

FACTORS INFLUENCING STRATEGY IMPLEMENTATION IN KENYAN PUBLIC UNIVERSITIES

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Abstract: Strategy implementation is key to achieving organizational success. In Kenya, the total number of chartered public universities increased from 21 in 2015 to 31 by 2017. All these 31 universities have been competing for students, staff and government resources. After 2010, 11 public universities were established as constituent colleges and 8 of them chartered by the end of 2017. These newly chartered universities are operating in a challenging environment ranging from competition with older and better established universities with better infrastructure and human resource capacity to diminishing number of students making it to the universities through direct placement by Kenya Universities and Colleges Central Placement Service to self-sponsorship and diminishing government funding among others. These factors are subjecting them to operational stress. To enhance performance and enable these newly chartered universities compete effectively in the prevailing circumstances, there is need for development and implementation of strategy to guarantee institutional success. So far, no study has addressed factors influencing strategy implementation in these universities chartered in 2016/2017. This study investigated the extent to which implementation of strategy by these universities is affected by Government Funding and Human Resource Capacity. Data was collected from 8 public universities which were chartered in 2016/2017. The study targeted top and middle management staff. Stratified sampling technique and census approach were used to sample 95 respondents from a target population of 108 staff. Data was collected using questionnaires. Data was cleaned, coded and analyzed using statistical package for social sciences and presented in form of descriptive statistics (frequencies, percentages, mean, range and standard deviation), tables and graphs. The study found that inadequate and delayed funding and a weak human resource structure. Human Resource Management policies have a negative effect on implementation of strategy. Lack of well-defined employee policy incorporating incentives, motivation, training and development also led to inefficient strategy implementation. In order to remain operational in the face of these challenges, it is recommended that government considers allocating sufficient funding to cover the first ten years of establishment to support infrastructure and human resource development and to ensure sustainability. These universities should also develop and implement Human Resource policies to accommodate employee training and other forms of motivation these universities should also diversify revenue streams with view to enhancing performances and long term sustainability.

Keywords: government funding, human resource capacity, implementation of strategy.

1. INTRODUCTION

1.1 Introduction

Strategy implementation is one of the stages in organizations decision making process crucial for translating strategies into desired actions, then expected results by embracing all the actions that enable strategies to be put into practice. Therefore, it is understood that implementation of strategy is key if the objectives and success of the strategy are to be accomplished. Pearce and Robinson (2011) characterized management of strategy as the arrangement of activities and choices that outcome to definition, usage and plan control intended to meet the missions, visions, and strategic objectives of an institution at which the business works. Too it very well may be characterized as the procedure that turns plans and strategies into actions to meet the set objectives (Pride & Farrell, 2003).

According to Thompson *et al.* (2007), today's global competitive environment is intricate, dynamic, and to a large extent unpredictable. Subsequently, to manage this unprecedented level of change, a lot of thought has to be centered on strategy implementation. Asmash, Duchon, McDaniel and Huonker (2002) argued that organizations that fail to use strategic management approach in the decision making process and resource allocation which in most cases are based on the political or personal factors catering across the overprotection of resources and unrealistic targets are faced with risks and lack of sufficient knowledge. Relationship between strategic planning and the plans imposed by managers in all levels exists only in the well managed organizations.

Successful strategy implementation requires a combination of various aspects. Therefore, for strategies to be successfully implanted, organizational resources and human resource is required to successfully implement the formulated strategies. Chetty (2010), asserts that the six issues that an organization needs to put into consideration so as to efficaciously implement its strategy include: choosing the best individuals to drive key activities, conveying an unmistakable substantial strategy, top executive leadership styles, the ability to track and monitor progress, falling accountabilities and choosing the best individuals to drive key activities. All the six perspectives are necessary to be carefully and thoroughly taken care of to align them with the organizations strategic decisions.

According to Qi (2010), there are seven elements for implementation of strategy to be effective, they incorporate; adequate feedback systems, motivation for all involved staff, an appropriate company structure, appropriate company culture, communication and coordination, good leadership and direction skills, and sufficient resources. Brenes *et al.* (2007) submits five critical extents of effective execution of business system. These five degrees envelops the precise execution, top administration initiative and appropriate, corporate administration (board and investors) driving the change, propelled administration and workers, system definition process, and, finally, usage control and development.

With tertiary institutions, there are numerous stakeholders who must take part in the strategic management process. Not only does the institution need to consider the enthusiasm of the staff, students, managers and workforce, the institutions likewise need to think about the interests of the government agencies, alumni, students' parents, accreditation agencies, benefactors and the community. Individual group of these stakeholders makes demands upon the institution and the strategic management to ensure that the strategic management includes them in the strategic implementation procedure in order to capitalize on customer satisfaction (Okorafor, 2016).

The way in which strategic management and strategy implementation is accomplished differ from one organization to another in light of the fact that the two are context sensitive. This study focused on newly chartered universities to fully fledged Universities in 2016/17 and within the context of public Universities. Of the strategic management studies that have been conducted, not very many have their emphasis on newly chartered public universities in Kenya.

1.2 Statement of the Problem

The demand for quality education has continued to grow in Kenya as the quest for education keeps rising. With increased competition for students, lecturers and resources, leaders, stakeholders and policy makers are progressively under intense pressure to provide more and better quality education and university education is no exception. In total, the number of chartered public universities has increased to 31 by 2017 and 6 public constituent colleges, not forgetting also the increase in the number of chartered private universities to 18 and 5 private constituent colleges as well as 14 institutions with letters of interim authority (CUE, 2017). All these institutions are competing for students, staff and government resources.

To enhance performance and enable these newly chartered universities compete under the prevailing circumstances, there is need for development and implementation of strategy to guarantee success. The current state of education system of our nation with specific attention to newly chartered universities requires a critical, successful and sustainable and justifiable transformation and development. It needs leaders (vice chancellors) who know how to plan and implement change. A serious challenge for vice chancellors currently is the capacity to efficiently implement strategic plan best practices to the university situation for overall Commission of university education (CUE), one of the key areas identified affecting quality in the universities is leadership. This is because most of the leaders find themselves with new leadership roles that they were not prepared to undertake (CUE, 2017).

Most of the universities chartered in 2016/2017 are located in the rural areas. Due to their geographical location away from major cities in Kenya, these universities are coupled with challenges like raising the number of self-sponsored students diminishing number of student accessing university education, developing and mounting new programs, inability

to attract and retain qualified personnel; many of whom are already employed in the older and better established Universities, staff turnover, minimal research output, stalled constructions, among others. In their efforts to attain competitive advantages, these universities, however, have henceforth formulated strategies to respond to these challenges albeit with difficulties to implement as evidenced in their respective strategic plans.

However, there is no study that has been undertaken to determine the factors which influence strategy implementation in Kenyan public universities with less than ten years since establishment. This study sought to identify the factors influencing strategy implementation with reference to universities that were established after 2010 and chartered in 2016/2017. The study sought to look at the organization resources such as financial and human resource which are the key fundamental elements of strategy implementation in tertiary institutions.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study was to assess the factors influencing strategy implementation in Kenyan Public Universities

1.3.2 Specific Objectives

The study was guided by the following specific objectives;

1. To determine how government funding has influence on implementation of strategy in the newly chartered public universities
2. To find out how human resource capacity has influence on implementation of strategy in the newly chartered public universities

1.4 Research Questions

The study was specifically guided by the following questions;

1. Does government funding has influence on implementation of strategy in the newly chartered public universities?
2. Does human resource capacity has influence on implementation of strategy in the newly chartered public universities?

2. LITERATURE REVIEW

2.1 Introduction:

The underpinning theories of this study included; Resource based view Theory and Social capital theory. To illustrate the fundamental factors influencing strategy implementation in Kenyan Public Universities, a conceptual framework that integrates the independent and dependent variables was developed as shown in figure 1.

2.2.1 Resource Based View Theory

Resource Based View Theory (RBV) came to fore in the early 90's after Jay Barney's evaluation study on successful firm management. He examined the mechanisms that a firm could leverage on its resources for building on competitive edge. Barney (2001) posits that the RBV was a factor that was critical which led to the enhancement of the organizational ability to survive within a market that is highly competitive, when it came to develop organizational capacity. The Resource Based View (RBV) brought about the Resource based Theory and it is key in the evaluation of firm capacity and resource management to build competitiveness (Armstrong & Taylor, 2014).

The resource based view theory has highlighted the organizational resources which lead to creation of the valuable factor that enables the business organization to keep on growing transactions as well as attracting new investments. Terziowski (2010) noted that organizational strategies contribute in a significant way in establishing how organizational resources are utilized and distributed when it comes to the facilitation of organizational business operations.

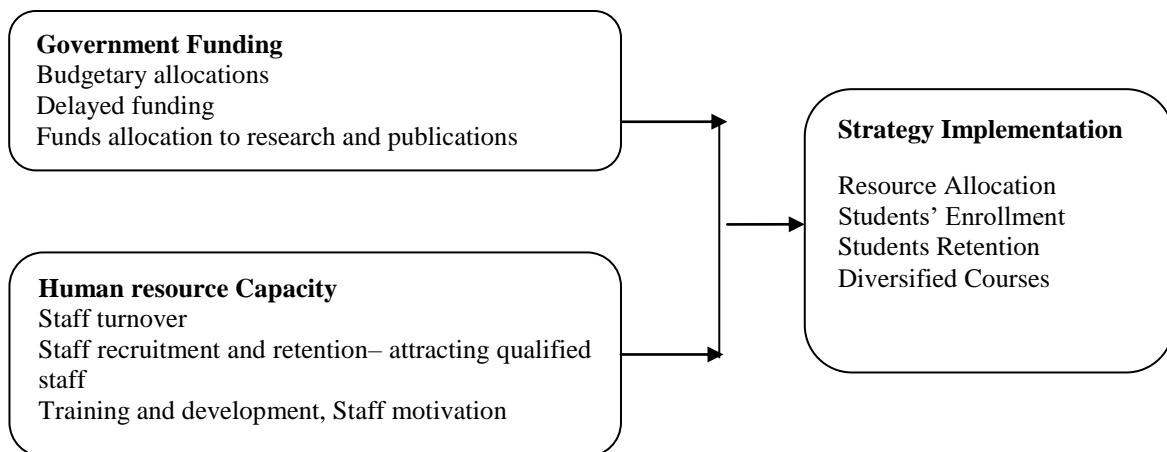
The resources of a firm such as infrastructure and human resource are identified to be tangible and intangible. The Resource Based View theory has compatibility with discussion on strategic planning and execution which is the focus of this paper. The primary role of public universities is to offer a quality education for students. As a matter of fact, these universities must have the necessary infrastructure like learning space, computer labs for research, accommodation for students and research materials like text books to enable students go about their learning smoothly. The meaning of this is that there must be a pool of resources that is substantial to enable the students achieve the best results. Implementation of

strategic plans requires funding, human resource and comprehensive physical systems to be integrated and have to be supported by well trained, skilled and competent support team (McKinney, 2015). Public universities capacity for executing their operations is mostly subject to its resource base in terms of physical infrastructure, and human resource. .

2.2.2 Social capital theory

According to Ferragina and Arrigoni (2016), the Social capital theory is a socio-psychological and sociological perspective that clarifies that resources inherent in social relations which facilitate collective action. These resources might comprise of different norms and culture, the level of trust, and many network links of any relationship representing any group of people who gather consistently for a common purpose. A norm of a culture which follows strongly social capital is described as reciprocity because they encourage bargaining, negotiation, compromise and pluralistic politics. In the organizational literature, it is commonly debated that social capital is one of a treasured asset that stems from access to resources made available through social relationships (Granovetter, 2010). These lead to adaptation of definition of social capital and apply it to the relationship between employers and their key employees. In this study seeks to build on theoretical arguments put forth in the human resource management practices in particular human resource capacity and social capital literature to clarify the distinctive between associated with relational and structural embeddedness in the context of implementation of strategy.

2.3 Conceptual Framework



2.4 Empirical Review

Aosa (1992) did a study on issues in strategic plan formulation and implementation. The study used a case of private firms engaged in manufacturing. A total number of 51 firms were surveyed. Data was collected using questionnaires. The analyzed findings indicated that management of an organization played a significant role in strategic plan implementation in manufacturing firms. The study further revealed that for effective implementation of strategic plan, communication and organizational culture of the company need to be strengthened.

Awino (2007) assessed how selected variables influence financial performance. The study was done in the context of insurance companies. Specifically, 49 firms were used. The study relies on primary data collected through questionnaires and interviews. From the analyzed findings, culture and leadership were critical factors affecting firm performance. Beatrice (2009) carried out an analysis of Management of Crisis with specific reference to challenges facing universities. The study established that management of crises; proactive methods and practices were not largely employed by management. Most managers have no sufficient knowledge on strategic actions like aligning crisis management into the process of strategic planning and corporate excellence statements. Most universities had no plan for managing crises. It is important to provide workshops and training facilities to strategic managers. It is also important to align crisis management into overall objectives of the firm (Bitange et al., 2010).

Omutoko (2009) further noted that Higher education is essential for social and economic growth, therefore these institutions should be managed proficiently and problems facing them deserve to be addressed with swiftness so as to be able to attain their goals which will guarantee a country's advancement in line with the stipulated outlined paths. For the universities to stay relevant, keep up with modern trends and attain their missions, they can gain from knowledge management practices which encompass employing corporate portal model and management by outcomes.

A study on strategy implementation in Iranian higher education institutes, Alashloo, Castka and Sharp (2005) found that if workforces possess insufficient knowledge and experience, their worry of failure and insecurity will intensify and this can lead to strategic drifts. Lack of motivation can be associated to high levels of responsibility, low income, cumbersome administrative processes, and extensive bureaucracy. A poor teamwork structure and a spirit of individualism decrease employee's aspiration to work in teams which leads in the failure of strategic implementation.

Beer and Eisenstat (2016) opine that employees view ineffective senior management as uncooperative across the organization or between functional areas, for fear of losing or reducing their power. This leads to lack of trust by the employees and hence a decrease in efficiency and effectiveness of both junior employees and management. Furthermore, they note that inadequate down-the-line leadership development is also an obstacle in strategy management. In many companies, low-level management skills are not internally developed by creating opportunities to lead change, nor supported through leadership coaching or training.

Okafor (2016) focused on factors influencing delays and cost overruns on construction projects in Nigeria with the purpose of strategy mitigation. The study looked at factors affecting project completion and performance with regards to quality, time and cost. The study is anchored on project implementation and addressed the factors that influence the completion. The study cannot therefore, apply to strategy implementation challenges since the two have different objectives.

According to Thach and Thompson (2007), all implementation ideas during the planning stage are important for implementation as there exists no time to do that during execution. It is vital that each individual on the team concurs and understands upon the particulars of the plan. Management must be willing to remain steadfast on the uniformly consented plans and should only make critical alterations to the plan after careful contemplations on the general consequences and repercussions of the change. The organization should keep up a balance amid working on new strategic enterprises and current company main operations. That is, the problems with implementation commonly transpire when institutions heavily dwell on new strategy progression and in the course overlook their central line of business that was inspired by the formerly formulated business strategies.

2.5 Critique of Literature

A number of studies have been conducted on strategy implementation. Anching'ah (2017) did a research on the influences of the development of infrastructural projects in public secondary schools in Kenya: Bobasi Sub-County, Kisii County. The research sought to answer the questions, what are the Board of management influences the development of infrastructural projects; the influence of stakeholder involvement in development of infrastructural projects and what is the extent to which project management skills of school heads (principals) in the development of infrastructural projects in public secondary schools in Bobasi Sub- County, Kisii County. The study has infrastructural project as the dependent variable as opposed to this study which considers infrastructure as a challenge to strategy implementation in public universities. The study by Anchieng'a also targeted secondary schools and therefore the findings can't be used for policy formulation in higher learning institutions because higher learning institutions require more funding for infrastructural development and the scope of infrastructural development is also broad in higher learning institutions.

Mokaya. (2013) in his study on influence of school infrastructure on students' performance in public secondary schools in Kajiado County, Kenya. The study focused on how the learning infrastructure affects students' performance in public secondary schools in Kajiado County. Though the study assessed the physical facilities in Kajiado County are resourceful in policy formulation, the findings can't be relied on to establish how infrastructural challenges influence strategy implementation.

A study by Chiuri (2015) to identify the factors influencing strategy implementation in higher education institutions in Kenya focused on external environment; organizational structure; managerial skills; human resource development and the intervening effect of quality of staff training in the relationship between the independent variables and the dependent variable. This study was a blanket of all the higher learning institutions despite the differences in their financial footing and experience in strategy implementation. The study also focused on the management and cannot specifically point out the key stakeholder in strategy implementation like the human resource who is in charge of employee management, the registrar and finance departments. Bearing this in mind, the proposed study is aimed at pin pointing the key strategy implementation challenges among the newly accredited universities

2.6 Research Gap

The reviewed literature concerning strategy implementation showed that the operations nature in Kenyan universities requires involvement in strategic management in order to remain competitive and execute its mandate. However, the studies that have been conducted in the field of strategic management have mainly focused in the financial sector and corporate organizations with a few focusing on tertiary institutions have been done in countries whose financial stability cannot be compared to that of Kenya. In their research, Alashloo, Castka and Sharp (2005) focused on impeding of strategy implementation in higher education in Iran. Chetty (2010) focused on Drivers and Inhibitors of Strategy Execution at Gordon Institute of Business Studies, Pretoria. Kathama (2012) conducted a research study on performance his basis being strategic planning practices incorporated by the state corporations. Ochieng (2013) also focused on strategic change management practices and performance of non-governmental organizations in Nairobi, Kenya. Having looked at these studies, they majorly focus on human resources required, structures, organization structure and culture, resistance to change, unsupportive processes and procedures, uncontrollable factors in the environment like competition, inadequate training of staff and inadequate resources are among the major impediments to successful implementation of the institution strategies. The current study took a different perspective as it mainly focused on the resources necessary to implement the institution strategies such as; the funding from government and human resource capacity.

3. RESEARCH METHODOLOGY

3.1 Research Design

Among the available research designs, descriptive research design was used in this study that allowed for the data collection and demonstration of the relationship and giving the description of the environment as it is. The descriptive study was preferred in this study for its ability to address the what question in the research (Shield & Nandhini, 2013). Data that was used in this study was primary data and was obtained directly from the respondents that helped to understand the opinions and attitudes of the respondents in regards to factors influencing strategy implementation in Kenyan public universities chartered in 2016/2017.

3.2 Target Population

A population in the study is the collection or set of elements under study whose characteristics are to be studied (Cooper and Schindler, 2000). Also, with regards to Pilot and Beck (2003), population can be referred to as the aggregate or the entire objects, subjects or members that form a set of specifications. Out of 31 chartered public universities in Kenya, this study targeted 8 public universities that were chartered in 2016/2017. The 8 universities include; Machakos University, Taita Taveta University, Garissa University, Rong'o University, Embu University, Murang'a University, Co-operative University and Kirinyaga University. The unit of analysis included top management excluding the executives such as vice chancellors and their deputies due to their busy working schedule. The study therefore targeted; top managers from 8 Registrar A P, 8 Registrar ASA and 8 Finance Officers. Middle management staff included; 44 Deans of schools in all the 8 universities, Heads of administrative departments which were sampled selectively as per the nature of the questionnaire to include the following: 8 Dean of Students, 8 Heads of Estates Office, 8 Head of Hostels and accommodation and 8 Head Library. This added up to a total of 108 target population.

Table 1: Unit of analysis

Unit of Observation		Target population
Top Management	Registrar A &P	8
	Registrar ASA	8
	Finance Officers	8
Middle management	Dean of Students	8
	Heads of Estates Department	8
	Heads of Hostels and accommodation	8
	Heads Library	8
	Deans of Schools	44
Total		108

Source: Human Resource Department from the Targeted Eight Universities

3.3 Sample and Sampling Techniques

This study used stratified random sampling method which involved dividing the study population into categories or strata, and the subject of study are randomly picked from this categories or strata. Stratified random sampling technique was used since population of interest was not homogeneous and could be subdivided into groups or strata to obtain a representative sample (Cooper & Schindler, 2008).

The sampling technique describes how the sampling unit, sampling frame, sampling procedures and the sample size for the study were obtained (Creswell, 2009). Sample of responding staff was drawn from 108 staff from eight universities.

Given that the target population in every stratum was small with only one respondent from each university, the study used census approach except for the deans of schools. To sample the deans of schools, the study used a formula designed by Yamane (1973) with 95% level of confidence and when the size of the target population is known to get the sample size of the households. The size (n) was determined based on the formula;

$$n = \frac{N}{1 + N(e)^2}$$

Where N = population size, e= level of precision (0.05), n= sample size

$$n = \frac{44}{1 + 44(0.05^2)}$$

$$n = \frac{44}{1 + 44(0.0025)}$$

$$n = \frac{44}{1 + 0.11}$$

$$n = \frac{44}{1.11} = 39$$

Table 2: Sample Frame

Unit of Observation	Sample Size	
Top Management	Registrar A& P	8
	Registrar ASA	8
	Finance Officers	8
Middle Management	Dean of Students	8
	Heads of Estates Department	8
	Head of Hostels and accommodation	8
	Heads Library	8
	Deans of Schools	39
Total	95	

3.4 Data collection instruments

In this study, the researcher used questionnaires as the only research instrument. Questionnaires that were used in the study were semi-structured; these included closed and open ended questions. Closed ended questions are those questions which restrict the participant to select from a given range of multiple choices. On the other hand, open ended questions are those questions which do not limit the respondent a specific range of multiple choices but are free to express their opinions in regards to the question requirement (Mugenda & Mugenda, 2003).

3.5 Data Collection Procedures

The researcher collected an approval letter from Jomo Kenyatta University of Technology. The letter was used to secure permission from sampled universities. The researcher delivered the instruments to the respondents in person and explained the instrument items to them. The respondents were then required to fill in the questionnaires after which the researcher collected the instruments from the respondents ready for data processing and analysis.

3.6 Pilot Testing

This forms the basis of pretest of the instruments used in the collection of data for the entire study. The research study was piloted at Kirinyaga University. Wiersma (1985) asserts that, piloting is important for it helps to identify misunderstanding, ambiguities and less important or inadequate items.

3.6.1 Validity of the Research Instrument

The validity of a study refers to the accuracy of indicators to measure characteristics in each problem and therefore impacts the relevance of the research (Bryman & Bell, 2007). To guarantee validity of data, the validity of the research instrument was carried out to measure the truth or falsity of the assumed factors influencing strategy implementation in Public universities chartered in 2016/2017. The instrument's validity can be viewed as the degree to which the instrument really mirrors the dynamic develop being analyzed (Burns & Grove 2001).

3.6.2 Reliability of the Research Instrument

Reliability is the degree to which the estimations of a test stay reliable over rehashed trial of a similar subject under similar conditions (Wood & Haber, 2014). In order to ascertain instrument reliability, the researcher conducted a pilot study to assess the clarity and reliability of the instruments. The pilot study was carried out using 10 subjects from Kirinyaga University. The researcher then measured the reliability of the questionnaire to determine its consistency in testing what they were intended to measure. The test re-test technique was used to estimate the reliability of the instruments. This involved administering the same test twice to the same group of respondents who had been identified for this purpose. The results are shown in table 4.1

Table 3: Reliability of Results

Objective	Cronbach's Alpha	N of Items
Government Funding	0.834	3
Infrastructural factors	0.798	9
Leadership skills	0.738	6
Human resource	0.755	12
Indicators of strategic implementation	0.738	8

Form the analysis Cronbach's Alpha was greater than 0.6 ($\alpha > .6$) for all the variables an indication that the research instrument was reliable

3.7 Data Analysis and Presentation

Data analysis is the process of interpreting and drawing the meaning from the collected data. Data that was obtained from the respondents was organized, entered, cleaned in readiness for use in analysis (Kombo & Tromp, 2006). Data was analyzed with the help of statistical software for social sciences (SPSS). The Quantitative data was presented in form of tables, graphs, mean scores and standard deviation while Qualitative data was analyzed using content analysis method and presented in prose form together with the quantitative data as per the study objectives.

A Regression and correlation analysis was done to test the relationship between the independent variables and the dependent variable. Given the general form of the equation to predict the strategy implementation among newly chartered public universities, the equation was in the form of:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y= Strategy implementation process

β_0 = Constant factor

X_1 - Government funding

X_2 - Human resource

β_i = coefficient (to be calculated)

ε = error term (constant)

4. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Response Rate

Ninety-Five (95) questionnaires were given to the respondents, 71 of them were filled and returned. This gave a response rate of 74.7%. According to Kothari (2007), a response rate of 50% is acceptable to analyze and publish, 60% is good, 70% is very good and beyond 80% is an excellent response rate.

4.2. Descriptive and reliability statistics for the study variables

According to Julie (2011), once a researcher is certain that there are no errors in the data file then descriptive phase of data analysis can begin. Descriptive statistics are important as they help to describe the characteristics of the sample and check variables for any violation of the assumptions underlying the statistical techniques to use to address research questions. For categorical variables it is appropriate to use frequencies as it may not make any sense asking for standard deviations and means for factual data like marital status and sex. However, for continuous variables it is appropriate to use descriptive which will provide a summary of statistics such as median, mean, standard deviation.

The study therefore, analyses the influence of government funding and human resource on strategy implementation process. The study further presents the findings on the indicators of strategy implementation and the measures that the universities can undertake to address the strategy implementation process challenges.

4.2.1 Government Funding

The first objective of the study was to establish the respondents' level of agreement with the following statements on the effect of government funding on strategy implementation process. The findings are shown in table 4.2.

Table 4 : Statements on Government Funding

Statement	N	Mean	Std. Dev
There is adequate budgetary allocations	71	1.409	0.503
We receive funding from the government on time	71	1.773	0.869
The funds allocated for research and publications are adequate	71	1.546	0.596

From Table 4, the respondents strongly disagreed with the statements that there is adequate budgetary allocation to the universities and that they receive funds from the government on time as indicated by mean scores of 1.409 and 1.773 and standard deviation of 0. 503 and 0. 869 respectively. The respondents also strongly disagreed that the research allocated for research and publication services are adequate as shown by a mean score of 1.546. Public universities get funding from the government, funding agencies through grants and self-sponsored students.

Given that public universities get a major share of financial support from the government, the universities are prone to delay due to one reason or the other; these universities are therefore expected to fulfill their plans basing on the finances collected by the university themselves. With the case of the newly established universities, the number of students in these universities are also low which directly translates to translates to low funds collected by the universities and thus hindering the implementation of the strategies in these universities due lack of sufficient funds. Messah and Gitau (2016) contend that difficulties facing strategy implementation in higher learning institutions are inadequate resources availed to the institutions for purposes of strategy implementation as this is an expensive exercise which must be deliberately budgeted for.

The findings conform to that of Okafor (2016) and a report by International Organization for Migration (2014) that the financial problem in higher learning institutions is two-fold comprising of both underfunding of the educational systems and neglect of maintenance of physical amenities needed in education in Africa in general.

4.2.2 Human Resource

The fourth objective of the study was to determine the influence of human resource on strategy implementation process. The study sought to establish the level at which the respondents were in agreement with the statements in Table.5. The findings are as shown in Table 5 below.

Table 1: Statements on Human Resource

Statement	N	Mean	Std. Dev
The institution has a well-defined staff development policy.	71	3.227	1.27
Staff development policy is applied as per policy when the need arises.	71	2.273	1.032
There is more training of employees in the institution	71	2.909	0.75
The human resource department has a well-defined policy on employee retention	71	2.318	1.129
The working environment is conducive enough to enhance employees commitment	71	3.136	0.889
The institution invests in improving people skills and other soft skills	71	3.182	0.907
The institution encourages teamwork	71	3.136	1.125
The university is able to attract qualified personnel	71	2.091	1.269
Training and development programs have improved employees engagement	71	2.5	1.058
The institution awards incentives to employees who perform well.	71	1.909	1.065
There is high rate of staff turnover	71	3.136	1.356
The institution has motivation packages which helps to curb employee turnover	71	2.4	1.353

The respondents were further in disagreement that the institution awards incentives to employees who perform well as shown by a mean score of 1.909. The respondents also disagreed that the human resource department has a well-defined policy on employee retention, the university is able to attract qualified personnel, and the institution has motivation packages which helps to curb employee turnover as illustrated by mean scores of 2.318, 2.091 and 2.400 respectively.

The mean response for the statements; the institution has a well-defined staff development policy, There is more training of employees in the institution, the working environment is conducive enough to enhance employees commitment, the institution invests in improving people skills and other soft skills, the institution encourages teamwork, and training and development programs have improved employees engagement was neutral as indicated by mean scores of 3.227, 2.909, 3.136, 3.182, 3.136, and 2.500 respectively.

The statement that there is high rate of staff turnover had the highest standard deviation of 1.355 while the statement, there is more training of employees in the institution had the least standard deviation of 0.750. This indicates that, the responses for the statement with the largest standard deviation were more spread from the mean response while the statement with the lowest standard deviation were closely spread within the mean position of the respondents.

Human resource is the backbone of strategy implementation in every organization. With respect to higher learning institutions, teaching staff and nonteaching staff form the fundamental unit of strategy implementation process and incompetency of turnover of such employees can result to unsuccessful strategy implementation. It is therefore the responsibility of the administration to develop a strong human resource management system (HRM) to ensure that they are able to retain their employees.

In relation to the findings regarding influence of human resource on strategy implementation among newly chartered public universities in Kenya, the HRM department has inadequate staff development policy on employee retention and poor motivation packages which has greatly contributed to high employee turnover and unattractive to qualified personnel. With the loss of qualified staff and demotivated staff among newly chartered public universities, successful strategy implementation is a challenge. On the other hand Lynch (2000) confirmed that in Iranian strategy implementation on higher education, lack of motivation among the employees is attributed to low income and awkward administrative processes resulting to improper strategic implementation. The aspect of employee qualification is also echoed by Alashloo, Castka and Sharp (2005) who found that if workforces possess insufficient knowledge and experience, their worry of failure and insecurity will intensify and this can lead to strategic drifts. Lack of motivation can be associated to high levels of responsibility, low income, cumbersome administrative processes, and extensive bureaucracy

4.2.5 Indicators of Effective Strategy Implementation

The study also sought to establish the effectiveness of strategy implementation among the universities established in 2010.

Table 2: Statements on Indicators of Effective Strategy Implementation

Statement	N	Mean	Std. Dev
Students' numbers have increased as compared to previous years	71	4.182	0.853
The ability of this university to have a remarkable growth of students in the previous years has been achieved	71	3.318	0.945
The university has had a wider market share as compared to previous years	71	3.182	1.097
Students retention rate has improved over the last three years	71	3.500	0.913
The university has been able to recruit and enroll self-sponsored students in the past three years	71	2.364	0.848

From the findings it is evident that the student numbers have increased since the institution was established as shown by a mean score of 4.181. Student retention rate has also improved over the last three years as indicated by mean scores of 3.500. On the other hand, the respondents were neutral on the statement that remarkable growth of students in the previous year has been achieved by university, the university has achieved a wide market share over the last three years as shown by mean scores of 3.318 and 3.181 respectively. The respondents further disagreed with the statement that the university has been able to recruit and enroll self-sponsored students in the past three years as indicated by a mean score of 2.364.

The statement that university has had a wider market share as compared to previous years had the highest standard deviation of 1.097 while the statement, the university has been able to recruit and enroll self-sponsored students in the past three years had the least standard deviation of 0.847. This indicates that, the responses for the statement with the largest standard deviation were more spread from the mean response while the statement with the lowest standard deviation were closely spread within the mean position of the respondents.

Most newly established public universities are located in rural areas. These have been cited as a challenge to enrolment rate due to a narrow market share which is mainly the government sponsored students and local residents within that geographical area. Wanzala (2015) confirms the findings that Most of the newly chartered Universities are located in remote areas and have satellite campuses in towns offering similar courses. This shows that these universities scramble over the same market base. Worse still is that within these towns, there are bigger universities which have existed and survived for many years, for example in Nairobi town, Nairobi University has existed and is known by everyone. Oduor (2018) in his study three years down the line established that these satellite campuses are being closed down due to low enrolment rate and the effects are the loss of jobs and loss of reputation of the universities.

Table 7: level of agreement on statements relating to programmes being offered by the university

Statement	N	Mean	Std. dev
Number of programs reviewed has increased over the past three years	71	3.773	1.020
The ability of this university to increase its programmes over the past three years has been achieved	71	3.409	1.368
Our university has been able to develop market driven programs over the past three years	71	3.046	1.430

In addition, the study further sought to establish the respondents' level of agreement on statements relating to programmes being offered by the university. The findings are as shown in table 7.

Table 3: Statements Relating to Course Programmes

The findings revealed that the number of programmes being offered by the new universities have increased over the past three years as indicated by mean score of 3.773. However, the respondents remained neutral on the whether the university

has achieved her objective to increase its programmes and her ability to develop market driven programmes over the past three years as shown by mean scores of 3.509 and 3.046 respectively. It is evident that from the results in section 4.3.2 that the newly chartered public universities have inadequate infrastructure ranging from lecture halls, students' hostels, weak internet coverage and both computer and book libraries, their growth strategy in terms of student enrolment and expansion is limited.

In general, the newly established universities are facing strategy implementation challenges due to inadequate and delayed funding from the government, inadequate infrastructure, and poor leadership from the administrators. As noted by Kaplan and Norton (2008) that over 90% of strategic initiatives do not fail due to formulation but as a result of difficulties in implementation of the strategies. Failure to implement the strategic plan by the newly chartered public universities can be attributed to the four objectives sought in this study. To ascertain this, the researcher further conducted a correlation and regression analysis in section 4.4 to determine the relationship between the four factors and strategy implementation and the level in which the four factors can influence strategy implementation process among newly chartered public universities in Kenya.

4.3 Inferential Analysis

4.3.1 Pearson's Correlation Analysis

Coefficient Correlation analysis was used to measure the degree of association between different variables under consideration. In this section, the study measured the degree of association between the factors influencing strategy implementation variables (government funding, infrastructure, leadership and human resource) and strategy implementation. Table 8 presents the correlation coefficients for all the variables considered in this study.

Table 4: Correlation Matrix

		Indicators of strategy implementation	Government funding	Human resource
Indicators of strategy implementation	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	71		
Government funding	Pearson Correlation	.71	1	
	Sig. (2-tailed)	.71		
	N	71	71	
Human resource	Pearson Correlation	.464*	.626**	1
	Sig. (2-tailed)	.030	.002	
	N	71	71	71

From the correlation result for the study model in Table 4.8, government funding had a strong positive correlation ($r=0.794$, $\alpha<0.01$) with strategy implementation followed by infrastructural factors ($r=0.775$, $\alpha<0.01$). On the other hand, the findings show that human resource factors have weak positive correlation with strategy implementation as shown by correlation coefficient of $r=0.464$, $\alpha<0.05$. The positive correlation implies that government funding and human resource factors positively influence strategy implementation in higher learning institutions.

4.3.2 Regression Analysis

Table 4. 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.843 ^a	.710	.693	.37382

a. Predictors: (Constant), HR, GOV,

Table 9 is a model fit which establishes how fit the model equation is fitting the data. The adjusted R^2 was used to show the predictive power of the study model and it was found to be 0.710 implying that 71.0% of the variations on strategy implementation in newly chartered public universities are explained by government funding and human resource factors.

This shows that there are other factors affecting strategy implementation process; therefore, means that other factors not included in this research contribute 29.0% to strategy implementation process. Therefore, more studies should be done to scrutinize the other factors (29%) that influence strategy implementation process among newly established public universities in Kenya.

Table 6: ANOVA Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.596	4	5.649	40.423	.000 ^b
1 Residual	9.223	66	.140		
Total	31.819	70			

a. Dependent Variable: IND

b. Predictors: (Constant), HR, GOV,

From the ANOVA statistics in table 10, the probability value of 0.000 which is less than 0.005 indicates that the regression model was significant in predicting how government funding and human resource influence strategy implementation process in higher learning institutions in Kenya. That is, there is a significant relationship between strategy implementation process and the independent variables (government funding and human resource).

Table 7: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
	(Constant)	1.274	.341	3.738	.000
1	Government Funding	.921	.177	5.215	.000
	Human resource	.151	.135	1.116	.269

a. Dependent Variable: Strategy implementation process

The established model for the study was:

$$Y = 1.465 + 0.921X_1 + 0.151X_3$$

The equation of regression above has shown that by incorporating all factors into account (government funding and human resource) constant at zero, strategy implementation process among Kenyan public universities chartered in 2016/2017 was 1.274. The findings presented also show that taking all other independent variables at zero, a unit increase in the government funding would lead to a 0.921 increase in the scores of strategy implementation process among newly chartered public universities and a unit increase in the scores of human resource would lead to a 0.151 increase in the scores of strategy implementation process among newly chartered public universities in Kenya.

Overall, government funding had the greatest effect on the strategy implementation process among newly chartered public universities in Kenya, followed by infrastructure, then leadership while human resource had the least influence on strategy implementation process among newly chartered public universities in Kenya. All the variables were significant ($p < 0.05$) except human resource factors which was > 0.05 .

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Findings

Strategy implementation is one of the stages in organizations decision making process crucial for translating strategies into desired actions, then expected results by embracing all the actions that enable strategies to be put into practice.

On demographic information about the newly chartered public universities, the study found that, all the universities have been in existence for a period of more than 5 years which makes them ideal to establish whether there are factors influencing the successful implementation of a strategic plan. However, the universities had few numbers of employees and students as majority had an average number of between 2001 and 300 employees and between 3001 and 5000 students as compared to well established universities hiring up to 2500 staff and over 15000 students. The study also established that majority of the universities had no satellite campuses. Having established that all the universities had

strategic plans and covered a period of more than 5 years, the researcher went ahead to establish the influence of government funding and human resource on strategy implementation process among newly chartered public universities in Kenya.

5.1.1 Government Funding

For effective strategy implementation process, adequate budgetary allocation on timely delivery of funds is crucial for newly chartered public universities competing with well-established and an increasing number of universities being chartered in the country. However, from the findings government funding which is the main source of funding for these universities is inadequate and in most cases delayed forcing the universities to rely on their own sources of revenue such as fees from self-sponsored students. These as a result stall the implementation of a number of strategic goals like expansion and infrastructural development in school. Despite government funding having the most significant influence on the implementation of strategic plans among newly chartered public universities, the government can be said to be unreliable in meeting universities budgetary allocation for implementing strategic goals.

5.1.2 Human Resource

The human resource management was also found to have a great influence on strategic implementation process though the influence was insignificant. The study found that, there were challenges in the human resource department as motivation packages such as incentives were not being awarded to employees who perform well, no well-defined policy on employee retention by the HRM department, and inability to attract qualified personnel who always prefer established institutions. The study further found that there were no regular on the job training and external training being offered by the universities to improve employees' skills and other soft skills which as a result has resulted to lack of team work among the staff and lowered the employee engagement and commitment among the newly chartered public universities in Kenya.

5.1.3 Indicators of Effective Strategy Implementation

Though the study found that the newly chartered public universities have been able to increase their student enrolment rate and the number of courses being offered, it was way below their strategic goals due to inadequate infrastructural facilities within the campuses and inability to expand to create satellite campuses. As a result, the universities have not capitalized on attracting the self-sponsored students. The other challenge is that most of the newly established public universities are located in rural areas. These have been cited as a challenge to enrolment rate due to a narrow market share which is mainly the government sponsored students and local residents within that geographical area. Attempts by some of these universities to open satellite campuses in major towns have also been met with stiff competition from the most established universities and the fact that majority of them offer similar courses hence no competitive advantage. As a result, they have had to close their satellite campuses leading to the failure of full implementation of their strategic plans.

5.2 Conclusion

5.2.1 Government Funding

From the results, a conclusion is drawn that the newly chartered public universities established in 2010 and after experienced challenges in implementing their strategic plan. The specific challenges included inadequate and delayed funding, inadequate of infrastructural facilities, weak HRM policies and poor leadership. The study also concludes that these inadequacies or lack of these factors affected the implementation of strategic plans negatively. Hence, lack of these factors slowed the process as well as resulting to inefficiencies and increased costs.

The study therefore concludes, due to the delays and untimely delivery of government funding to the newly established newly chartered public universities in Kenya, Strategy implementation process is challenge and has led to the stalling of numerous institutional goals. These universities are unable to undertake programmes like research work which entirely depends on funding and other development programmes within the university.

5.2.2 Human Resource

The study concludes that lack of well-defined employee policy programmes capturing employee incentives, motivation packages, training and development programmes, salaries and remuneration packages are some of the factors that lead to improper strategy implementation. This in turn will enable them to attract more qualified staff.

5.3 Recommendations Of The Study

5.3.1 Government Funding

The study recommends that the government through the ministry of education should ensure that these universities get sufficient funding and on time to enable them to implement their strategic goals as planned. Government should also consider allocating sufficient funding to cover at least ten years of establishment to support infrastructure and human resource.

5.3.2 Human Resource

A recommendation is given that the newly chartered public universities should come up with proper human resource policies which have a well-defined employee policy programme capturing employee incentives, motivation packages, training and development programmes, salaries and remuneration packages. This would ensure that the employees are competent, commitment and engaged with the university programmes which would translate to better performance and successful implementation of the strategic plan.

The study recommends that for effective strategy implementation, leaders must exhibit traits such as adequate feedback systems, motivation for all involved staff, the ability to track and monitor progress, falling accountabilities and choosing the best individuals to drive key activities, proper communication and coordination and direction skills, and sufficient resources.

5.4 Suggestion for Further studies

The study therefore, proposes that further research is conducted to establish the other variables that influence strategic implementation among newly chartered public universities in Kenya. This study proposes further research on other variables factors influencing strategy implementation such as reward systems among others. Further a comparative study of factors influencing strategy implementation process in newly chartered private universities is proposed.

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