

**THE CHALLENGES OF STRATEGY IMPLEMENTATION IN
CHARTERED PRIVATE UNIVERSITIES IN KENYA**

BY

CHARITY WAIRIMU MURAGURI

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DECLARATION

This research project report is my original work and has not been presented for a degree in any other University or any other award

STUDENT

Signature Charity W. Muraguri

Date 11/11/2010

Charity W. Muraguri

Reg No. (D61/70596/2008)

SUPERVISOR

Signature Dr. Zack Awino

Date 11/11/2010

Dr. ZACK AWINO

Lecturer,

Department of Business Administration,

School of Business,

University of Nairobi.

DEDICATION

I dedicate this work to my husband Stephen Makau; my son Reginald Muathe , my daughters Faith Makau and Gift Makau for their support and motivation and for bearing with me during the long hours of absence as I was attending my studies.

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DEFINITION OF TERMS

Dependent variable: Variables whose values are investigated

Independent variable: Variables whose values are used to predict dependent variables

Resources: It includes such facilities as buildings, grounds and the equipment needed in Instruction and making the learning environment comfortable.

Strategic Plan: A list of actions so ordered as to attain over a particular time period, certain desired objectives derived from a careful analysis of the internal and external factors likely to affect the school, which will move the school from where it is to where it wants to be.

Strategic Planning: The process of determining a company's long term goals and then identifying the best approach for achieving those goals.

Strategy Implementation: Execution of organizational plans and functional policies

Strategy: A plan of action to have an organization succeed

Structure: Levels of management, meetings, communication and lines of authority in the organization

ABBREVIATIONS AND ACRONYMS

ANU	-African Nazarene University
CEO	-Chief Executive Officer
CHE	-Commission for Higher Education
CUEA	-Catholic University of Eastern Africa
EPISTAL	-Environmental, Political, Information, Social, Technological and Legal
GoK	-Government of Kenya
ICT	-Information Communication Technology
IT	-Information Technology
KEMU	-Kenya Methodist University
PEST	-Political, Economic, Social, and Technological
SMARTER	-Specific, Measurable, Acceptable, Realistic, Timely Extending the capability of those working to achieve the goals, Rewarding
SWOT	- Strength, Weaknesses, Opportunities and Threats
UEAB	-University of Eastern Africa- Baraton
USA	-United States of America
USIU	-United States International University

ABSTRACT

The purpose of this study was to find out the challenges of strategy implementation in chartered private Universities in Kenya. Specifically the study sought to find out if communication, lack of top management commitments, lack of resources and poor organizational structures are the major challenges of strategy implementation. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed by organizing data into categories. The study found out that strategy implementation is faced by various challenges such as lack of commitment from the top management, lack of good communication, poor resources allocation and poor organizational structures. Further other challenges observed were lack of funds, lack of training of the personnel involved in strategy implementation and finally the lack of proper skills in change management.

Key words: challenges of strategy implementation, chartered private Universities, poor; resources allocation, organization structures, communication and lack of commitment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

A strategy is a long term plan of action designed to achieve a particular goal, as differentiated from tactics or immediate actions with resources at hand. The reason for strategic or long-range planning is to assist organizations in establishing priorities and to better serve the needs of the stakeholders (Olsen 2005).

Many institutions know their business needs and the struggles required for success. However, many institution including private Universities, struggle to translate theory into action. Implementing strategies successfully is vital for any organization, either public or private. Without implementation, even the most superior strategy is useless (Alexander, 1991). The notion of strategy implementation might at first seem quite straightforward: the strategy is formulated and then it is implemented. Implementing would thus be perceived as being about allocating resources and changing organizational structure. However, transforming strategies into action is a far more complex and difficult task (Olsen, 2005). Organizations seem to have problems in strategy implementation: such as weak management roles in implementation, a lack of communication, lacking a commitment and misunderstanding of the strategy, unaligned organizational resources, poor organizational structures and uncontrollable environmental factors (Beer and Eisenstat, 2000).

Over the past three decades, public universities have grown to six, accomplished their initial mission of developing human capital, and supplying manpower to the civil service. The public higher education has expanded from a single university (the University of Nairobi) to the current 6 public universities: Nairobi, Moi, Kenyatta, Egerton, Jomo Kenyatta, and Maseno. They have also helped foster an intellectual community in the country. But public universities have also faced new challenges such as enrollments beyond their capacity to plan and finance; fiscal challenges beyond their control; and a decline in quality beyond their anticipation. To help solve some of these problems, the Kenya government has encouraged and facilitated the establishment and growth of private universities and colleges. Private universities have increasingly emerged and gained ground in the country as an alternative route to higher education provision (Onsongo, 2007).

1.1.1 Concept of Strategy

Strategy is a framework through which an organization can assert its vital continuity whilst managing to adapt to the changing environment to gain competitive advantage. Strategy is a mediating force between the organization and its environment; there are consistent streams of organizational decisions to deal with the environment.” (Mintzberg, 1994) .According to Ansoff (2002), strategic management is a systematic approach to the major and increasingly important responsibility of general management to position and relate the firm to its environment in a way which will assure its continued success and make it secure from surprises. Consequently, strategic planning is that decision making process that aligns the organization’s internal capability with the opportunities and threats it faces in its environment. Understanding strategy has been hurt by the tendency to view

strategy as a stand-alone phenomenon, rather than as a causally linked element in the management process of institutions. (Ansoff, 2002).

It needs to be recognized, however, that for the strategist to be able to adopt this approach to management, there is a need to understand in detail the complexities of the interrelationships that exist between different parts of the organizational structure. In the majority of businesses, three different organizational levels can be identified: the corporate level, the business unit level, and the product level. Robinson, (2004) identified three distinct levels of strategy in a commercial context. These are: Corporate strategy, which deals with the allocation of resources among the various Business's or divisions of an enterprise. At the corporate level, the decisions made are concerned principally with the corporate strategic plan and how best to develop the long-term profile of the business. Business strategy, which exists at the level of the individual business or division that addresses primarily with the question of competitive position. Following on from this, each business unit should, within the resources allocated by corporate headquarters then develop their own strategic plan. Functional or Product level strategy, which is limited to the actions of specific functions within specific businesses. Plans at all three levels need then to be implemented, the results monitored and evaluated and, where necessary, corrective action taken.

1.1.2 Challenges of Strategy Implementation

Strategy implementation is the process of putting strategies and policies into action through the development of programmes, budgets and procedures (Bradford *et al* 2000). Strategic challenges are those pressures that exert a decisive influence on an organization frequently driven by the organizations future competitive position relative to other provisions.

Strategy implementation is an enigma in many companies. According to Judson, (1991), only one in every ten companies that do an effective job of formulating strategy and equally on effectively implementing it. For the rest, presumably, the well –crafted strategy is lost in the press of day- to day tactical concerns or its left to languish in a report on the dusty book shelf of the chief executive officer CEO. Yet very few people would deny that, in today’s fast moving and fast changing business world, strategy, with its long- range perspective, is critical.

Organizations seem to have difficulties in implementing their strategies, however. Researchers have revealed a number of problems in strategy implementation. The reasons for this are varied, but most hinge on the fact that strategy implementation is resource intensive and challenging (Gurowitz, 2007). None the less strategic planning remains a top priority among successful private universities based on the fundamental notion that an effective strategy offers unique opportunities for market differentiation and long-term competitive advantage. Based on this, many private Universities are now asking which

are the best tools and methodologies to enable effective strategy implementation (Beer and Eisenstant, 2000).

Successful strategy implementation requires strong leadership that enables allocation of resources, business process and policies that support the strategy. According to Atreya (1995), internal leadership is needed to drive strategy implementation process towards the right direction. What makes it even tougher to implement strategy is the varied range of activities that need to be performed and the varied skills needed to perform them. Just because the management has decided on strategy does not mean that subordinates will follow and cooperate in its implementation. A number of issues are involved including vested interest; office politics, existing attitudes and ingrained practices all of which play a major role in strategy implementation (Atreya, 2007).

The most challenging issue in strategy implementation is lack of commitment and focus from the top management. This is undoubtedly a prerequisite for strategy implementation. Therefore, the top management must demonstrate their willingness to give energy and loyalty to the implementation process. Lower level managers and supervisors are seldom involved in strategy formulation. By making sure that these managers are part of the strategy process, their motivation towards the strategy implementation will increase and they will see themselves as an important part in the process. The involvement of middle managers also helps build consensus for the strategy. It takes good leadership to communicate and convince all employees about the benefits of new strategy. This is a major challenge in strategy implementation. It's not just a task for

a few managers: in fact it is for the whole organizational team, right from the management team to the front line employees (Beer and Eisenstat, 2000).

The key to successful implementation is to communicate organizational change clearly and persuasively to all employees that they become committed and motivated to perform. Communication is the key aspect that should be emphasized in the implementation process (Miniace and Falter, 1996). Effective strategy implementation is predicted on the assumption that functional areas within the firm have a basic understanding of the strategy. It's recommended that an institution should institute a two way communication programme that permits and solicits questions from employees about issues regarding the formulated strategy. In addition, employees should know about their new requirements, tasks and activities to be performed. One of the major reasons why strategy implementation process frequently results in difficult and complex problems or even fails at all is the vagueness of the assignment of the responsibilities. These may be worsened by over- bureaucracy and can thus end up in disaster for the whole implementation process. To avoid these power struggles clear assignments and responsibilities should be created and communicated.

Strategy implementation requires an integrative point of view not only the organizational structure, but cultural aspects and human resource perspectives. It is dangerous, however, when implementing a new strategy, to ignore the other existing components. The implementation process is ideally a boundary less set of activities otherwise its bound to fail if it fails to integrate with the other existing aspects of the University (Onsongo, 2007).

Unfortunately there is no step-by step check list and no proven methods for strategy implementation. The leaders have experience learnt from past mistakes. However, insights gleaned from such experiences may not work in a different situation. Different business practices, competition, culture, compensation, international controls and policies, varying personalities and past history of the organization all influence strategy implementation.

1.1.3 Universities in Kenya

The first step towards the introduction and development of university education in Kenya was undertaken in 1961 when the then Royal College, Nairobi, was elevated to university college status. The University College entered into a special arrangement with the University of London, which enabled it to prepare students for degrees of the University of London. With the establishment of the University of East Africa in 1963, which coincided with Kenya's independence from Britain, the Royal College became the University College, Nairobi. The other constituent colleges of the University of East Africa were Makerere in Uganda and Dar-es-Salaam in Tanzania. Following Kenya's independence, there was a rapid expansion of the education sector with consequent heavy budget allocation to university education in order to develop adequate manpower base to enhance national development and provide solutions to such problems as, diseases, poverty and illiteracy. The University of East Africa continued to operate until 1970 when the University College of Nairobi attained full university status becoming Kenya's first fully-fledged university. Apart from the establishment of Kenyatta College of the University of Nairobi in 1970, the latter remained the only university in the country until the mid 1980s. University (Aduda, 2001).

The expansion in Kenya's university education can be understood within the framework of the country's education system and the general demand for education at all levels due to high population growth. Since the mid 1980s there has been significant expansion of public universities in Kenya in response to higher demand for university education. So far, there are six public universities namely; the University of Nairobi (with six colleges and several campuses), Kenyatta University, Egerton University (with two campuses), Moi University (with two campuses – Chepkoilel and School of Medicine), Jomo Kenyatta University of Agriculture and Technology (with one college- Bandari College, Mombasa) and Maseno (Onsongo, 2007).

1.1.4 Private Universities in Kenya

Kenya has experienced a rapid expansion in private University education in the last two decades (Onsongo, 2007). Private higher education in Kenya can be traced to the colonial period when missionaries established schools and colleges for their converts. The first private institutions of higher learning were St. Paul's United Theological College (1955) and Scott Theological College (1962). In 1970 the United States International University (USIU) established a campus in Nairobi. These early universities offered degrees in the name of parent universities abroad. For a long time the government did not give accreditation to these private universities. However, the increased demand for University education led the government to encourage the establishment and accreditation of private universities in the 1990s (Koech, 2000).

Private Universities in Kenya fall into three categories; chartered universities which include University of Eastern Africa- Baraton (UEAB), Catholic University of Eastern

Africa (CUEA), Daystar University, Scott Theological College, United States International University (USIU), African Nazarene University (ANU), Kenya Methodist University (KEMU), St. Paul's University –Limuru; registered Universities include, East Africa School of Theology ,Kenya Highlands Bible College, Nairobi international School of Theology, Nairobi Evangelical Graduate School of Theology, and Pan-African Christian College. The last categories are those who operate under letter of interim authority (Aga Khan University, Kiriri Women's University of Science and Technology (CHE, 2007).Private Universities in Kenya are 26 with 12 being located in Nairobi and its peri-urban zones. The location of these Universities tends to follow the pattern of Christian missionaries in the establishing education institutions in Kenya during the colonial period (Wesonga *et al.*2008).

Generally, public universities are losing out to the private institutions because of indiscipline (Mwiria, 2007). Indeed, cases of indiscipline are rare in private institutions. This contrasts sharply with the public universities, where strikes and demonstrations are very common. In some cases, students take six instead of four years to complete a basic degree at the public universities. Some do not complete their studies at all. For example early in 2001, the public universities suspended or expelled about 300 students, allegedly for participating in riots (Onsongo, 2007). For this reason, many parents opt for private rather than public universities to ensure that their children complete their studies in time.

Private universities are known for their good performance compared to public universities. This is attributed partly to good facilities and infrastructure and close policing by the Commission for Higher Education which insists that the institutions

adhere to strict standards and regulations. But most importantly, the institutions give valuable education to their students, who pay a lot of money in fees. The universities therefore strive to provide education commensurate with the fees they collect from students. A common trend among private universities and colleges is that they concentrate on business and accountancy courses, which are popular with students because of their marketability (Nyambala, 2001). Private universities have an open door policy, where students are routinely involved in decision-making processes. Dialogue is continuous among administrators, teaching staff and students, hence reducing tension that may result in strikes. But private universities are faced with many challenges, which require that they change tactic to survive in the future. For instance, the newly introduced parallel degree programmes (part-time degree programmes) in public universities threaten to reduce the number of students and part-time lecturers in the private institutions. In addition, some of the courses offered in private universities such as theology are becoming less popular (Aduda, 2001)

1.2 Statement of the problem

At independence (1960s) there were few universities on the continent. However, by 2005 there were 85 private and 316 public universities in Africa (Kihara, 2005). Kenya is leading in this expansion of private higher education in East Africa with 16 in 2006 compared to three in 1980.

Private Universities have emerged as viable options of offering higher education this is because they offer market driven courses and provide conducive learning environments, modern infrastructures and well equipped libraries (Onsongo, 2007). Despite these many

advantages accrued from the private universities, the implementation of strategic plans in these Universities face tough challenges namely; resource allocation, communication, lack of commitment and focus from management, and poor organizational structures (Nasio and Ali 2003).

Despite increased attempts to develop strategies for private Universities, not much has been achieved in terms of effective implementation of the strategic plans (Olsen, 2005). Most research work has been carried out on challenges faced while implementing strategy; however these research works concentrate on other field such as health and government departments and even public universities. Not much attention has been given to the challenges of strategy implementation in private universities in Kenya. It's on this basis that this study sought to find out challenges of strategy implementation in private universities in Kenya. Are there challenges of strategy implementation in private universities in Kenya?

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1.3 Objectives of the Study

This study was guided by a general objective which is aimed at establishing the challenges of strategy implementation in chartered private Universities in Kenya. The specific objectives were to:

- i) Establishing how resource allocation affects strategy implementation in chartered private universities in Kenya.
- ii) Finding out how communication affects strategy implementation in chartered private universities in Kenya.
- iii) Determining how structures and policies affect strategy implementation in chartered private universities in Kenya.
- iv) Establishing how commitment from top management affects strategy implementation in chartered private universities in Kenya.

1.4 Value of the study

The findings of the study will have important implications on the future of private universities in Kenya. It is anticipated that the findings of this study will be broadly applicable to chartered private Universities and provide valuable insights into the current challenges of strategy implementation such as lack of proper allocation of resources, lack of commitment from the top management, lack of communication of the strategy implementation process and poor policies and structures within the private Universities. Through the findings of this study, the strategy implementation processes and general performance of all private universities in Kenya will improve. This will enable them to come up with sound policies regarding strategy implementation process.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides information from publications on topics related to the research problem. It examines what various scholars and authors have said about implementation of strategic plans and challenges that affect strategy implementation. The chapter is divided into four main areas: theoretical review, empirical review, overview of literature review and the conceptual framework.

2.2 Theoretical Literature

Higgins (2007) describes strategic implementation as the process of allocating resources to support chosen strategies. This process includes the various management activities that are necessary to put strategy in motion and institute strategic controls that monitor progress and ultimately achieve organizational goals. Further, the studies points out that almost all the management functions—planning controlling organizing motivating, leading directing integrating, communication and innovation- are in some degree applied in implementation process. This is the relationship this study wishes to replicate to establish whether there are challenges faced by private Universities during strategy implementation. Various models of strategic implementation will be reviewed including

Porter's five force model of strategy implementation, Porter's (2007) five forces theory, Burlkardt,(2005) theory, Zyen, (2009) theory, McNamara,(2009) Theory, Hall's,(2004) theory, and Mintzberg ,(1994) theory.

It is widely acknowledged that today's environment is becoming more and more intensely competitive. Industries once considered "safe" from competitive forces are now finding themselves subjected to competition for the resources they once took for granted (Ansoff, 2002). Such industries, and the organizations which comprise them, will encounter problems if they do not take account of the new threats. Nowhere does this apply more than to the private universities in Kenya which are currently experiencing increasing levels of competition and environmental turbulence (Porter, 2007).

Porter's (2007), five forces theory of strategic planning provides a framework that models an industry as being influenced by five forces. Porter assumed that companies, when implementing strategies, must do so within the framework of five forces; the force of suppliers, the force of buyers, the force of substitute products, the force of new entrants and the force of competitive rivalry. The five-force model looks at the strength of the five distinct competitive forces, which, when taken together, determine long-term profitability and competition. The strategic business manager seeking to develop an edge over rival firms use this model to understand the industry context in which the firm operates (Porter, 2007).

Porter states that, in order to position the organization best, or to cope with the environment best, the strategist needs to understand the competitive structure of the marketplace in which his/her organization operates. The "five forces" model can be used

to help strategists better understand the competitive dynamics of their marketplaces and align their organization successfully against each of the forces. The model can also be used to assess the general attractiveness of a market place and to help strategists decide whether, where and how to compete in a market place.

Burkhart's theory of strategic planning points out that strategic planning determines the companies current position, where they want to go, how to get there and how they will know if they got there or not. Current position of the company can be assessed with the help of SWOT analysis. Strategic planning should respond to changing circumstances of the environment in the best possible way. It can be described as externally oriented planning i.e. their own products and competitor products will be viewed from an outsider's point of view. Therefore setting goals is necessary and an approach must be developed to achieve these goals. There is no one perfect strategic planning model. Each organization has to develop its own model of strategic planning often by selecting a model and modify it (Burkardt, 2005).

Zyen theory of strategic planning defines strategy as a means by which organizations deal with risks and rewards in order to achieve their objectives. The values of strategy, planning and strategic planning are paramount to any organization. Organizational relationships with clients often begin with strategic planning. Many successful companies are those that plan. Therefore, organizations use strategy as a means of dealing with uncertainty (Zyen, 2009). On the other hand, McNamara, (2009) indicates that strategic planning determines where an organization is going over the next year or more and how

it is going to get there. According to his theory, the process of strategic planning is organization- wide, or focused on a major function such as a division, department or other major function. Planning typically includes several major activities in the process.

In setting strategic direction, planners carefully come to conclusion about what the organization must do as a result of the major issues and opportunities facing the organization. These conclusions include strategic goals the organization should achieve and the strategies to achieve the accomplishment. Goals should be designed and worded as much as possible to be SMARTER (McNamara, 2009). According to Hall (2004), strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis, PEST analysis, and EPISTEL analysis. According to this theory, strategic planning is the formal consideration of an organization's future course. All strategic planning deals with question like "what do we do", "For whom do we do it?" and "How do we excel?"

Hall, (2004) observes that strategic planning is a tool for effectively plotting the direction of a company; however, strategic planning itself cannot foretell exactly how the market will evolve and what issues will surface in the coming days in order to plan the organizational strategy. Therefore, strategic innovation and tinkering with the ' strategic plan' have to be cornerstone strategy for an organization to survive the turbulent business climate.

Implementing strategies successfully is vital for any organization, either public or private. Without implementation, even the most superior strategy is useless (Alexander,1991). The notion of strategy implementation might at first seem quite straightforward: the strategy is formulated and then it is implemented. Implementing would thus be perceived as being about allocating resources and changing organizational structure. However, transforming strategies into action is a far more complex and difficult task.

According to Mintzberg (1994), organizations begin strategy formulation by carefully specifying their missions, goals and objectives, and then they engage in SWOT analysis to choose appropriate strategies. Further, he suggests that the traditional way of thinking about strategy implementation focuses only on deliberate strategies. Some organizations begin implementing strategies before they clearly articulate mission, goals, or objectives. In this case strategy implementation actually precedes strategy formulation. Mintberg calls strategies that unfold in this way emergent strategies. Implementation of emergent strategies involves the allocation of resources even though an organization has not explicitly chosen its strategies. Most organizations make use of both deliberate and emergent strategies. Where deliberate or emergent, however, a strategy has little effect on an organization's performance until it is implemented (Mintzberg, 1994).

According to Pearce and Robinson (2004), Implementation stage is commonly referred to as action phase of the strategic management process. While other phases of formulation, analysis and choice of strategy are important, these phases cannot ensure success alone. A strategy must be translated into action, and that action must be carefully implemented. Implementation of strategy is initiated in three interrelated stages which include

identification of measurable, mutually determined annual objectives, development of specific functional strategies and communication of policies to guide decisions. Implementing strategies successfully is about matching the planned and the realizing strategies, which together aim at reaching the organizational vision. The components of strategy implementation – communication, interpretation, adoption and action are not necessarily successive and they cannot be detached from one another.

2.3 Empirical Evidence

The empirical literature review is modeled on previous studies of various challenges, faced by chartered private universities during strategy implementation. The review is based on, resource allocation, organizational structures, communication, top management's commitment

2.3.1 Resources allocation and strategy implementation

Strategy can be best understood if it is viewed as an element of an organization that includes proper resource allocation. The causes of breakdown in strategy implementation relate to the capabilities, processes and activities that are needed to bring the strategy to life. Effective resource allocation calls for unique, creative skills including leadership, precision, attention to detail, breaking down complexity into digestible tasks and activities and communicating in clear and concise ways throughout the organization and to all its stakeholders. Successful strategy implementation is due to the design, development, acquisition, and implementation of resources that provide the with-what's that are needed to give effect to the institution's new strategies (Judson, 1991).

The first stage of implementation of the corporate plan is to make sure that the organization has the right people on board. These include those folks with required competencies and skills that are needed to support the plan. In the months following the planning process, it is important to expand employee's skills through training, recruitment or new hires to include and add new competencies required by the strategic plan (Olsen, 2005). One of the reasons why strategy implementation processes frequently result in difficult and complex problems or even fail is the vagueness of the assignment of responsibilities. In addition, these responsibilities are diffused through numerous organizational units. Cross-functional relations are representative of an implementation effort. This is indeed a challenge, because as already mentioned before organizational members tend to think only in their "own" department structures. This may be worsened by over-bureaucracy and can thus end up in a disaster for the whole implementation. To avoid power struggles between departments and within hierarchies, one should create a plan with clear assignments of responsibilities regarding detailed implementation activities. This is a preventive way of ensuring responsibilities are clear and potential problems are therefore avoided.

The organization need to have sufficient funds and enough time to support the implementation process. True costs include realistic time commitment from staff to achieve a goal, a clear identification of expenses associated with a tactic, or unexpected cost overruns by vendors. (Olsen, 2005).Resource allocation is important and equitable resource allocation and sharing is an important activity that enhances strategy execution. The resources include financial, physical, human, technological and good will resource.

The budgetary resources should be marched with departmental operations. Effective implementation of any organization's strategic plan depends on rational and equitable resource allocation across the organization. Proper links should be developed between the strategic plan and operational activity at departmental levels in order to necessitate proper implementation of strategies (Birnbaum, 2000). Effective resource allocations ensure that strategies and activities are well funded and that there will be no deficit budgeting during the plan period and in future. In order to attain financial sustainability, during the planning period, it is necessary for institutions of higher learning to identify alternative sources of revenue to reduce dependency on one revenue line, streamline the collection and accounting for revenue and lobby for enhanced long term funding from the GoK, partners and communities. This should be complemented by structural changes that will ensure that resources are allocated to areas and operations that generate revenue (CHE, 2008).

A budget is a resource collection that helps strategic managers to coordinate operations and facilitates managerial control of performance. An institution develops a budget to cater for all the activities in the strategic plan. Effective implementation of any strategic plan depends on rational and equitable resource allocation across the organization and investment. Resource allocation helps strategic managers to coordinate operations and facilitates control of performance. It is important to have a budget for the whole organization or sub-unit. The financial objectives of all the departments should be indicated. The strategic plan is linked to the annual business plan i.e. the budget (Birnbaum, 2000). In the period of strategic plan; variables are likely to arise during

implementation that may not be obvious at the beginning. However, during annual performance plans, envisaged changes, challenges, and other unforeseeable factors can easily be incorporated and adjustments made. These are rationalized against the budget estimates and actual resource availability for execution (Birnbbaum, 2000). Budgets depict how the money will be spent, for example, for human resources, equipment, and materials.

In Kenya, most Private Universities lack the right personnel with the required skills and competences to carry out duties effectively. In addition to this, these organizations lack adequate funds to implement their strategies. In most cases they take long to accomplish their programmes. Budgetary deficits are a common feature in most institutions. Equally these institutions don't provide adequate training to their work force. Much of the training if any is offered to the top management. This is insufficiency of human resources hampers implementation of strategies (Onsongo, 2007)

2.3.2 Structure and strategy implementation

An organizational structure is necessary for strategic implementation purpose, thus organizational structure is a major priority in implementing a carefully formulated strategy (Hussey, 1998). If activities, responsibilities, and interrelationships are not organized in a manner that is consistent with the strategy chosen, the structure is left to evolve on its own. If structure and strategy are not coordinated, the results will probably be inefficiencies, misdirection and fragmented efforts (Hussey, 1998).

A structure is a concept that involves the division of tasks for efficiency and clarity of purpose, and coordination between the interdependent parts of the organization to ensure organizational effectiveness. Structure balances the need for specialization with the need for integration (Hussey, 1998). Structure is not the only means of getting organized to implement the strategy but also involves the reward systems, planning procedures and information and budgetary systems that should be employed. (Hussey, 1998).

According to Olsen (2005), an organization establishes the structure of management and appropriate lines of authority with the employees during the execution of strategies. A plan owning and regular strategy meeting is two easiest ways that the management adopts to put a structure in place. Meetings to review the progress are scheduled monthly or quarterly, depending on the level of activity and time frame of the plan. Formal arrangement of roles and relationships of departments, sections and concerned people are developed so that work is directed towards meeting the goals and meeting the mission of the organization. A clear structure during the implementation is important because it indicates how objectives and policies will be established and how resources will be allocated. A firm can adopt simple structure, geographic structure, divisional structure, business unit structure, functional structure or matrix structure depending on its size and development levels (Olsen, 2005).

Successful strategy implementation depends to a large extent on the organizations structure because it is the structure that identifies key activities within the organization and the manner in which they will be coordinated to achieve the strategy formulated.

Structure also influences how objectives and policies will be established, how resources will be allocated and the synergy across the departments. It is necessary for an organization to rationalize its operational/management structures so as to streamline it to be effective in strategy execution. This would include transfers, mergers, and creation of new departments and divisions for effective management. The organization structure therefore should fit with the intended strategies (Birnbaum, 2000).

2.3.3 Communication and strategy implementation

At first look, the suggestion that communication aspects should be emphasized in the implementation process seems to be a very simple one. Even though studies point out that communication is a key success factor within strategy implementation (Miniace and Falter, 1996), communicating with employees concerning issues related to the strategy implementation is frequently delayed until the changes have already crystallized. In this context, it is recommendable an organization institute a two-way-communication program that permits and solicits questions from employees about issues regarding the formulated strategy. In addition to soliciting questions and feedback, the communications should tell employees about the new requirements, tasks and activities to be performed by the affected employees, and, furthermore, cover the reason behind changed circumstances (Alexander, 1991).

It is essential both during and after an organizational change to communicate information about organizational developments to all levels in a timely fashion. The way in which a change is presented to employees is of great influence to their acceptance of it. To deal with this critical situation, an integrated communications plan must be developed. Such a plan is an effective vehicle for focusing the employees' attention on the value of the selected strategy to be implemented. Therefore, communication plans will provide the appropriate information to market the strategy implementation effectively in order to create and maintain acceptance.

Birnbaum (2000), indicates that strategy implementation requires the transfer of information from one person to another through specific channels. Communication allows sharing of ideas, facts, opinions and emotions and above all provides feedback. In organizational strategy implementation, information flows in all directions; downwards, upwards and literally (Chapman, 2004). The employees freely communicate their ideas, suggestions, comments and complaints to the management on strategic objectives. These can be done through supervisors, joint consultative committee, suggestion schemes, trade unions or grapevine. Departmental communication is encouraged through inter-departmental meetings, committees and personal consultations. The management of the organization therefore thinks about the communication needs that to be articulated during strategy implementation.

From the study by Chapman (2004), all doors of communication are opened as a way of problem solving and feedback provided immediately to enhance strategy implementation. Development of ICT facilities is pivotal in creating the necessary networking to the whole organization. For the strategic plan to be achieved all the departments need to work dependently and effective communication is quite crucial because it provides synergy. Information access, sharing and exchange are exploited to their full potential. In practice, policy also allows management to communicate a company's mission, major goals and objectives, and operational domain to its internal and external stakeholders.

2.3.4 Top management commitment and strategy implementation

Strategy implementation is an enigma in many companies. The problem is illustrated by the unsatisfying low success rate of intended strategies. The primary objectives are

somehow dissipated as the strategy moves into implementation and the initial momentum is lost before the expected benefits are realized. Successful implementation of strategy is a challenge that demands patience, stamina and energy from the involved managers. Whereas policy is a legislative function, strategy is an executive function. The responsibility for formulating and implementing a corporation's strategies rests, therefore, with a company's senior management.

The most important thing when implementing a strategy is the top management's commitment to the strategic implementation process itself. This is undoubtedly a prerequisite for strategy implementation. Therefore, top managers must demonstrate their willingness to give energy and loyalty to the implementation process. This commitment becomes, at the same time, a positive signal for all the affected organizational members. To successfully improve the overall probability that the strategy is implemented as intended, senior executives must abandon the notion that lower-level managers have the same perceptions of the strategy and its implementation, of its underlying rationale, and its urgency. Instead, they must believe the exact opposite. They must not spare any effort to persuade the employees of their ideas.

According to Chapman (2004), the management of the organization provides direction to workers as they pursue a common mission in implementing strategies. The leaders influence their relationship with their followers in the attempt of achieving their mission. Effective leadership is very crucial during strategy execution and can be achieved through participation by all groups and individuals captured in strategic plan through freedom of choice of leaders by team members. This leads to rational leadership styles

for those with good leadership qualities and qualifications (Chapman, 2004). A good strategic leader operates without bias, is visionary, self-confident, has empathy and respect to others and is experienced. Strategy implementation calls for efficient and effective leaders to guide the rest of the employees through the strategic plan with a lot of ease and provide solutions and explanations to unclear issues (Chapman, 2004).

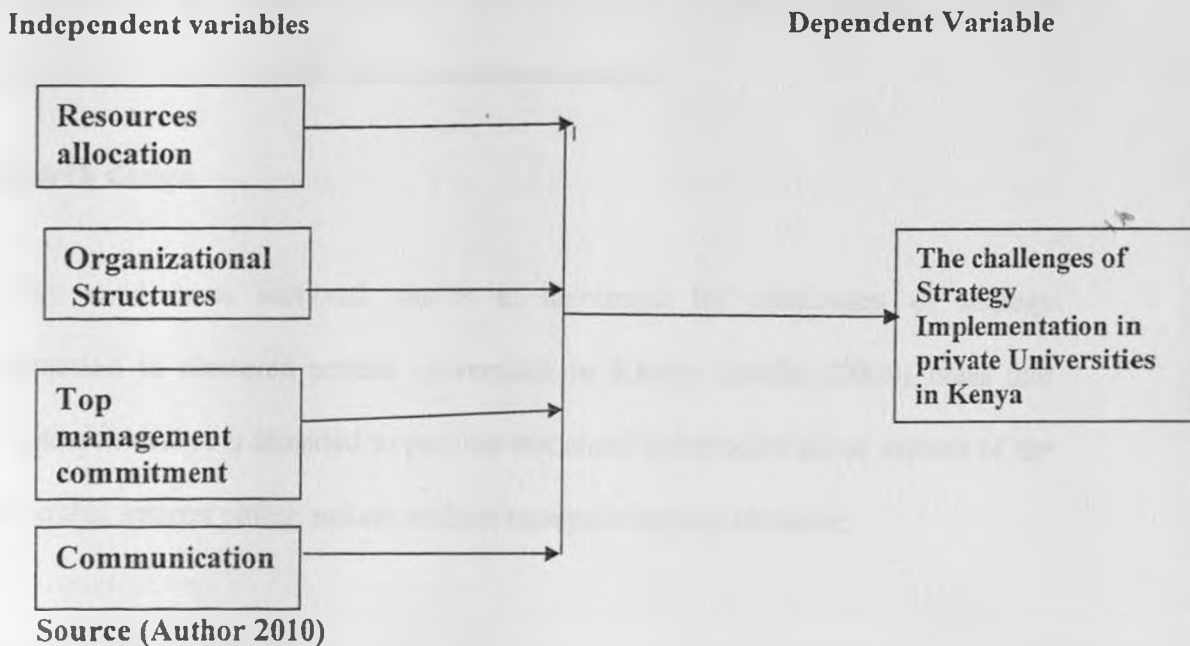
In Kenya, majority of the private institutions of higher learning do not have clear lines of authority. As a result, there is a lot of conflicting and duplication of roles which affects the execution of operations. Although most of these institutions have departments and sections, communication flow is not sufficient. Much of the information is in written form. Meetings to discuss the development of strategies are not commonly held and therefore it is not possible to find out when plans started to derail back.

It is important also to note that barriers to implementing a strategy range from delay to outright rejection. However, this psychological point of view is often downplayed during discussions of implementation issues, even though it is becoming more and more obvious that strategy implementation consists, for the most part, of psychological aspects. By changing the way they view and practice strategy implementation, senior executives can effectively transform change barriers into gateways for a successful execution. Change is part of the daily life within an organization. The ability to manage change has shown to be a core competency for corporations. A great challenge within strategy implementation is to deal with potential barriers of the affected managers.

2.4 Conceptual framework

The purpose of this study is to find out the challenges of strategy implementation in private universities in Kenya. The relationship between the independent and dependent variables for this study is indicated in figure 2.1 below.

Figure 2.1 Relationship between independent and dependent variables



Adequate resources ensure that activities of the strategic plan are well funded and that there is no deficit for proper coordination of operations. Effective organizational structure on the other hand dictates how objectives and policies will be established ,it outlines the roles and relationships of staff, identifies lines of communication and authority; ensures proper coordination and promotes synergy across the departments. Good communication systems help to track progress of the strategic plans and make it fast to adopt to change.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents methodology through which data was collected and analyzed so as to answer the research questions. The methodology was guided by the study objectives. The sub-sections are research design, target population, sample selection, research instruments, and data collection methods and data analysis.

3.2 Research design

The study used cross sectional survey to determine the challenges of strategy implementation in chartered private universities in Kenya. Orodho (2004) notes that survey research design is intended to produce statistical information about aspects of the population that interest policy makers without manipulating any variables.

The choice of the survey research design was made based on the fact that the problem under study is clear. Therefore the researcher would collect data from respondents on their opinions and attitudes concerning strategy implementation in chartered private universities in Kenya. Mugenda and Mugenda (2003) assert that a descriptive research design is used when the researcher can engage in a field survey by going to the population of interest for the information to explain certain features about the problem under study. This design will help to explore the state of affairs as it exists. Because it is based on fact finding, the study will give a real experience of what is happening at the field.

3.3 Target population

The target population was all 11 chartered private Universities in Kenya. A census of the 11 middle level managers from all the chartered private universities in Kenya was carried out. The census method has been selected because firstly, census would be useful when a researcher wants to collect data on phenomena that cannot be directly be observed, secondly this method provided a more accurate picture specially for this study, thirdly, the chartered private universities are relatively few and hence it was appropriate to include all of them in the study. The respondents provided information –rich subjects because the Deputy vice chancellors and the deans were included in the study as they are the ones who make decisions about the Universities.

3.4 Research instruments

The main tool for data collection in this study was the questionnaire. The researcher chose this method because firstly, it is cheap to administer since it does not require a trained researcher to distribute and collect the questionnaires. Secondly the questionnaire eliminates interactions between the interviewer and the respondents which reduce biasness. Moreover, the person filling the questionnaire is anonymous and therefore may be willing to give information especially over sensitive issues. It is a useful method particularly when the questions are straightforward enough to be comprehended without verbal explanations (Kothari, 2003).

This study used questionnaire, and secondary data. The questionnaire had both open and closed questions. The open-ended questions were used because the respondent's supplies

their own answers without being constrained by a fixed set of possible responses, while closed-ended questions was used because they were easy to analyze and administer and Respondents' answers are limited to a fixed set of responses. Questionnaires were administered to the 55 respondents in the selected eleven private universities. This included the Deputy vice chancellors from the 11 universities, 11 Dean of faculties, 11 registrars, and 22 heads of departments two from each of the Universities under study. Secondary data was obtained from the strategic plans, journals, and internet and management reports.

3.4.1 Data collection procedure

The first step was to seek a letter of introduction from University of Nairobi, a step which helped the researcher to get information easily. The second step was to pilot test the data collection instrument. The results from the pre-testing the questionnaire assisted the researcher to restructure and modify the research instruments. The two respondents who participated in the pilot testing of the questionnaire were exempted from the final sample of the actual study .The third step was to distribute the questionnaires with the help of a research assistant. This was made easier by an accompanying letter which not only introduced the researcher but also indicated the value of the research to the respondents.

3.5 Data analysis

After the field work, the collected data was coded and analyzed. Data analysis was done using excel computer software. Quantitative data was analyzed through descriptive

statistics in order to form a bridge from the research questions to a conclusion. Qualitative data was analyzed by organizing the information into categories. Data analyzed was presented using tables and figures for easy understanding and interpretation.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis and interpretation of the study findings. The data collected in this study was analyzed using descriptive statistics. The data for analysis were collected from the respondents using questionnaires. The study was guided by the general objective which was to find out the challenges of strategy implementation in chartered private universities in Kenya. The research focused on challenges of strategy implementation in chartered private universities such as communication, organizational structure, commitment from top management and resource allocation. The data has been presented using figures and their corresponding percentages of the responses.

4.2 Response rate and background Information

A total of 55 questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. Only 49 out of the 55 questionnaires issued out were received.

4.2.1 The Response Rate

The study targeted 11 Deputy vice chancellors, 11 deans, 11 Registrars and 22 heads of departments from the chartered private Universities giving a total of 55 participants. Out of this target sample, those who responded to the questionnaire included 9 Deputy vice chancellors, 11 deans, 11 Registrars and 18 heads of departments from the chartered

private Universities making a total of 49 respondents, which was a questionnaire return rate of 89.09%. Mugenda and Mugenda (2003), argued that a response rate of 50 percent is adequate, a response rate of 60 percent is good, and a response rate of 70 percent is very good. Therefore, the 89.09 percent rate reported for this study formed an acceptable basis for drawing conclusions

4.2.2 Demographic characteristic of the respondents

Table 4.1 presents descriptive statistics of the informants in terms of the demographic characteristic of the respondents and out of the 49 participants who took part in the study, 32 (65.4%) were males and 17 (34.6%) were females. The results are shown on the table 4.1 below.

Table 4.1: Characteristics of informants

Sex	Frequency	Percentage
Male	32	65.4
Female	17	34.6
TOTAL	49	100

Source: (Field data, 2010)

4.2.3 Academic Qualifications of Respondents.

The study was conducted to establish the education levels of the respondents. The results are shown in the table 4.2 below

Table 4.2: Academic Qualifications of Respondents.

Professional Qualifications	Male		Female	
	Frequency	%	Frequency	%
Degree	5	15.6	3	17.6
Masters	10	31.3	7	41.2
Doctoral	17	53.1	5	29.4
Others	0	0	2	11.8
Total	32	100	17	100

Source (Field Data, 2010)

Table 4.2 shows that, 5 (15.6%) males and 3 (17.6%) female respondents held a Bachelor Degree, 10 (31.3 %) males and 7 (41.2%) female respondents had a master's degree, 17 (53.1%) males and 5 (29.4%) females held a Doctoral degree while 2 (11.8%) females had other qualifications. Quality education is important in strategic planning and it would improve the effectiveness of implementing strategic plans. Figure 4.2 shows the number of years that respondents had served in their various institutions.

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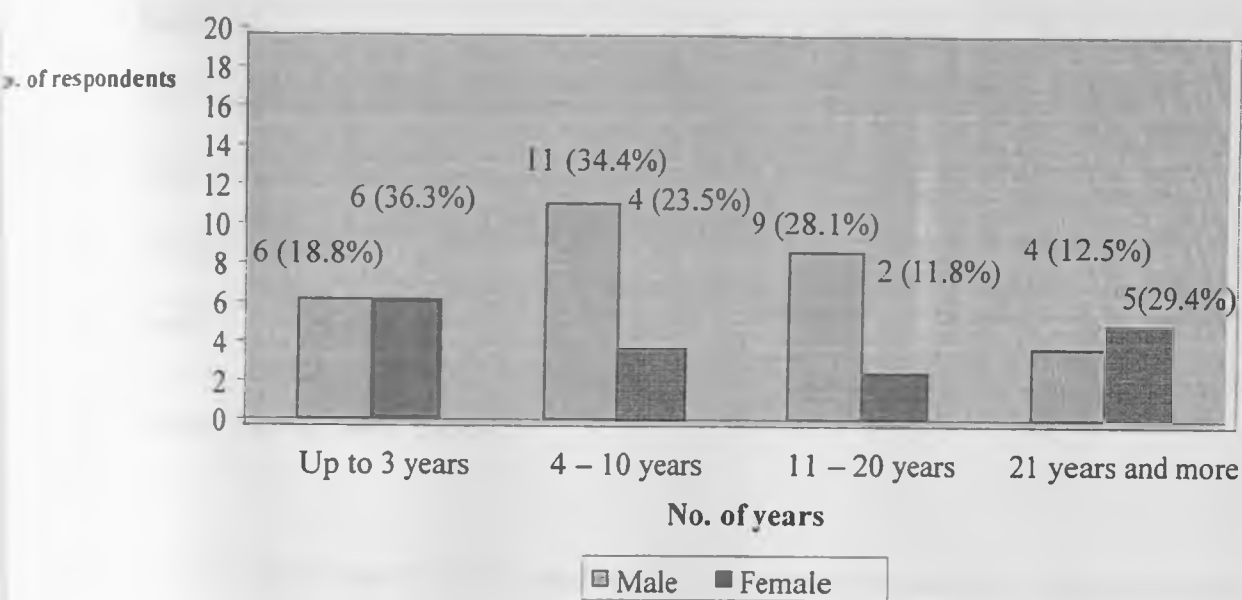


Figure 4.1: Years served in the University

Source: (Field data, 2010)

Figure 4.1 shows that 6 (18.8%) males and 6 (36.6%) females had served in their current universities for up to 3 years, 11 (34.4%) males and 4 (23.5%) females had served for 4 – 10 years, 9 (28.1%) males and 2 (11.8%) females had served for 11 – 20 years while only 4 (12.5%) males and 5 (29.4%) females had served for 21 years and more. Work experience gives an employee adequate information on how to deal with everyday issues that come up in the workplace, as opposed to having no experience at all. The figure above shows that the majority of respondents had adequate work experience in their fields, and this proves that they have the ability to tackle the challenges of strategic implementation in their Universities.

Table 4.3: Levels of strategic implementation in the Universities

Response	No. of Universities	Percentage
Fully implemented strategic plans	8	72.7
In the process of being implemented	2	18.2
Not implemented	1	9.1
Total	11	100.0

Source (Survey Data, 2010)

Table 4.3 shows that 8 (72.7%) chartered private universities had fully implemented their strategic plans, 2 (18.2 %) were in the process of implementing their strategic plans while 1 (9.1%) had not implemented their strategic plans. It therefore emerges that majority of the chartered private universities in Kenya had fully implemented their strategic plans and hence were in a good position to explain the challenges they came across.

4.3 Respondents who attended training during their strategy implementation

Having established that most (72.7%) of the chartered private in universities in Kenya have already implemented their strategic plan, it was important to find out if the respondents in their universities had attended any strategic implementation training before they implemented their strategic plans. Figure 4.3 shows whether respondents had ever attended any courses related to strategy implementation.

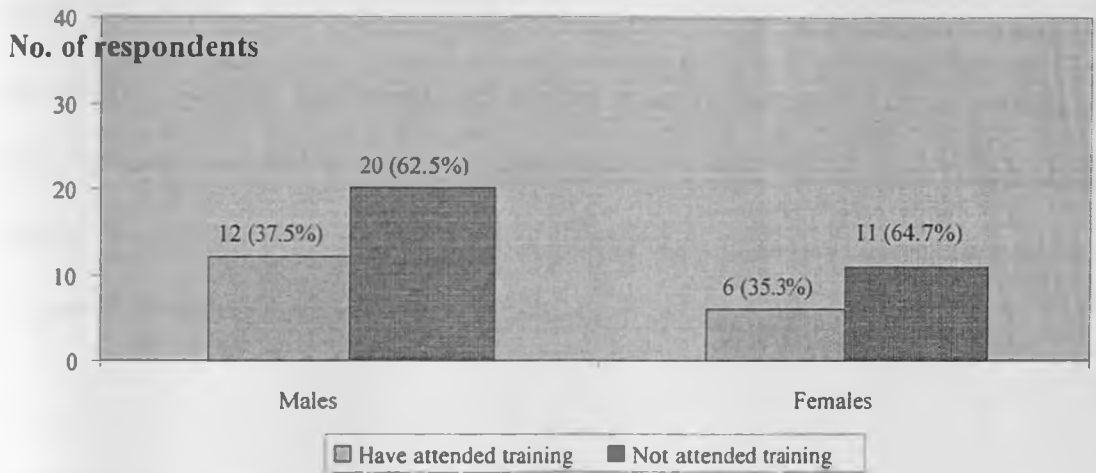


Figure 4.2: Proportion of respondents who had attended strategy implementation Courses

Source (Survey Data, 2010)

Figure 4.2 shows that only 12 (37.5%) of the male respondents and 6 (35.3%) of the female respondents had attended strategic implementation training courses while 20 (62.5%) of the male respondents and 11 (64.7%) of the female respondents had not attended strategic implementation training courses. This implies that the majority of the respondents had not attended any strategic implementation courses and this may prove detrimental to the process of strategy implementation of their Universities. In any institution, training is an important human resource technique for improving employee and managerial performance in organizations. After the employee has been recruited, selected, and inducted, he or she must next be developed to fit in the job and the organization better. Dessler (2002), argues that no one is perfect at the time of hiring, and some training and education must take place. Without adequate training, employees may not effectively execute management functions such as strategic planning.

All the 12 (37.5%) of the male respondents and 6 (35.3%) of the female respondents who had attended strategic implementation training courses indicated that the training had helped them a great deal in strategy implementation in their Universities. Due to lack of training, it would be expected that most of the respondents in their universities were not competent in various functions of strategic implementation.

4.4 Challenges of Strategy Implementation

The main objective of the study was to find out the challenges of strategy implementation in chartered private Universities in Kenya. Strategy implementation calls for use of managerial and organizational tools to direct resources towards accomplishing strategic results. Lezotte (2001), sees commitment from top management leadership as the most critical challenge in strategy implementation in any institution. The management have a direct influence on the effectiveness of the strategy implementation. The management must identifying a clear sense of purpose for its human resource and ensure distribution of authority and responsibility across their institutions by providing its employees with genuine opportunities to participate directly in decisions about strategy implementation and other policy decisions. Professional leadership requires keeping abreast of what is happening in institutions of higher learning including what is being taught and the student progress. Table 4.4 shows the challenges of strategy implementation in chartered private universities in Kenya

Table 4.4 challenges of strategy implementation in private universities

Challenges of strategy implementation	HE	SE	ME	NE	NS
Resource allocation	28.1	25.0	15.6	18.8	12.5
Organizational structure	56.3	6.3	12.5	21.9	3.1
Communication	27.9	21.9	21.9	12.5	15.9
Top management commitment	50.0	0.0	25.0	0.0	25.0
Change in leadership	31.3	12.5	12.5	28.1	15.6
Change in educational programmes	43.8	12.4	9.4	3.1	31.3

(Survey Data, 2010) Value in percentages out of 49 respondents

**Key: HE [High Effect], SE [Some Effect], ME [Minimal Effect], NE [No Effect],
NS [Not Sure]**

Table 4.4 above shows that majority of the respondents agreed that most of the statements had high effect on strategy implementation. Therefore, its notable from the table that more than half (56.3%) of the respondents felt that organizational structure had high effect on strategy implementation. In addition, 50% of the respondents felt that the top management commitment had high effect on strategy implementation and those who said resource allocation had high effect on strategy implementation were 28.1%. The other challenge affecting strategy implementation was change in leadership at 31.3%. This causes poor strategy implementation because every new manager who takes up an institution tends to shelve the plans made by the predecessor, which could cause projects to stall. There was a considerable proportion (27.9%) of the respondents who felt that lack of proper communication to the people concerned was a major challenge in strategy implementation. This shows the need for proper communication of the strategy

implementation processes and facilitation of strategy implementation by experts. This does not however mean that universities should have strategic plans made for them, because an effective plan has to be made by the ones to implement it and those to benefit from it. Finally, majority (56.3%) of the respondents were in agreement that strategy implementation is affected by change of educational programmes offered, although this variable was not part of the original variable but was given by the respondents during the data collection process

In a previous research, Bryson (1995), noted that the benefits of strategic planning include; improved decision-making where vital issues and challenges must be identified and planned for; the promotion of strategic thought and action where strategic thought is based upon data gathered about the institution and systematic information gathering will result as a benefit of strategic planning; and improved organizational responsiveness and improved performance where members of the institution will respond positively to an administration that works toward resolution of the issues facing it.

4.5 Effects of strategic implementation

Table 4.5: Respondents opinion on the effects of strategic implementation

Statements on strategic Implementation	SA	A	AA	D	SD
1. I am engaged in strategic implementation process	28.1	25.0	15.6	18.8	12.5
2. Strategic planning has enabled our university to grow in terms of programmes being offered	56.3	6.3	12.5	21.9	3.1
3. The discipline of our students is largely influenced by our strategic plan.	21.9	21.9	21.9	12.5	21.9
4. Strategic Planning has enabled the university to properly utilize its resources	56.2	34.4	9.4	0.0	0.0
5. Improved leadership management of the university	68.8	18.8	12.4	0.0	0.0
6. Improved teaching.	3.1	6.3	31.3	12.5	46.9
7. There are more pressing needs in the university than implementing a strategic plan	0.0	12.5	25.0	34.4	28.1
8. Our University would perform well even without a strategic plan	15.6	21.9	0.0	28.1	34.4
9. I am not aware of the policies guiding our university strategic planning	0.0	3.1	9.4	50.0	37.5

(Survey Data, 2010) **Note:** Values are in percentage out of 49 respondents

Key: SA [Strongly Agree], A [Agree], AA [A Little Agree], D [Disagree], SD [Strongly Disagree]

The researcher also sought to know the effects of strategy implementation. The 49 respondents were presented with various statements on effects of strategic implementation on the various variables that affect the management of their Universities

Table 4.5 shows that majority (68.8%) of the respondents felt that implementation of strategic plans had improved the leadership of the university. A further 56.2% noted that with implementation of strategic plans there was improved resource utilization. These findings are in line with previous studies which have shown that strategy implementation has many benefits for an organization. Gurowitz (2007), indicate that strategy implementation has a positive impact on overall organizational effectiveness and in particular resources utilization. In addition, to organizational effectiveness, other outcomes of strategic implementation have been found which include improved adaptability and integrative functions of planning (Okumbe, 1998), both of which apply to institutions of higher learning as well. Finally, the discipline of students (21.9%) was said to be largely influenced by strategy implementation.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This chapter presents the summary of the study findings, conclusions and recommendations arrived at. The chapter also presents suggestions for related studies that could be carried out in the future. The general objective of the study was to find out the challenges of strategy implementation in chartered private universities in Kenya. Data for the study was collected from 49 respondents from the eleven chartered private Universities. The respondents included 9 deputy vice chancellors, 11 deans, 11 registrars and 18 heads of departments making a total of 49 respondents.

The study established that 8 (72.7%) of the chartered private universities had fully implemented their strategic plans, 2 (18.2%) were in the process of implementing their strategic plans while 1 (9.1%) had not implemented their strategic plans. This is an indication that majority of the chartered private universities had fully implemented their strategic plans. The study showed that only 12 (37.5%) of the male respondents and 6 (35.3%) of the female respondents had attended strategic implementation training courses while 20 (62.5%) of the male respondents and 11 (64.7%) of the female respondents had not attended strategic implementation training courses. This implies that the majority of the respondents had not attended any strategic implementation courses and this may prove detrimental to the process of strategy implementation of their Universities. All the

12 (37.5%) of the male respondents and 6 (35.3%) of the female respondents who had attended strategic implementation training courses indicated that the training had helped them a great deal in strategy implementation in their Universities.

Furthermore, majority (56.3%) of the respondents felt that organizational structure had high effect on strategy implementation. In addition, 50% of the respondents felt that the top management commitment had high effect on strategy implementation and those who said resource allocation had high effect on strategy implementation were 28.1%. The other challenge affecting strategy implementation was change leadership at (31.3%). Communication was rated 27.9% hence, this shows the need for proper communication of the strategy implementation processes and facilitation of strategy implementation by experts. These findings seem to support Chapman (2004), study which explains that objectives, strategies and policies have little chance of succeeding if there is no proper communication channel. Never the less, this does not however mean that universities should have strategic plans made for them, because an effective plan has to be made by the ones to implement it and those to benefit from it. In addition, though change in educational programmes was not part of the original variables studied, the respondents rated it as a challenge at 43.8%. It's worth noting that the management from private universities with strategic plans indicated that their universities were doing better than those without strategic plans in the following areas: quality of academic programmes, students' discipline, human resource management, establishment of University infrastructure, and utilization of available resources.

The researcher also sought to know the effects of strategy implementation, the results showed that majority (68.8%) of them felt that implementation of strategic plans had improved the leadership of the university. A further 56.2% noted that with implementation of strategic plans there was improved resource utilization, growing of programmes offered (56.3%) and the discipline of students (21.9%) was largely influenced by strategy implementation. These findings are in agreement with previous studies of Bryson (1995) which noted that strategy implementation had benefits which include improved decision making on vital issues

5.2 Conclusion

Based on the findings of the study, the following emerged as the challenges affecting effective implementation of strategies in chartered private universities in Kenya: resource allocation, organizational structures, lack of commitment from the top management and lack of proper communication. Another factor that was notable was change of educational programmes offered. Strategy implementation process normally requires much more energy and time than the mere formulation of the strategy. Whereas the more administrative strategy implementation phase demands discipline, planning, motivation and controlling processes, the implementation of a strategy has an enormous impact on an institution's overall success. A formulated strategy can only generate an added value for an institution's if it is successfully implemented. Given that strategic decisions are of great financial impact, they require considerable supportive investments.

5.3 Recommendations

This study recommends that the management of private Universities should organize intensive training courses on strategy implementation to personnel involved in strategic implementation. Specifically because lack of training was found to significantly affect strategy implementation. This will equip them with the skills of effective strategy implementation. The university governing councils should also sensitize its members, lecturers, local leaders and other stakeholders on the importance of strategic plans and mobilize their support in preparation and implementation of strategic plans. This is by ensuring they are all committed and are motivated to be involved in the process and further proper channels of communication should be used while implementing strategies. This is mainly because lack of proper communication was found to be a major challenge in strategy implementation.

The commission for Higher learning should ensure that prompt evaluation of private universities are done and probably consider making strategic planning mandatory as a condition for government approval of their existence. The vice chancellors should hold regular meetings with other universities members to discuss developments on the strategy implementation process this could be monthly or quarterly depending on the levels of activities and this is because lack of commitment and poor resource allocation was found to be a major challenge in strategy implementation. Finally, the university management in conjunction with the commission of higher learning should restructure their organizational structures to enable smooth implementation of strategic plans. In the context of implementing strategies, the application of software solutions seems to be

neglected. Recent experience has shown that IT-support is gaining more and more importance. Information tools must be available and adequate to allow strategic decision makers to monitor progress toward strategy implementation in chartered private Universities in Kenya.

5.4 Suggestions for Further Research

Future research could build on the results of this study to enrich the existing knowledge on challenges of strategy implementation in chartered private universities in Kenya. In view of the findings in this research, there is need for further study to be conducted on the challenges of strategy implementation on public Universities. Similarly, a study on the change management as a challenge of strategy implementation could be done. Related research to this one could be conducted in other government sectors such as the ministry of planning to establish if there is consistency among the state corporations

5.5 Limitations of the study

The study was limited by the fact that questionnaires were used to collect most of the data. The main limitation with this was that some respondents may have over-rated their university strategy implementation effectiveness. To overcome this, response from the stakeholders and the university management board from every University were used for purposes of validation. Another limitation was lack of adequate literature materials in this area hence over reliance from unpublished conference materials and other secondary sources. Furthermore, there was a challenge of the correspondence who could have acted suspiciously hence refuse to cooperate. However, an explanation of the benefits of the research helped build a rapport.

5.6 Implication on Policy and Practice

The private universities should play a leading role in achieving their strategic plans. The management should lobby and encourage training in information technology and since computer technology is dramatically changing, re-training is required. Further the management should supplement individual efforts through in-house training for all the employees on strategy implementation. The Universities will only achieve this objective if they embark on setting up comprehensive policy frame work to guide to address training needs and to ensure training of employees is properly coordinated.

There is need for the Top management of the private universities to be proactive in matters pertaining strategy implementation, they should develop mechanism for monitoring the changes in the market and hence seek to offer market driven courses. In addition they should support stronger, more collaborative relationships with the public universities. They should embark on creating research and quality control units that are solely responsible for evaluation of their university courses. The university management should create a flexible resource centre with the capacity to quickly respond to strategy implementation challenges. In addition, this centre should collect and disseminate information in this area. This will ensure commitment and participation by all stakeholders and further it will make great strides in addressing the issues raised by employees. The resource centre will have to come up with bulletins and brochures regarding strategy

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APPENDIX A: LETTER TO THE RESPONDENT

CHARITY W. MURAGURI

UNIVERSITY OF NAIROBI

P.O.BOX 30197

NAIROBI

Dear Sir/Madam,

RESEARCH DATA COLLECTION

I am a student of University of Nairobi School of Business and will be collecting data on:

The challenges of strategy implementation in chartered private universities in

Kenya This is an area of great concern to students, and the education stakeholders in the

country. Data will be collected mainly through questionnaire and observation. I wish to

kindly notify you of my visit to your seniority between May 2010 and June 2010. Herein

find my research abstract and letter of introduction from the University.

Thanking you in advance.

Yours Faithfully,

Charity Wairimu Muraguri

D61/70596/2008

APPENDIX B: QUESTIONNAIRE

Introduction

This questionnaire seeks information on the challenges of strategy implementation in chartered private universities in Kenya. All the information you give will be treated confidentially and for academic purposes only. Please respond to all items in the questionnaire.

PART A: BACKGROUND INFORMATION

Instructions

Put a tick (✓) in the statements that relate to your situation.

Do not write the name of your institution anywhere on the questionnaire

1. Gender of the Respondent

Male

Female

2. Your academic qualification

Degree

Masters

PHD

Other (Specify)

3. Number of years served at the University?

3 years and below

4 to 10 years

11 to 20 years

21 years and more

4. What is your management position?

Vice Chancellor

Deputy Vice chancellor

Dean

Others (Specify)

5. Current Student Population.....

6. Duration since award of charter

Below 3 years

4 - 10 years

11 -20 years

Above 20 years

7. Number programmes

Diplomas.....

Undergraduates.....

Postgraduates.....

Others (Specify)

8. Number of Teaching Staff

9. Number of non teaching staff.....

PART B: STRATEGIC PLANS

2 Does your institution have a mission?

Yes

No

2.1 Does your institution have a Vision?

Yes

No

2.2 Do you have a strategic Plan?

Yes

No

2.3 How long does the strategic plan cover?

0- 2 years

3- 4 years

5 years and above

2.4 How often do you review your strategic plan?

0-1 year

Every two years

Every five years

2.5 At what level is the strategic implementation process?

- Fully implemented
- In the process of being implemented
- Not Implemented

2.6 Did you undertake training during the strategic implementation at your University?

- Yes No

2.7 If the answer in question 2.6 above is yes then how would you rate the importance of the training during strategy implementation?

- Helped a lot Helped A little Did not help at all

2.7 Did the use of information technology enhance strategy implementation in your University?

- Yes No

2.8 If the answer in question 2.7 above is yes then elaborate briefly

PART C – CHALLENGES OF STRATEGY IMPLEMENTATION

3. Do you think your university faced any challenges during strategy implementation?

- Yes No

3.1 Please indicate to what extent the following challenges affected strategy implementation in your university

[5 – most effect 4- some effect, 3- minimal effect, 2- no effect, 1- not sure]

Challenges	[1]	[2]	[3]	[4]	[5]
• Resource allocation	[]	[]	[]	[]	[]
• Organizational Structure	[]	[]	[]	[]	[]
• Communication	[]	[]	[]	[]	[]
• Top management commitment	[]	[]	[]	[]	[]
• Change management	[]	[]	[]	[]	[]
• Other (specify)-----	[]	[]	[]	[]	[]

PART D: EFFECTS OF STRATEGIC IMPLEMENTATION

3. The table below presents statements regarding strategic implementation in private universities. Indicate the extent to which you agree or disagree with each statement by ticking on the appropriate column, using the scale below.

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

Statement	SA	A	D	SD
1. I am engaged in strategic implementation process				
2. Strategic planning has enabled our university to grow in terms of programmes being offered.				
3. The discipline of our students is largely influenced by our strategic plan.				
4. Strategic Planning has enabled the university to properly utilize its resources				
5. Improved leadership on management of the university				
6. Improved teaching				
7. There are more pressing needs in the university than implementing a strategic plan				
8. Our University would perform well even without a strategic plan				
9. I am not aware of the policies guiding our university strategic planning				

APPENDIX C: LIST OF CHARTERED PRIVATE UNIVERSITIES

African Nazarene University (ANU),

Catholic University of Eastern Africa

Daystar University,

Kabarak University

Kenya Methodist University (KEMU),

Pan African Christian University

Scott Theological College,

St. Paul's University –Limuru;

Strathmore University

United States International University (USIU),

University of Eastern Africa- Baraton

Source: (Commission for Higher Education, 2010)

APPENDIX D: LETTER OF INTRODUCTION



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

MBA PROGRAM - LOWER KABETE CAMPUS

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 4/06/2010

TO WHOM IT MAY CONCERN

The bearer of this letter CHARITY WAIRIMU MURAGURI

Registration No: D61/70596/2008

is a Master of Business Administration (MBA) student of the University of Nairobi.

~~He/she is required to submit as part of his/her coursework assessment a~~ research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate if you assist him/her by allowing him/her to collect data in your organization for the research.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

DR. W.N. IRAKI
CO-ORDINATOR, MBA PROGRAM

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA OFFICE
P. O. Box 30197
NAIROBI