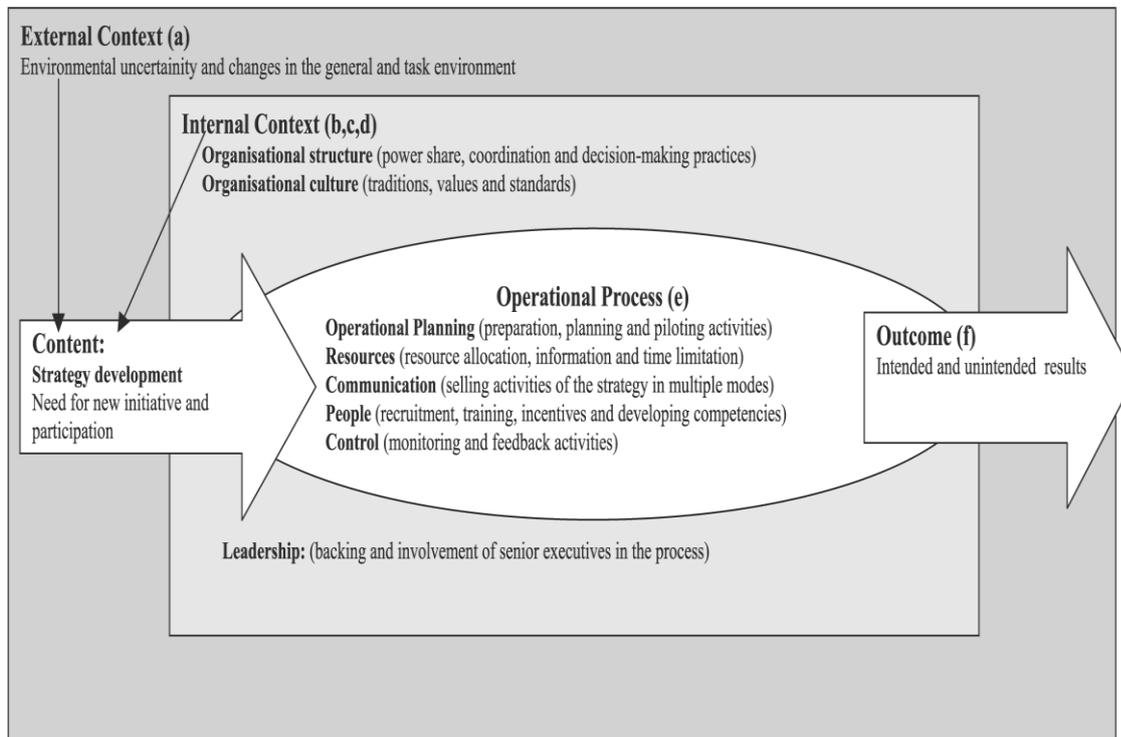
THEORETICAL FRAMEWORK

Mackenzie’s 7 “S” frame work

The 7-S framework of McKinsey is a Value Based Management (VBM) model that describes how one can holistically and effectively organize a company. This can be done with the help of the seven “S” namely; Strategy which gives the direction and scope of the company over the long term. Structure which denotes the basic organization of the company, its departments, reporting lines, areas of expertise and responsibility (and how they inter-relate). Systems comprising both formal and informal procedures that govern everyday activity, covering everything from management information systems to the systems at the point of contact with the customer (retail systems, call center systems, online systems, etc). Skills which refers to the capabilities and competencies existing within the company. Shared values meaning the values and beliefs of the company. Staff denoting the company's people resources and how they are developed, trained and motivated. And finally style which comprise of the leadership approach of top management and the company's overall operating approach. All of these interact with each other to ensure organizational effectiveness. Hence, instrumental in implementing strategies which is the only way an organization can achieve its goals. Together these factors determine the way in which a corporation operates.

Fevzi Okumus Framework for strategy implementation

Also, Okumus (2003) proposed a framework for strategy implementation which gives management the opportunity to view strategy formulation and implementation together. In this light, they are able to evaluate how implementation factors interact with each other to bring progress.



Key

- a Changes in the external environment influence the strategic context and force organizations to deploy new initiatives.
- b Problems and inconsistencies in the internal context require new initiatives.
- c The strategy is implemented in the internal context, and the characteristics of organizational structure, culture and leadership influence the process factors.
- d Having an organizational context that is receptive to change is essential for the successful implementation of strategy.
- e The process factors are primarily used on a continuous basis to implement the strategy and manipulate the internal context.
- f The characteristics of the context and process factors and how they are used directly influence the outcomes.

Figure 2: Framework for strategy implementation by Fevzi Okumus

Source: Okumus (2003)

As seen in the framework above, Okumus classified factors of strategy implementation into four components namely; strategy content which entails development / formulation of a strategy; strategy context which covers the external and internal environment. The internal environment involves the structure, culture and leadership style of the organisation; next is an operational process entailing operational planning, resource allocation, communication, people and control; and outcome. Any inconsistency of one variable affects another and consequently affects the execution process. If all variables successfully work together, the execution process will be a success. This model also lay emphasis on the relevance of contextual variables namely; the internal and external context. They play a key role in executing strategies.

EMPIRICAL LITERATURE

Higher Educational Institutions

A modern higher educational institution in Africa was essentially a post colonial phenomenon. In most African countries, universities were established during the decade of political independence. Since African countries became independent, the number of higher educational institutions and enrolment in these institutions has rapidly expanded across the continent (Akilagpa, 2004). However, this rapid growth of universities has nonetheless met the needs of the knowledge society that Africa has become.

In addition to that, the severe economic crisis faced by Africa in the 1980's led to a decline in the support of higher educational institutions by African nations. This led to substantial deterioration, overcrowding, infrastructural deficiency and inadequate access to international knowledge resources suffered by African universities (Akilagpa, 2004). All these problems led to inaccessibility, inequality, poor quality and lack of relevance.

Furthermore, in the 1980's universities in Africa also had diverse set of students, different types of institutions and differences in the demand for knowledge. This resulting outcome in institutional complexity led to the compulsion of African universities to develop strategies in order to cope and bring about innovations. The outcome of this has been revival and growth in several universities as well as decline in others (Akilagpa, 2004).

Post colonial African states had the inability to have a deep and lasting impact on social institutions within their societies. They were faced with limitations in the economic and organizational resources which posed a constraint in their ability to develop a modern and meritocratic educational system (Buchmann, 1999). Cheng (2004) postulates that there is a strong reform in various parts of the world aimed at promoting the establishment of educational facilities so as to be adaptive and effective in facing the challenges brought about by globalization and transformation. Reforms towards school based management are a world-wide initiative in enhancing educational quality and effectiveness.

According to Mok (2005), strategies to promote world class institutions of higher learning are; comprehensive educational reviews, an international focus, university merging, deep collaboration and role differentiation. These were implemented in Hong Kong. State funds could not be sufficient to sustain university grants committee funded universities to become world class universities. This brought along the need to diversify income from both public and private resources to become competitive in the international community. Different HEI have different missions, roles, programs, teaching and management styles. Mok (2005) identifies research assessment exercises and constant management reviews as main strategies used to ensure progress in institutions of higher learning. He further affirms that currently, most HEI are streamlining their administrative structures in order to promote efficiency and effectiveness in their governance.

HEI in Africa have shared fully in the substantial ferment over the last decades. This lies in the transformations taking place both locally and globally. These problems have also been

attributed to factors which shape knowledge generation and its application as well as the main economic and social demands of communities where these institutions are located (Akilagpa, 2004). Hence, strategies formulated and implemented should take into consideration these multiple changes.

Strategy Implementation

Strategy implementation is an on-going, never-ending, integrated process requiring continuous reassessment and reformation. It involves a complex pattern of actions and reactions. It is partially planned and partially unplanned (Balogun, 2003). Historically, numerous researchers in strategic management bestowed great significance to the strategic formulation process and considered strategy implementation as a mere by-product or invariable consequence of planning.

Before going deeply into strategy implementation, it is important to fully understand what strategy is. Strategy is planned and emergent, dynamic, and interactive (Balogun, 2003). Andrews (1971:26) defines strategy as a rational decision making process whereby the resources of an institution are matched with the opportunities available in the external environment. Webster (1992:1468) defines strategy as the skill for managing or planning. Theorelli (1977: 18) defines strategy as the primary means of achieving the focal objective. According to him, the focal objective is whatever one perceives in their minds at a given time.

The existence of several definitions of strategy is as a result of its evolution. It originated in 508BC in the military sphere in Athens. It was known as “Strategia” meaning, the Art of War (Chandler, 1962). In the business world, there are various dimensions of looking at strategy. There is a growing awareness that no single strategy will lead to sustainable competitive advantage in an organisation. Organisations use different strategies to achieve their goals. Thus, firms are continuously adjusting to suit environmental needs by changing their strategies and strategic capabilities constantly (Feurer & Chaharbaghi, 1997).

As the saying goes, strategy is 5% thinking and 95% execution (Goold & Quinn, 1990). Many managers have learnt that hard way that implementing a strategy for change in business is not as challenging as formulating it. For all the energy and resources invested in the pursuit of the perfect strategy, it is surprising to consider how little effort is directed towards implementation. Most strategies stumble in the implementation phase, regardless of their merit. Managing the process of implementation is often more difficult than coming up with the strategy in the first place – but ideas that cannot be translated into action serve little purpose (Bryman & Bell, 2003). Much literature is devoted to the study of the content and process of strategy formulation, but much less literature focuses on the post implementation of the selected strategies (Ansoff, 1965).

The amount of literature on strategy implementation does not balance its influence on organisational performance in most institutions. It is widely accepted that several strategies may be viable in the same environment as long as managers are able to shape coherent

configurations in which strategic choices, structures, systems and processes are carefully aligned (Aaltonen & Ikavalko, 2002). In fact, virtually all managers find implementation the most difficult aspect of their jobs; more difficult than strategy analysis or strategy formulation due to the fact that its skills are hard to master. Strategies that are not implemented constitute little more than academic exercises. The ability to implement strategies is one of the most valuable of all managerial skills. Strategies give administrators a point to start from. Implementation comes with uncertainties hence they must be willing and able to experiment, learn, and adapt (Galbraith & Schendel, 1983). According to Raps (2005), execution of strategies has a great impact on the overall success of an organisation and requires an enormous amount of time and energy than formulation. This entails high demand in discipline, planning, motivation and control. Hence a formulated strategy can only yield an added advantage for an institution if it is successfully carried out.

Executing strategy has attracted much less attention in strategic and organizational research than strategy formulation or strategic planning. Alexander (1991) suggests some reasons for this: people overlook it because of a belief that anyone can do it, people are not exactly sure what it includes and where it begins and ends. However, Penuel, Fishman, Yamaguchhi and Galopher (2007) in their research found out that enough time should be allocated to plan and carry out implementation in HEI and support should also be given to those involved.

Raps (2005) provide a checklist for strategy implementation which if taken into consideration will lead to effectiveness. They include; top management commitment, inclusion of the knowledge of middle management, communication of the implementation concept to all parties involve, integration point of view, clarity in task assignment, preventive measures against barriers to change, team spirit, respect for diversity, use of supportive implementation instruments and working within stipulated time limits.

Mucui (2011) affirm that public institutions of higher learning in Kenya have carried out strategic planning in the past in a traditional capacity. By this he implied that, planning was done in these institutions following the government five year planning phase which involved adjustments of plans for inflation and political changes so as to accommodate the whims and caprices of the ruling government. Planning was not carried out on long-term basis. He further suggests that factors that will influence the execution of implementation plans in HEI are; the size of the institution, complexity of programs, culture of the institution and management style.

Many organizations are faced with the challenge of lack of institution of a two-way-mode of communication that permits and solicits feedback from employees about issues regarding the strategy development. In addition to inability to solicit questions and feedback, lack of communications is disastrous as staff do not know their new responsibilities, requirements, tasks and activities to be performed in the organisation by those affected (Beer & Eisenstat, 2000).

Strategy implementation however remains a topic of great interest to both managers and strategy researchers. Indeed, our understanding of the factors leading to implementation

success can be enhanced by having an integrative opinion involving both structural and interpersonal views (Chakrvarthy & White, 2001).

Corporate Culture

Sperandio (2010) referred to culture as patterns of thinking, feeling and acting which underlie how the mind works and distinguishes one category of people from another. One's culture provides a context for individual socialisation. In institutions where the norms of good behaviour, gender roles and values of shared belief systems are established, the level of performance is different. He identified aspects of culture in an educational setting as openness of staff, transformational leadership, participative decision making, learning orientation, positive supervisory behaviour and support from the organisation to employees. Most universities are characterised with an academic culture based on the merit based norms and competition for advancement.

According to Ehlers (2009) effective management of HEI can only take place when the cultural aspect of the institution is taken seriously. This is backed by the demands in organisational culture based on shared values, competencies and professionalism. He further suggests that focus should be paid on mastering change, allowing ownership to foster individual development, promoting champions in institutions and giving a place to professionals in HEI.

Moreover, it is vital to understand the beliefs and bureaucratic system in organisations in order to understand the basis of strategic decision making. According to Williamson et al (2004) the rituals and routines, stories, symbols, power structures, organisational structures and control systems embody the culture of an organisation. The routines and rituals establish a relationship between organisational members so that they know their place and roles. Staff accepts this because these rituals and routines have been generally accepted as the best way of doing things and their involvement re-enforces their membership rights. They further explain that stories reflect the things that are important to an organisation, for instance, tales of achievements, heroes and villains.

Symbols go a long way to represent power in terms of visible images of status or lack of it. Symbols carry a particular meaning only recognised by members of an institution and are manifested in pictures, words, objects and gestures (Hofstede & Holstede, 2005). Control systems whereby organisations could use the reward – punishment system. Organisational structures which are frameworks designed to facilitate communication and coordination between organisational members and finally power structures which is a dimension of decision making which should be taken into account when assessing the output of the organisation (Williamson et al, 2004). It is rational for managers to be political if it will enable them achieve the best strategy. Umashankar and Dutta (2007) stipulate that HEI require professionals and students and a suitable culture to enable sustainability. Therefore, a cultural change in HEI could be required in implementing strategies (Ehlers, 2009).

Peng and Littlejohn (2001) found out that effective communication is a basic requirement of effective strategy execution, even though it does not guarantee its effectiveness. Communication in an organisation will vary with the culture of the organisation. Communication and cooperation between diverse staff of an organisation is a crucial element to gaining stability in an organisation and adaptation to changes which all depends on the culture. They concluded that, communication is pervasive in every aspect of strategy execution.

To add to the above, top management commitment is vital in the execution of strategies and varies in organisations depending on the culture of the organisation. Raps (2005) indicate that it is the most important aspect when implementing a strategy. He further says that top management must demonstrate their willingness to give energy and loyalty to the implementation process which serves as a positive signal for all members to the organisation. Again, success will be derived if senior executives make every effort to persuade the members of the organisation to accept their idea.

Resource Allocation

The importance of human and material resources in the execution of strategy should not be underrated. The process of allocating resources to various programs in HEI embodies inter-temporal, inter-institutional and interpersonal comparison and risk preferences (Patnaik, Beriha, Mohapatra & Singh, 2012). Corcoles, Pencelver and Ponce (2011) suggest that teachers, researchers, administrators, service staff, university governors and students are the most valuable resources in HEI. Black, Hulst, Koot and Ha (2012) distinguish five types of resources in HEI as managerial staff, teaching staff, teaching support staff, general support staff and material suppliers.

Benchmarking is an important tool in ensuring optimum allocation of resources in an institution. It also aid in deciphering whether educational institutions incur a lot of expenditure on overheads (Black, Hulst, Koot & Ha, 2012) or not. Mok (2005) in his research found out that Hong Kong Universities have benchmark themselves with world class universities where they are competing for limited resources. They try to achieve more strategies with less resources and running their activities in a smarter manner. This has become a fashionable guiding principle in University governance and management in Hong Kong and many other countries.

Hence, financial resources should be adequately allocated because it converts strategic plan into financial data (profits). This should begin from the development of a strategy where budgeting should be done to ascertain the smooth execution of the plan. According to Boman and Asch (1987), budgets should not just be allocated based on past performance. Rather, it should be designed to suit the agreed strategic direction of the organisation and should be congruent with the strategy. Financial performance in an educational institution will largely depend on the stakeholder perception of that given institution (Umashankar & Dutta, 2007).

Boman and Asch (1987) suggest that motivating employees is crucial to successful implementation of strategy. It could be accomplished by the use of a reward – punishment system. A properly prepared budget enables the assignment of job responsibility and creates a situation whereby staff motivation and goal congruence is enhanced. Proper coordination of funds ensures internal consistency. It also represents crucial communication link between the different functions and operations in an organisation. This is due to the fact that, it enables management to recognise the relationship of their particular function to others and to the organisation as a whole (Boman & Asch, 1987).

Umashankar and Dutta (2007) recommend the following as conditions and resources necessary to establish outstanding universities; The existence of a sustained financial support with enough accountability and autonomy, development of a differentiated academic system in terms of their mission, resources and objectives, introduction of an effective system of administration, managerial reforms and introduction of merit based hiring and promotion policies. They further explain that, attracting and maintaining the best talent should be the primary goal of any university. This is a critical success factor for HEI.

Some problems associated with financial allocation of resources are; it is not the perfect tool to facilitate modification of plans and strategies because it depends on predictions about future performance and a range of assumptions which are subject to error; Also, they are usually misused; Lastly, it is an overhead cost hence; it is only beneficial if it leads to more value creation in an institution (Boman and Asch, 1987).

Stakeholder Ownership

Universities have several stakeholders who must be involved in the implementation of strategic plans. Higher institutional stakeholders include administrators, staff, faculty, parents, students, government agencies, alumni, benefactors, accreditation agencies and the community as a whole (Mucui, 2011). They have different demands on the universities and their interest must be carefully managed in order to maximise client satisfaction. According to Boman and Asch (1987), stakeholder involvement and commitment should be developed and maintained throughout the implementation process. It is vital to recognise that people and organizations that have an interest in any given organisation particularly those that have the power to influence corporate level activities such as shareholders, government, trade unions. The stakeholder's power and interest goes a long way to influence the processes of strategy development and implementation at both corporate and individual levels (Williamson, Jenkins, Cooke & Moreton, 2004).

Nowadays, a lot of changes are occurring in HEI that affect the functioning of these institutions. This include social changes such as new demands and aspirations from different stakeholders, economic changes, social changes and political changes such as growing level of internationalisation of education and research (Corcoles. Pencelver & Ponce, 2011). Some of these changes are also caused by stakeholders such as students, local communities and even the government (Daviers, Hides & Powell, 2002). They proposed the implementation of new strategies to improve internal management as one of the solutions to these dramatic

changes. There is need for universities to have a greater involvement of all its stakeholders especially the general public to ensure that transparency of information exist to satisfy their information needs. The relevance of quality management in HEI is now gaining influence thanks to stakeholder groups. Educational planners and administrators are now taking issues of development, execution and appraisal of strategies in HEI more important (Sahney, 2012). Quality management should be implemented because it helps to achieve consumer satisfaction and long-term survival of the organisation. An HEI must therefore inculcate principles of quality management in all her activities.

Again, Shadney (2004:b) proposed that stakeholder needs could be met and satisfied if an HEI adopts and implement quality compounds which include inputs, transformation system and output. Input in this case denotes students, faculty staff, infrastructure and capital. Transformation process include the quality of teaching, learning and administrative activities and output include enlighten students who move out of the system. Boman and Asch (1987) postulates that, it is important to ensure that stakeholder groups are satisfied with their contribution educational institution, which should be the case with their rewards. They grouped stakeholders and their rewards as seen in table 1 below.

Table 1: Stakeholders and their Rewards

Stakeholder	Reward
Employees	Wages, job satisfaction
Society at large	No pollution, good works
Government	Tax, rate income
Managers	Salaries, status, responsibilities, challenge
Consumers	Useful and desirable products
Shareholders	Dividends, capital growth
Loan financier	Interest

Source: Boman and Asch (1987)

According to Akilagpa (2004), efforts made by universities to ignore stakeholders interests and demand has placed universities in jeopardy in designing and executing her strategies. These stakeholders include the government which is usually the main funder, politicians, civil society, business groups, donors as well as external partners, each with their own interest.

Monitoring and evaluation Systems

Control systems and planning systems represents the main approach through which strategic objectives and policies are translated within specific measureable and attainable goals and plans. Thus, it is a process that guides an organisation to its objectives. It is necessary for management to create an awareness of how well a chosen policy is performing. This could be done by including the monitoring phase for evaluation purposes (Boman & Asch, 1987).

For control to be effective, a suitable communication system must exist. In most enterprises, there exist both formal and informal communication systems. It reflects the complexity of the organisation’s operations and environment. Examples of formal measures include written

policy statements, procedural manuals, job descriptions, formal meetings and so on. An effective communication network will serve as an invaluable tool enabling effective execution of strategy (Boman & Asch, 1987).

Again, the balance scorecard has been adopted by various institutions to aid in evaluation. Balance scorecard is a strategic management approach to performance measurement and evaluation and is basically the vision and strategy of an institution. Here an institution is evaluated based on both financial and non-financial measures. Several publicly funded universities are taking a strategic management approach. Balance scorecard is a modified approach suitable for evaluating institutions (Sayed, 2013). Most universities adopting this approach have diverse sets of expectations, deeper understanding and implementation strategies. Some universities fail to use this tool due to the fact that, they lack understanding, lack clarity of success rates which usually lead to subsequent abandonment of the tool (Sayed, 2013).

This is in line with the views of Umashankar and Dutta (2007) who affirmed that balance scorecard is a good tool which has been used in many HEI its performance and strategic planning process such as the University of South Carolina. They further explain that, excellence of HEI cannot only be gauged on its financial performance. Other suitable academic variables that can easily be quantifiable such as faculty and student numbers, statistics of physical resources such as library and computer laboratory, percentage of graduates employed, student pass percentage, teaching load of faculty staff, faculty research and publication and so on.

According to Boman and Asch (1987) reporting is also fundamental to the monitoring exercise. Reports in an institution should be directed to those responsible. Good designing of reports fosters monitoring and control. Clayton (1997) also point out that monitoring and control tools are essential strategy implementation ingredients. They will serve as a support in attempting to effectively direct and control the use of the firm's resources. The steps to effective implementation are related closely to one another and decisions about each are usually made simultaneously.

Mok (2005) suggests that, in assessing the implementation of strategies in HEI, it is vital to take into consideration how well faculty members perform their duties, how staff and departments monitor output and how it is linked to their performance. The human, financial and technical resources which are made available when need for them arises, institutional programs and a quality program framework. A quality program framework will include a well written vision, mission and policy statements for the organisation.

According to Beer and Eisenstat (2000), monitoring and evaluation is important in that, it strengthens accountability. In that, it assists in delivering greater transparency to stakeholders and enables clear communication of results to the Board of Directors and donor community. Also, it aids in promoting a learning culture focused on improving services delivery and program effectiveness. Next, it improves management capabilities as well as the

understanding of the firm work's results, success and failure. Moreover, it contributes to shared understanding of organizational goals and objectives.

RESEARCH DESIGN AND METHODOLOGY

The research design which was used in this study is the descriptive research design because the researcher intended to get information of the opinions and attitudes of respondents as concerns the different variables which could influence strategy implementation. This study used ANU, Ongata Rongai as its case study. It is located at Rift Valley Province, bordering Nairobi. The rationale for choosing this site was that, it is the main campus whereby all major administration work is done including the development of strategies, and the setting of basis for its execution. Therefore, the researcher was able to get hands on information of strategy execution in ANU.

The study population comprised 124 full time Administrative workers and 44 full time faculty staff comprising 168 full time employees of ANU at Rongai was targeted. The research sample consisted of 73 employees ANU who exhibited all the characteristics available in the entire institution being 50 Percentage of the target population. The sampling technique used was non-probability, quota sampling techniques which is non-random and selective. The sampling frame depicts how the sample size was obtained and is illustrated below.

The study collected primary and secondary. The primary source of data collection was obtained originally from the respondents by the use of data collection instruments which involve structured questionnaires and interview schedules. The secondary sources of data collection include books, journal articles and newsletters. Hypothesis was tested by using ANOVA level of significance which otherwise prepared raw data for statistical analysis and presentation. Qualitative data from open ended questions was analyzed by reading through and selecting similar themes and getting relevant connection that was presented in narrative form for explanation of situations. The analyzed data was presented using descriptive statistics such as percentages and frequencies on tables, charts and bar-graphs.

RESEARCH RESULTS

In this study, 73 questionnaires were administered to the staff of ANU Ongata Rongai Campus. Out of the 73 questionnaires, 52 were successfully filled and returned. The participants in this study included 50 administrative staff and 2 faculty staff, hence giving a total number of participants to be 52. This gave rise to a response rate of 71.2% which was an adequate representation of the target population. On demographic information, the findings on sex distribution indicate a majority of 51.90% were female while 48.10% were males. On age distribution of respondents, a majority of them were between 26-35 years old making up to 65.4% of respondents. 25% were between 36-45 years old. This is an indication that strategy implementation is mostly carried out by workers between 26-45 years. On the educational level of respondents, majority of respondents were undergraduate degree holders comprising up to 40.4%, 38.5% were masters degree holders, 15.4% were college diploma

holders. PhD holders made up to 1.9% and other qualifications made up to 3.8% of respondents. This indicates a highly educated set of individuals thus, they were able to understand and fill the questionnaire with speed.

Organizational culture as a factor influencing Strategy Implementation

The respondents were asked to express their views on whether the culture of ANU was based on shared values. 51.9% strongly agreed on the fact that ANU culture was based on shared values. % strongly disagreed while 3.8% of respondents did not express their views.

Openness of staff

The results reveal that, a greater percentage of staff were open to each other. Management should encourage openness of staff in organizations because it helps in facilitating communication in the workplace as well as increase team spirit.

Transformational leadership

The transformational leader encourages followers by acting as a role model, motivating through inspiration, stimulating intellectually, and giving individualized consideration for needs and goals. They also empower people to greatly exceed their previous levels of accomplishment. This dynamic and innovative leadership style challenges and motivates an entire organization – top to bottom. Therefore, this aspect is instrumental in influencing strategy execution in organizations/institutions.

Participative decision making

The researcher sought to understand if decision making in ANU is done, taking into consideration of the opinions of every employee. That is, if employees actually participate in decision making in the organization. Table 4.4 below reveals that, 13.5% strongly agreed, 40.4% of respondents moderately agreed, 23.1% were neutral, 5.8% moderately disagreed and 9.6 % strongly disagreed. Leaders in higher educational institutions should always involve subordinates in making decisions because they know best what happens at the operational level and will give a better picture of how task are performed in the organization and the challenges they face.

Learning orientation

A learning organization is an organization where people continually expand their capacity to create the results they truly desired, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. It can also be described as an organization that facilitates the learning of all its members and continuously transforms itself. The culture of an organization will determine if it has a learning orientation or not. This actually influences strategy implementation in an organization. Figure 4.6 below reveals that 23% of respondents strongly agreed that ANU has a learning orientation while 35% of respondents moderately agree that ANU has a learning orientation.

Positive supervisory behaviour

The researcher sought to understand the respondents' opinion on whether there exists a positive supervisory behaviour at ANU. From table 4.5 below that 44.2% of respondents moderately agreed, 23.1% strongly agreed while 11.5% are neutral. Also, 9.3% did not attempt to answer. This illustrates that, there exist a positive supervisory behaviour at ANU though it should be improved upon. This is vital to strategy implementation as it empowers staff and help increase their productivity.

Top management support

The respondents' opinion on whether they get support from top management was sought. Figure 4.7 below reveals 25% of respondents did not attempt to answer. This could be as a result of the fact that, employees feared revealing their opinion as it has to do with top management. Also, 15% of respondents strongly agreed while 38% of respondents moderately agreed. In order for strategy to be effectively implemented, top management must be committed to the course. For instance, providing adequate resources for task to be performed and properly communicating strategy to all stakeholders.

Resource allocation as a factor influencing Strategy Implementation

Budget allocation

On whether respondents were being allocated a budget to work with, 13.5% strongly agreed, 23.1% moderately agreed, 28.8% were neutral, 11.5% did not attempt to answer, 5.8% moderately disagree while 17.3% strongly disagreed.

Budget preparation

The researcher sought to know if respondents were involved in the preparation of budgets for their departments. 25% of respondents strongly agreed, 23% moderately agreed, 11.5% were neutral, 9.6% moderately disagreed, 23.1% strongly disagreed while 7.7% of respondents did not answer this questions.

Budgets done on time

The researcher sought the researchers' opinion on whether budgets were done on time. 34% of respondents strongly agreed, 27% moderately agreed, 21% were neutral, 4% moderately disagreed, 6% strongly disagreed while 8% of respondents did not answer this question

Awareness of resource wastage

The opinion of respondents were sought as regards resource wastage in the organization. 17% of respondents strongly agreed, 21% moderately agreed, 25% were neutral, 10% moderately disagreed, 15% strongly disagreed while 12% of respondents did not answer this questions. The results are illustrated in figure 4.11 below.

Remuneration distribution

On whether remuneration distribution was equitable and fair at ANU, 7.7% of respondents strongly agreed, 13.5% moderately agreed, 30.8% were neutral, 19.2% moderately disagreed, 15.4% strongly disagreed while 13.5% of respondents did not answer this questions.

Rationing of organizational resources

On whether resources were being rationed at ANU in times of shortages. 15.4% of respondents strongly agreed, 25% moderately agreed, 36.5% were neutral, 7.7% moderately disagreed, 3.8% strongly disagreed while 11.5% of respondents did not answer this question.

Monitoring and Evaluation as a factor influencing Strategy Implementation

Setting of targets

On whether targets were set for every activity, 34.6% of respondents strongly agreed, 42.3% moderately agreed, 13.5% were neutral, 1.9% moderately disagreed, while 7.7% of respondents did not answer this question.

Meeting deadlines

On whether deadlines are met in ANU, 4.7, it is evident that 26.9% of respondents strongly agreed, 38.5% moderately agreed, 19.2% were neutral, 5.8% moderately disagreed while 7.7% of respondents did not answer this question.

Supervisors for all programs/activities

On whether there existed supervisors for every programme/activity at ANU, 34.6% of respondents strongly agreed, 42.3% moderately agreed, 9.6% were neutral, 5.8% moderately disagreed, while 7.7% of respondents did not answer this question. This is illustrated in table below.

Action plan with timelines, responsibilities and requires budget

Respondents were asked to give their views on whether action plans are developed with timelines and assigned responsibilities as well as required budget to enable achievement of the organizational vision. 32.7% of respondents strongly agreed, 40.4% moderately agreed, 17.3% were neutral, 3.8% moderately disagreed, while 5.8% of respondents did not answer this question. This is shown in table below.

Supervisors follow action plan

Respondents opinion was sought on whether supervisors follow action plans to ensure task are completed. 23.1% of respondents strongly agreed, 44.2% moderately agreed, 17.3% were neutral, 5.8% moderately disagreed, while 9.6% of respondents did not answer this question. This is evident in table below.

Reports to supervisors on work progress

The researcher sought from respondents on whether they report to supervisors on the progress of their work. 53.8% of respondents strongly agreed, 36.5% moderately agreed, 3.8% were neutral, while 5.8% of respondents did not attempt this question as illustrated in table 4.11 below.

Error correction

On whether errors made are corrected when work is in progress, 34.6% of respondents strongly agreed, 42.6% moderately agreed, 9.6% were neutral while 9.6% of respondents did not answer this question as shown below.

Stakeholder ownership as a factor influencing Strategy Implementation

Stakeholder commitment

On whether there is commitment of stakeholders in the strategy implementation at ANU. 28.8% of respondents strongly agreed, 34.6% moderately agreed, 19.2% were neutral, 1.9% moderately disagreed, while 15.4% of respondents did not answer this question

Stakeholder analysis

On whether stakeholder analysis was done at ANU, 9.6% of respondents strongly agreed, 36.5% moderately agreed, 9.6% were neutral, 32.7% moderately disagreed, 3.8 moderately disagreed while 17.3% of respondents did not answer this question.

Stakeholder's involvement in decision making

Also, respondent's views were sought on whether stakeholders' are involved in decision making at ANU. 13.5% of respondents strongly agreed, 36.5% moderately agreed, 23.1% were neutral, 11.5% moderately disagreed, 1.9% strongly disagreed while 13.5% of respondents did not attempt this question.

Communication of decisions to stakeholders

On communication of decisions to stakeholders, 9.6% of respondents strongly agreed, 34.6% moderately agreed, 30.80% were neutral. However, 5.8% moderately disagreed, 5.8% strongly disagreed while 13.5% of respondents did not answer this question.

Strategy Implementation

Communication of organizational vision

On whether the organizational vision was communicated to every member of the organization, 67.3% of respondents strongly agreed, 25% moderately agreed, 3.8% were neutral, while 3.8% moderately disagreed.

Strategy formulation is fundamental to ANU

On whether strategy formulation is fundamental to ANU, 66.7% of respondents strongly agreed, 18.8% moderately agreed, 10.4% were neutral, 4.2% moderately disagreed.

Communication of organizational strategy

On whether organizational strategy is communicated to all the members of the organization. 32% of respondents strongly agreed, 38% moderately agreed, 18% were neutral, 10% moderately disagreed, while 2% strongly disagreed

Existence of a corporate plan

On whether there exists a corporate plan at ANU was sought. 41.7% of respondents strongly agreed, 25% moderately agreed, 27.0% were neutral, 4.2% moderately disagreed, while 2.1% of respondents strongly disagreed.

Existence of stipulated goals to be achieved

On whether there existed stipulated goals to be achieved by ANU, 55.8% of respondents strongly agreed, 26.9% moderately agreed, 9.6% were neutral, 3.8% moderately disagreed.

Alignment of action plans to the overall corporate plan

Respondents' were asked to express their views on whether action plans are aligned to the overall corporate plan at ANU. 48.1% of respondents strongly agreed, 30.8% moderately agreed, 11.5% were neutral, 5.8% moderately disagreed.

Monitoring and evaluation of action plans to ensure effective execution

On whether monitoring and evaluation of action plans are carried out to ensure effective execution of strategy. It is evident that 42.0% of respondents strongly agreed, 32.0% moderately agreed, 16.0% were neutral, 4.0% moderately disagreed, while 6.0% of respondents strongly disagreed.

REGRESSION ANALYSIS

In order to test the relationship between the variables, several independent variables which could explain changes in the dependent variable was used. Analysis of variance (ANOVA) and Regression Analysis are shown below. ANOVA level of significance shows the statistical significance of each regression coefficient as well as Durbin-Watson statistics which measures the strength of relationship amongst variables.

Organizational Culture

To answer the question on; Is organizational culture a factor influencing strategy implementation in institutions of higher learning in Kenya, all sub variables of organizational culture were regressed to obtain the results in table 2, 3 and 4 as illustrated below.

Table 2: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.756(a)	.572	.489	.706	2.140

a) Predictors: (constant) which range from OC1 to OC7

b) Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Where;

OC1= Support from the organization to the employees

OC2 = ANU culture is based on shared values

OC3= There exist openness of staff

OC4= Positive supervisory behaviour

OC5= Learning orientation

OC6= Transformational leadership

OC7= Participative decision making

Table 3: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	23.971	7	3.424	6.873	.000(a)
Residual	17.938	36	.498		
Total	41.909	43			

a Predictors: (Constant) ranging from OC1 to OC7

b Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Table 4: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.138	.360		.385	.703
OC1	.222	.142	.191	1.562	.127
OC2	.075	.155	.077	.481	.634
OC3	.183	.193	.196	.948	.349
OC4	.257	.192	.289	1.340	.189
OC5	-.226	.197	-.246	-1.147	.259
OC6	.671	.182	.702	3.680	.001
OC7	-.315	.218	-.317	-1.446	.157

a Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

The above analysis reveals that ANOVA shows a significance of $P < 0.001$ meaning that the sub variables of organizational culture all contribute to organizational culture. It also presents an R Square value of 0.57 indicating that the sub variables predict more than 50% of organizational culture which as a factor influencing strategy implementation in institutions of higher learning in Kenya. Moreover, table 4 shows that OC6 which is transformational

leadership contributes most to organizational culture due to the fact that it has the highest beta values.

Resource Allocation

To answer the question; Is resource allocation a factor influencing strategy implementation in institutions of higher learning in Kenya, all sub variables of resource allocation were regressed to obtain the results in table 5, 6 and 7 as illustrated below.

Table 5: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.544(a)	.296	.172	1.005	1.892

a Predictors: (Constant), ranging between RA1 to RA6

b Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Where;

RA1= Our organization rations resources in times of shortages

RA2= Remuneration distribution is equitable and fair

RA3= Budgets are done on time

RA4= There exist awareness of resource wastage in my department

RA5= I am involved with budget preparation for my department

RA6= I have a my budget allocation

Table 6: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	14.455	6	2.409	2.386	.050(a)
Residual	34.325	34	1.010		
Total	48.780	40			

a Predictors: (Constant), ranging between RA1 to RA6

b Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Table 7: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.712	.645		1.105	.277
RA1	-.147	.206	-.162	-.716	.479
RA2	-.141	.153	-.199	-.924	.362
RA3	.372	.240	.399	1.549	.131
RA4	.261	.148	.316	1.756	.088
RA5	.030	.155	.030	.196	.846
RA6	.205	.174	.194	1.179	.247

a Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

The above analysis reveals that ANOVA shows a significance of $P < 0.050$ meaning that 50% of the sub variables of resource allocation contribute to resource allocation. Moreover, table 7 shows that RA3 contributes most to resource allocation due to the fact that it possesses the highest beta value.

Monitoring and Evaluation

To answer the question on; Does monitoring and evaluation influence strategy implementation in institutions of higher learning in Kenya, all sub variables of resource allocation were regressed to obtain the results in table 8, 9 and 10 as illustrated below.

Table 8: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.741(a)	.549	.459	.872	2.210

a. Predictors: (Constant), ranging from ME1 to ME7

b. Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Where;

ME1= Any errors made are corrected when work is in progress

ME2= Targets are set for every activity

ME3= I report to my supervisor about the progress of my work

ME4= An action plan is developed with timelines and assigned responsibilities as well as required budget to enable achievement of the organizational vision

ME5= Supervisors follow action plans to ensure completion

ME6= There are supervisors for all programs/activities

ME7= Meeting deadlines

Table 9: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.372	7	4.625	6.084	.000(a)
Residual	26.605	35	.760		
Total	58.977	42			

a. Predictors: (Constant), ranging from ME1 to ME7

b. Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

The above analysis reveals that ANOVA shows a significance of $P < 0.001$ meaning that sub variables of monitoring and evaluation all contribute to monitoring and evaluation. It also presents an R Square value of 0.459 indicating that the sub variables predict more than 40% of monitoring and evaluation as influencing strategy implementation. Moreover, table 10 shows that ME2 which indicates setting of targets for every activity, contributes most to monitoring and evaluation due to the fact that it posses the highest beta value. Lastly, the results present a Durbin-Watson statistics of 2.210 thus indicating no significant autocorrelation amongst variables.

Table 10: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.590	.577		-1.023	.313
ME1	.127	.279	.082	.455	.652
ME2	.555	.212	.457	2.621	.013
ME3	-.116	.239	-.082	-.484	.631
ME4	.419	.209	.298	2.001	.053
ME5	.106	.244	.074	.437	.665
ME6	.224	.270	.104	.829	.412
ME7	.013	.240	.007	.053	.958

a. Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Stakeholder Ownership

To answer the question on; Does stakeholder ownership influence strategy implementation in institutions of higher learning in Kenya, all sub variables of resource allocation were regressed to obtain the results in table 11, 12 and 13 as illustrated below.

Table 11: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
.587(a)	.345	.272	.998	1.766

a. Predictors: (Constant), ranging from SO1 to SO4

b. Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Where;

SO1= Communication of decisions with all stakeholders

SO2= Commitment of stakeholders

SO3= Stakeholder analysis is carried out

SO4= Involvement of stakeholders in decision making

Table 12: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.897	4	4.724	4.740	.004(a)
Residual	35.883	36	.997		
Total	54.780	40			

a Predictors: (Constant), ranging from So1 to SO4

b Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

The above analysis reveals that ANOVA shows a significance of $P < 0.004$ meaning that sub variables of stakeholder ownership contribute to stakeholder ownership. It also presents an R Square value of 0.272. Moreover, table 13 shows that SO4 which indicates involvement of stakeholders in decision making contributes most to stakeholder ownership due to the fact that it has the highest beta value. Lastly, the results present a Durbin-Watson statistics of 1.766 thus indicating no significant autocorrelation amongst the variables under study.

Table 13: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.036	.566		-.064	.949
SO1	.074	.264	.051	.281	.781
SO2	.209	.298	.132	.703	.487
SO3	.081	.255	.070	.318	.752
SO4	.477	.263	.415	1.818	.077

a Dependent Variable: There exist monitoring and evaluation of action plans to ensure effective execution

Finally, Barlette’s test of shphericity was carried out in order to affirm the reliability of the study. It gave rise to a significance level of $P < 0.001$ for all independent variables. These affirm high reliability of the study. In addition to that, KMO index for the independent variable were as follows; 0.878 for organizational culture, 0.716 for resource allocation, 0.765 for monitoring and evaluation and 0.701 for stakeholder ownership. It serves as a measure for determining the appropriateness of the factor analysis used. Higher values for this measure indicate the degree of appropriateness of using factor analysis. Values above 0.7 are good (Cerny & Kaiser, 1977). Hence, the factor analysis used in this study was excellent.

Interview Presentation

In the course of this study, the researcher interviewed 10 staff from ANU. The opinions of the interviewees are illustrated below;

Involvement in current strategic plan implementation

Interviewees were asked if they are currently involved in the implementation of ANU strategic plan. All interviewees are involved in the strategic plan implementation. For instance, some of them were involved in its development and implantation, as well as monitoring and evaluation. Others were engaged in making sure that all departmental staff were involved and also carrying out performance appraisals. Some of them were of the opinion that, they are only limited to their job description and therefore, can only perform tasks which are stated in their job descriptions.

Key events leading to successful implementation

The researcher wanted to know the key events leading to successful implementation of the 2012-2017 strategic plan. Interviewees were of the opinion that departments should carry out the specific activities allocated to them, effective monitoring, training and facilitation should be carried out. Also, employee should be totally involved and motivated to help achieve the strategic plan objective.

Essential functions needed for strategic plan implementation

A question was asked to list the essential functions which are essential for implementing ANU 2012-2017 strategic plan. They were of the opinion that change should be effectively

managed, ANU should be restructured, resources should be adequately allocated, commitment of internal stakeholders and staff should be involved in decision making.

Stakeholder involvement

The researcher wanted to know how ANU ensures that all stakeholders are involved in strategy execution. Respondents were of the view that, regular meetings should be held to review stages of implementation and there should be continuous follow-up of staff. Also, the employee code of conduct should be drawn in a certain way to influence stakeholders in to participation of strategy execution.

Corporate culture

Interviewees were asked their opinion on the aspects of corporate culture in ANU which can affect strategy implementation. They were of the opinion that rigidity/ resistance to change, non-transparency, non accountability, lack of follow up, lack of motivation and lack of ownership can impede strategy implementation at ANU.

Effective monitoring and evaluation

Interviewees were asked to express their opinion on how ANU ensures that effective monitoring and evaluation takes place. They were of the opinion that monitoring and evaluation techniques be embedded in the plan, a staff was assigned to carry out monitoring and evaluation of the strategic plan. Furthermore quarterly, half yearly and annual reports should be submitted to the staff in charge of monitoring the implementation of the plan.

Obstacles to effective implementation

The researcher wanted to know what obstacles hinder strategy execution at ANU. They include; non-response by heads of departments and sections, poor staff attitude towards implementation, limited time allocation for implementation, poor communication, lack of incentives.

Useful strategy implementation approach

Interviewees were asked to express their views concerning the most useful approach in successfully implementing ANU 2012-2017 strategic plan as well as the major issues which needs to be addressed in implementing the plan. They included; training of employees which should be incorporated as part of ANU culture, all stakeholders should be involved, management should ensure that there is clarity of the plan, proper budget allocation for strategic plan implementation. Therefore, they were of the opinion that employee motivation, training at ANU and high rate of employee turnover needs to be addressed. Moreover, workers should adhere to deadlines, finances should be adequately allocated, management should enhance their commitment to the plan and an effective means of raising funds should be put in plan to enable the success of the plan.

Discontinuation of current strategic plan implementation

The researcher wanted to know what will happen if the strategic plan implementation process is discontinued. The interviewees were of the opinion that there will be stagnation in the organization and ANU will be left behind by its competitors. With regards to how the implementation process has worked thus far, respondents were of the opinion that staff are getting to understand where the university is headed, plans for implementation have been laid down and workers are beginning to appreciate the implementation process by getting focus.

Suggestions for improvement

Interviewees were asked to give suggestions on how the implementation process can be improved at ANU to make it a success. They were of the opinion that, every head of department should discuss regularly with employees in charge of monitoring in order to assess progress, challenges and advise on a way forward.

CONCLUSIONS

According to the findings of this study, there exists a significant relationship between organizational culture, stakeholder ownership, monitoring and evaluation and strategy implementation. This affirms the alternative hypothesis H1 as correct, hence making them viable factors influencing strategy implementation in institutions of higher learning in Kenya. However, resource allocation has a minimal relationship with strategy implementation.

RECOMMENDATIONS

Taking due consideration of the research findings, the following recommendations are made; Firstly, a strong monitoring and evaluation system which include appropriate monitoring and evaluation indicators for every key strategic result area should be put in place.

Secondly, in order to enhance the strategic plan implementation process, change should be effectively managed, resources should be adequately allocated for every activity, commitment should be shown on the part of all internal stakeholders and staff should be involved in decision making. Also staff should be trained and adequately motivated to reduce the high rate of employee turnover as well as improve their abilities to perform tasks.

Thirdly, regular meetings should be held to review the stages of implementation. There should be continuous follow-up of staff to ensure correction of errors while work is in progress. Also, the employee code of conduct should be drawn in a certain way to influence stakeholders in to participation of strategy execution.

Effective change management, transparency and accountability in the organization, motivation of workers especially on the part of contract workers and long-term full time workers who have pursued further education to develop themselves should be enhanced to improve strategy implementation at ANU. Moreover, every head of department should discuss regularly with employees in charge of monitoring in order to assess progress, challenges and advice on a way forward.

Also, management should endeavour to enlighten staff on who stakeholders of ANU are and the part they play in making the institution a success. This is because, the researcher realized that most workers of this institution had no idea who stakeholders are, whether they are involved in decision making and whether they are being communicated to about decisions made in the institution. Some of these workers were holders of master degree and served in leadership positions. It is important for all stakeholder analysis to be carried out so as to involve them in executing strategies in the organization.

Again, proper communication channels should be put in place and feedback should be encouraged from all staff. For instance, a program such as “Voice out” can be instituted to encourage workers to voice out their feelings without fear of being reprimanded.

REFERENCES

- Aaltonen, P., and Ikåvalko, H. (2002), Implementing Strategies Successfully. *Integrated Manufacturing Systems*, Vol. 13 No.6, pp.415-18
- Akilagpa, S. (2004). Challenges Facing African Universities: Selected Issues. *African Studies Review*, Vol. 47, No. 1 pp. 1-59
- Alexander, L. D. (1985). Successfully Implementing Strategic Decisions. *Long range planning*. Vol 18(3) pg 91-97
- Andrews, K.R. (1971), *The Concept of Corporate Strategy*, Homewood, IL, Irwin.
- Ansoff, H. I.(1965), *Igor Corporate Strategy*. New York: McGraw Hill.
- Ansoff, H. I. (1987). *Corporate Strategy* (revised edition). London: Penguin.
- Balogun, J. (2003), From Blaming the Middle to Harnessing its Potential: Creating Change Intermediaries. *British Journal of Management*, Vol. 14 pp.69-83.
- Beer, M., Eisenstat, R. (2000). The silent killers of strategy implementation and learning. *Sloan Management Review*, Vol. 41 No.4, pp.29-40
- Blank, J. L., Hulst, B. L., Koot, P. M. & Aa, R. (2012). Benchmarking Overhead in Education: A Theoretical and Empirical Approach. *Benchmarking: An International Journal*, Vol. 19 Iss: 2 pp. 239 – 254
- Bourgeois, L.J., & Brodwin, D.R. (1984), Strategic implementation: five approaches *Business Strategy*, Vol. 1 Iss: 1 pp. 141 – 146
- Bowman, C. & Asch, D. (1987). *Strategic management*. London: Macmillan Education Ltd.
- Bryman, A & Bell, E (2003). Three models of strategy”, *Academy of Management Review*, vol 10(1) pp25-380.
- Bryman, A. & Bell, E. (2003). *Business Research Methods*. New York: Oxford University Press.
- Buchmann, C. (1999). The State and Schooling in Kenya: Historical Developments and Current Challenges. *Africa Today*, Vol. 46, No. 1 pp. 95-117
- Chakravarthy, B.S. & White, R.E. (2001). *Strategy process: forming, implementing and changing strategies*. *Handbook of Strategy and Management*. London: Sage Publications.

- Chandler, A. (1962) *Strategy and structure: Chapters in the history of industrial enterprise*. New York: Doubleday
- Chebat, J.C. (1999). Introduction: special issue on strategy implementation and assessment research – research on implementation deserves as much attention as strategy formulation’, *Journal of Business Research*, Vol. 45 No.2, pp.107-10.
- Córcoles, Y. R., Peñalver, J. F. S., & Ponce, A. T. (2011). Intellectual Capital In Spanish Public Universities: Stakeholders' Information Needs. *Journal of Intellectual Capital*, Vol. 12 Iss: 3 pp. 356 – 376
- Cooper, D. R. & Schindler P. S. (2001). *Business research methods* (7th ed). New York: McGraw-Hill / Irwin
- Clayton, C., (1997) *The Innovator’s Dilemma Boston*: Harvard Business School Press
- Collins, D. (2001a), "BPR and the substance of change", *Journal of Strategic Change*, Vol. 10 No.3, pp.163-73
- Daft, R.L & Mackintosh, N.B. (1984), *The nature and use of formal control systems for management control and strategy implementation*, *Journal of Management*, Vol. 10 pp.43-66.
- Davies, J., Hides, M. & Powell, P. (2002). Defining the Development Needs Of Entrepreneurs In SMEs. *Education + Training*, Vol. 44 Iss: 8 pp. 406 – 412
- Denton, G.A., & White, B. (2000), *Implementing the balanced scorecard approach to managing hotel operations*, *Cornell HRA Quarterly*, pp.47-107
- DeWit, B & Meyer, R. (2004), *Strategy Process, Content and Context: An International Perspective*. London, Thomson.
- Drazin, R and Howard, P. (1984), *Strategy implementation: a technique for organizational design*, *Journal of Management Studies*, Vol. 34 No.3, pp.465-85.
- Drucker, P.(1959). *The Practice of Management*. New York: Harper and Row.
- Ehlers, D. U. (2009). Understanding Quality Culture. *Quality Assurance in Education*, Vol. 17 Iss: 4 pp. 343 – 363
- Floyd, S.W & Wooldridge, B. (1997), *Middle management's strategic influence and organisational performance*, *Journal of Management Studies*, Vol. 34 No.3, pp.465-85.
- Feurer, R. & Chaharbaghi, K. (1997). Strategy development: past, present and future. *Training for Quality*, Vol. 5 Iss: 2 pp. 58 – 70
- Galbraith, C and Schendel, D. (1983), An empirical analysis of strategy types. *Strategic Management Journal*, Vol. 4 pp.153-73.
- Goold, M and Quinn, J.J. (1990), *The paradox of strategic control*, *Strategic Management Journal*, Vol. 11 pp.43-57.
- Hofstede, G. and Hofstede, G.J. (2005), *Cultures and organizations. Intercultural cooperation and its importance for survival* (2nd ed.). New York, NY. McGraw-Hill Publishers

- Hughes, R. & Mwiria, K. (1990). An Essay on the Implications of University Expansion in Kenya. *Higher Education*, Vol. 19(2) pp. 215-237
- Johnson, G. & Scholes, K. (1993). *Exploring Corporate Strategy – Text and Cases*. London, Prentice-Hall.
- Judson, A. S. (1991). Invest in a high-yield strategic plan. *Journal of Business Strategy*. Vol 12, pg 34-39
- Kothari, C. R. (2004). *Research methodology; methods and techniques (2nd ed)*. New Delphi: New Age International (P) Limited publishers.
- Miller, R. (2010). Social media and its implications for viral marketing. *Asia Pacific Public Relations Journal*, Vol. 11 <http://www.deakin.edu.au/arts-ed/apprj/articles/11-miller-lammas.pdf>
- Morgan, G. (2002). *Bilder der organisation*. Klett-Cotta.
- Mok, K. (2005). The Quest for World Class University: Quality Assurance and International Benchmarking In Hong Kong. *Quality Assurance in Education*, Vol. 13 Iss: 4 pp. 277 – 304
- Mugenda, G. A. (2008). *Social Science Research, theory and Practice*. Nairobi: Applied Research and training Services.
- Mucui, P. G. & Messah, O. B. (2011). Factors Affecting the Implementation of Strategic Plans in Government Tertiary Institutions: A Survey of Selected Technical Training Institutes. *European Journal of Business and Management* Vol 3, No.3 pg 1-22
- Okumus, F. (2003). A Framework to Implement Strategies in Organizations. *Management Decision*, Vol. 41 Iss: 9 pp. 871 – 882
- Patnaik, B., Beriha, G.S., Mahapatra, S. S., & Singh, N. (2012). Organizational Learning in Educational Settings (Technical): An Indian Perspective. *The Learning Organization*, Vol. 20 Iss: 2 (Date online 1/2/2013)
- Peng, W. & Litteljohn, D. (2001). Organisational communication and strategy implementation - a primary inquiry. *International Journal of Contemporary Hospitality Management*, Vol. 13 Iss: 7 pp. 360 – 363
- Porter, M. E. (1990). *The competitive Advantage of Nations*. New York: The Free Press
- Raps, A. (2005). Strategy implementation - an insurmountable obstacle? *Business Strategy*, Vol. 6 Iss: 1 pp. 141 – 146
- Slatter, S. (1984). *Corporate recovery*. Penguin: Harmondsworth
- Sterling, J. (2003). Translating Strategy into Effective Implementation: Dispelling the Myths and Highlighting What Works. *Strategy and Leadership*, vol 31(3), pg 27-34
- Sayed, N. (2013). Ratify, Reject or Revise: Balanced Scorecard and Universities. *International Journal of Educational Management*, Vol. 27 Iss: 3
- Sperandio, J. (2010). Modelling Cultural Context for Aspiring Women Educational Leaders. *Journal of Educational Administration*, Vol. 48 Iss: 6 pp. 716 - 726
- Schein, E.H. (1992), *Organizational culture and leadership*, (2nd ed.). San-Francisco, CA. Jossey-Bass.
- Thorelli, H.B. (1977). *Strategy + Structure = Performance: The Strategic Planning Imperative*. Bloomington, Indiana University Press.

- Tibategeza, E. R. (2009). Language-in-Education Planning in Tanzania: a sociolinguistic analysis. Retrieved from <http://etd.uovs.ac.za/ETD->
- Umashankar, V. & Dutta, K. (2007). Balanced Scorecards In Managing Higher Education Institutions: An Indian Perspective. *International Journal of Educational Management*, Vol. 21 Iss: 1 pp. 54 – 67
- Williamson, D, Jenkins, W., Cooke, P., & Moreton, M. K. (2004). *Strategic management and business analysis*. Oxford UK: Elsevier Ltd
- Yin, C. C.(2004). Fostering local knowledge and human development in globalization of education. *International Journal of Educational Management*, Vol. 18 Iss: 1 pp. 7 – 24