Various prior studies have concurred that 90% of strategic initiatives fail, not due to formulation but to implementation difficulties. Failure of strategy implementation efforts causes enormous costs in the organization. Despite the importance of the implementation process within strategic management, this is an area of study often overshadowed by a focus on the strategy formulation process. Implementing strategy is often more difficult than formulating it, and it is widely accepted to be an aspect of management where many organizations fail. The primary objective of the research was to investigate the challenges of strategy implementation in Higher Education Institutions (HEIs) in Kenya. Specifically, the study examined the effect of Institutional Culture in the strategy implementation in Higher Education Institutions in Kenya. The study employed a descriptive survey design. The accessible population was senior management, middle management and lecturers of public and private universities, constituent public university colleges and registered technical training institutes and institutes of technology. This study used both stratified sampling and simple random sampling while the target sample size was 364 employees. The study revealed that institutional culture in the regression model explained a significant variation in strategy implementation in higher education institutions in Kenya. The study also revealed that the intervening effect of quality of staff training was reasonably high on institutional culture. The study recommended that HEIs in Kenya should intensify the inculcation of positive culture in their institutions that will facilitate effective strategy implementation like embracing creativity and innovation, being receptive to new ideas, adopt benchmarking, adhere strictly to core values and avoid any form of discrimination and communicate strategy clearly to staff as well as institute reward systems to improve on staff morale. The study proposed further research on other variables that may pose as challenges of strategy implementation in HEIs in Kenya.

Keywords: Strategy, Strategy Implementation, Strategy Planning, Higher Education, Vision 2030.
concentrates on the strategy implementation process, investigating challenges of strategy implementation in HEIs in Kenya.

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

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

According to Kaplan and Norton (2008) managers have always found it hard to balance their near-term operational concerns with long-term strategic priorities. They further maintain that such pressure comes with the job and that it is an inherent tension that managers cannot avoid and must address on a continuous basis. Research done by Neilson, Martin and Powers (2008) revealed that employees in 60% of the companies that took part in their research rated their companies as weak in strategic execution. Corboy and O’Corrbui (1999) report that chief executive officers and senior management are increasingly judged by the success of their strategies, yet research in Ireland and Great Britain found that 70% of all strategies fail. Bossidy and Charan (2002) support this with their view that execution is the great unaddressed issue in the business world today.

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

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

Higher education

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

It is widely acknowledged that at a time when the rest of the world is heralding the emergence of a global knowledge-based society Africa as a continent now has the weakest higher education system in the world. For the last three decades or so African universities have undergone a crisis engendered by several reasons among them political interference and economic upheavals. The introduction of market driven policies by the World Bank and The IMF also saw the reduction of funding by governments while an increased enrolment by students was overlooked. The number of dons remained the same, accommodation and reading facilities were also not taken into consideration. Dons and students experiencing this crisis especially in the 1980s turned into demonstrations and strikes as both called for improved conditions in the universities (Mwangi, 2008).

One specific channel through which higher education can spur development is research and development. Gains in knowledge and technological adaption boost productivity and create spillovers (Lederman et al., 2003). Tertiary institutions, like any other enterprises are challenged by a world of transforming
economies, rapid technological advancement, innovative competitor movement and demanding customer needs (Koh and Hubard, 2002). Institutions of higher education have been forced to re-examine their operation and position themselves by matching organizational strengths and resources with changes in the environment so as to take advantage of opportunities and overcome or circumvent threats. In positioning themselves these organizations must make appropriate strategic choices that are consistent both at the corporate and business unit level. It is no wonder then that in recent times the operations of institutions of higher education are guided by strategic plans that articulate strategies to achieve its vision and mission.

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

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

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

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

Failure of strategy implementation efforts causes enormous costs in the organization. Besides wasting a considerable amount of time and resources, failure of implementation efforts cause lower productivity, lower employee morale, diminished trust and faith in senior management, inefficient use of resources, decline in performance (Sorooshian et al., 2010). Studies have confirmed that the nature of training provided by Kenyans public universities does not adequately prepare the higher cadre human resources that are required for development. The result has been that its products have at times been found wanting in vital skills that have hampered their absorption into the economic mainstream" (Mwangi, 2008). The quality of the teaching staff is wanting. The poor state of the economy has affected the rewards of the lecturers and has caused the best of these brains to go searching for better terms abroad, while those left behind only dedicated minimal time to their responsibilities as teachers at the universities. Okwach (2001) indicated that about 50% of the teaching staff were not working full time at the universities. Some of them were under employed (Mwangi, 2008). About 40% of senior academic staff at public universities performed part-time duties in other institutions, including private universities and non-governmental organizations.

Though there seems to be many theoretical studies on the strategy implementation process (Okumus, 2001, 2003, Okumus and Popper, 1999) and empirical studies conducted on the implementation of successful strategies and the obstacles hindering such successful implementations, most of these studies have been conducted in developed countries (Peng and Litteljohn, 2001 study done in UK; Thorpe and Morgan, 2007 a study done in Europe; Harrington and Kendall, 2006 study done in Macau, China; Schaap, 2006 in Nevada, US; Qi, 2005 a study in UK; Alashloo et al., 2005, study done in Iran; Hacker and Washington, 2004 in US). In particular, these studies focus on successful strategy implementations, yet do not attempt to describe the obstacles confronted with during strategy implementation processes. In this respect, for both the practitioners and academicians, it seemed of necessity to investigate why strategies fail to
produce success that they were planned to achieve. This study therefore investigated the challenges of strategy implementation in HEIs in Kenya.

Objectives
The primary objective of the research was to investigate the challenges of strategy implementation in HEIs in Kenya. The specific objective of the study was to establish the effect of institutional culture in the strategy implementation outcomes in HEIs in Kenya.

Empirical Literature Review
Strategy implementation
Ali and Hadi (2012) conducted a study on surveying and identifying factors affecting successful implementation of business strategies in the food industry of Fars Province industrial towns in Iran. The population was 205 people that consisted of executive managers, middle managers, operational managers, professional experts, consultants and elites of food industry companies. The results suggest that all the five dimensions being studied have a considerable deterrent role in implementing the strategies. The ascending role order of these dimensions are individual/personal obstacles, obstacles related to the consequences of planning, organization obstacles, environmental obstacles and management obstacles. The study revealed that individual obstacles have the highest role amongst the 5 impeders in preventing the implementation of strategies due to inadequate understanding of the business strategies and employees' fear of job security. Other impeders are insufficient consensus among decision makers and business executors, lack of proper information systems and lack of proper attention to the effects of competitive environment. Additionally, the research showed that management and leadership behavior affect the success of implementing strategy. The study showed managers' inadequate understanding of company strategies and future outlook as well as inadequate attention and support of managers and other influencing people in the organization.

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

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

Harrington and Kendall (2004) conducted a study of strategy implementation in the food service industry. The sample was randomly selected from the 2,003 members of the Louisiana Association (LRA). The study examined the importance of food service managers’ and organizational members’ involvement in the implementation of strategy. The study assesses the direct and moderating effects of managers’ perception of environmental complexity and firm size on level of involvement during strategy implementation. Findings indicate that firms operating in an environment of greater complexity bring more organizational members into the implementation process. Firm size interacted with complexity to drive higher involvement levels for small and large firms. Furthermore, food service firms that utilized implementation processes that involved more organizational members across the hierarchy achieved greater success in strategy implementation.

Yang et al. (2008) in their paper, “making strategy work: a literature review on the factors influencing strategy implementation”, who reviewed sixty articles on strategy implementation argue that some terms synonymous with “implementation”, such as “execution”, and “actualization of goals” are often employed in the management literature, but are not frequently used by managers themselves. As far as the terms “execution” or “executing” in the strategy context are concerned, most of the 60 articles in their literature review, use strategy implementation as a key word or as a part of the title and only very few use the term strategy execution. There are no articles differentiating strategy implementation from strategy execution in the 60 articles that they reviewed, while some authors take strategy execution as an exact synonym of strategy implementation.

Institutional culture and strategy implementation
Recently in Kenya, Musyoka (2011) studied challenges of strategy implementation in Jomo Kenyatta Foundation and found that institutional culture plays an important role in determining the success of strategic planning and
implementation in any organization. The compatibility of the organization’s culture to new strategic changes is an important measure in strategy implementation and mitigation of any challenges that may arise during implementation. Lack of synergy between strategy and culture may obstruct the smooth implementation of strategy by creating resistance to change. It is important that the culture of an organization be compatible with the strategy being implemented because where there is incompatibility between strategy and culture, it can lead to a high organizational resistance to change and demotivation, which in turn can frustrate the strategy implementation effort. However, when culture influences the actions of the employees to support current strategy, implementation is strengthened. Maximizing synergy and reinforcing culture will lead to successful implementation of strategies. Musyoka (2011) further asserts that systemic resistance results from passive incompetence of the organization in support of strategy. It arises whenever the development of capacity lags behind strategy development. This may further hinder implementation, especially where strategic and operational control systems do not detect and cause adjustment to the changing internal environment.

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

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

Ofori and Atiogbe (2011) study on strategic planning in public universities: a developing country perspective found that regarding the effect of culture on strategy implementation at the University of Ghana the values that existed in the universities do not effectively inform the behaviours of the members of these institutions. They only existed in name as leadership had not effectively ensured that an excellent culture was understood and shared by all. Respondents unanimously agreed that culture is a driving force for implementing strategy but in their opinion, leadership was not setting the right example. As regards the working of the committee system it was found that administration throughout the universities encouraged participation which indeed, served as a leveraging tool for building and sustaining a workable culture.

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

**STUDY METHODOLOGY**

This study adopted a positivism philosophy to achieve its objectives. Use of Positivist paradigm allowed for use of survey approach whose benefits were easier administration to a large and geographically spread population and greater coverage of the population which may provide greater validity through a larger and more representative sample. The study used a combined descriptive survey research design and correlational research design. Multi-stage sampling technique was also used. Data was collected from a sample size of 364 employees using questionnaires from the sampled respondents.

The accessible population was senior management, middle management and lecturers of public and private universities, constituent public university colleges and registered technical training institutions and institutes of technology.

**STUDY RESULTS AND DISCUSSION**

**Response Rate**

Data was collected between June and August 2014 using a questionnaire. Three hundred and sixty four (364) questionnaires were issued. Three hundred and fifty two (352) were returned representing ninety six percent response rate (96%) (Table 1). The response rate is considered adequate since Mugenda and Mugenda (2003) advise on response rates exceeding 50% and Hager, Wilson, Pollak and Rooney (2003) recommend
Table 1: Response by type of institution

<table>
<thead>
<tr>
<th>Type of institution</th>
<th>Questionnaires issued</th>
<th>Questionnaires returned</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public universities</td>
<td>240</td>
<td>229</td>
<td>95.42%</td>
</tr>
<tr>
<td>Constituent university colleges</td>
<td>17</td>
<td>17</td>
<td>100%</td>
</tr>
<tr>
<td>Private universities</td>
<td>82</td>
<td>80</td>
<td>87.56%</td>
</tr>
<tr>
<td>Technical training institutions/ institutes of technology</td>
<td>26</td>
<td>26</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>365</td>
<td>352</td>
<td>96.44%</td>
</tr>
</tbody>
</table>

Figure 1: Distribution by gender

![Figure 1: Distribution by gender](image)

Figure 2: Distribution by number of years worked in the institution

![Figure 2: Distribution by number of years worked in the institution](image)

Figure 3: Distribution by departments

![Figure 3: Distribution by departments](image)

Gender

Figure 1 shows that majority (67%) of the respondents were male while the female gender was represented by 33%. This finding conforms to the study by Afenyo (2012) on community participation in ecotourism which revealed that the male constituted 52.3% of the entire sample while the females were 47.7%. The European Commission (2009) and the Zinovyeva and Bagues (2010) study aver that the reason for underrepresentation of female gender in academia is the lower percentage of women on selection committees and the lack of transparency in the criteria for selection. The implication of this finding is that HEIs need to strive to reduce the gender inequality since women on their way to the top in academia are still facing biases.

Working experience

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

Department worked for

Figure 3 shows the distribution of staff by the department they work for. Top management represents the lowest percentage (6.8% only). A majority representation of 68% by lecturing staff is in line with what is expected in an educational institution where lecturers represent the operational level.
Highest level of education

Figure 4 shows that majority (86.3%) of the respondents have masters (48.8%) and PhD degrees (37.5%) while only 13.4% have lower qualifications. This finding conforms to the study by Gichuhi (2014) which revealed that (40.4%) of the respondents had Masters degree, 21.6% had PhDs while those with bachelors, diplomas and other qualifications were 17.0%, 12.4% and 8.5% respectively. This reflects well with the requirement for teaching at most HEIs where the minimum qualification has been a master’s degree. Those with diploma and bachelors qualifications could either be in teaching or non teaching jobs. The implication of this finding is that HEIs need to put more effort to increase the number of staff with higher qualifications to PhD level.

General strategy implementation issues

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

This question sought to investigate the respondents’ view on whether they were able to understand and interpret their institutions’ company vision, objectives and core values. Figure 5 show that over ninety per cent of the respondents were able to understand and interpret their institutions company vision, objectives and core values. This finding is supported by Muli (2008) whose study established that employees of Telkom Kenya are relatively well informed about the strategic changes that the company has undertaken. This may also be supported by the fact that it is a requirement for all HEIs in Kenya to prepare strategic plans on whose basis performance contracts are signed. Ali and Hadi’s (2012) study revealed that managers’ inadequate understanding of company strategies and future outlook, as well as inadequate attention and support of managers and other influencing people in the organization towards the implementation of business strategies are identified as two factors with most role in preventing the implementing of strategy. The finding is consistent with the study by Kaplan and Norton (2008) who argued that a vision statement should be external and market oriented and should express how the organization wants to be
perceived by the world. According to Pearce II and Robinson (2011) an organization’s vision is developed to express the aspirations of the leadership. More support of this finding was from scholars such as Yabs (2010), Hill (2010) and David (2009) who defined objectives as forward looking statements of what organizations intend to accomplish within a period of time (normally one year). The study by Kaplan and Norton (2008) supports this finding by reaching a conclusion that an organization’s strategy must enable it to deliver a value proposition, a set of benefits, different from those that competitor’s offer. The implication of this finding is that ability to understand and interpret strategic issues may lead to ownership and support of strategy implementation by staff of HEIs.

**Importance of team work in improving performance**

This question sought to investigate the respondents’ view on whether teamwork was important in improving performance. Figure 6 shows that majority of respondents (about 90%) agree and strongly agree that teamwork is important in improving performance with about 70% strongly agreeing to the statement. Only a few respondents (8.8%) disagreed while those who were indifferent were only 2.3%. These findings conform to the study by Gichuhi (2014) which established that majority of the respondents (41.4 %) agreed that their organizations recognizes and celebrates successes of team members. Ali and Hadi (2012) agree with the above statement and concludes that top managers must develop adequate commitment in middle managers and operational level and that 91% of successful companies feel that having a proper and committed managing team plays an important role in successful implementation of business strategies. The findings imply that HEIs need to put more effort in recognizing of teamwork for better performance.

**Opportunities for employees to discover their highest level of potential**

This question sought to investigate the respondents’ view on whether their institutions offer opportunities for employees to discover their highest level of potential. Figure 7 reveals that majority (63.9%) of the respondents agreed that their institutions offer opportunities for
employees to discover their highest level of potential. This finding is contradicted by the study by Tewfik (2010) cited in Keraro (2014) which established that Ethiopia faced several human resource challenges at the outset of the implementation of regional governments. The study added that the government experienced the challenge of how to rebuild and sustain an efficient and productive civil service and added that in spite of redeployment of civil servants from the central governments to regional governments, all the regional governments suffered a scarcity of skilled personnel and poor capacity for the implementation of their policies and programmes. The finding implies that HEIs need to improve on creating opportunities for employees to improve their careers.

**Issues with any proposed institutional changes for improving performance**

This question sought to investigate the respondents’ view on whether they had issues with any proposed institutional changes for improving performance. Figure 8 reveals that slightly over fifty percent (57.7%) of the respondents have no issues with any proposed institutional changes for improving performance while 35.2% of the respondents indicated that they had issues with any proposed changes. Only a few (7.1%) of the respondents indicated that they did not know. It contradicts with the Curt Lewin’s Change Management Model as described by Blokdijk (2008) which avers that people do not usually accept change as a part of the work process, and would continually stay in their comfort zone and that in overcoming this status quo, the organization must motivate the people for the change to occur. These findings contradict conventional literature on employee behavior during change management initiatives as they are known to resist change. The 35.2% of respondents with issues reflects well with studies in change management where some employees are known to resist change. The finding implies that HEIs need to give more change management training to their staff.

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

This question sought to investigate the respondents’ view on whether the internal mechanisms in their institutions were adequate in empowering employees to achieve their highest level of performance. Figure 9 shows that majority of the respondents (47.7%) did not trust that
internal mechanisms in their institutions were adequate in empowering employees to achieve their highest level of performance. Another 15.6 per cent of the respondents did not know if internal mechanisms were adequate. This large proportion (63%) indicates that lack of empowering employees to perform better leads to low motivation and is a challenge for strategy implementation. The finding was supported by the study by Ntoiiti (2013) whose results concluded that local authorities had poor human resources management practices especially in the areas of hiring, recruitment, promotions and rewarding of performance.

Employee satisfaction
This question sought to investigate the respondents’ view on the degree of satisfaction concerning their institution’s strategy implementation. Figure 10 shows that a total 42.6% (37.2% satisfied and 5.4 % very satisfied) of the respondents were satisfied as employees while 23.9% were dissatisfied only 1.4% of the respondents were very dissatisfied. A large number of respondents (32.1%) of the respondents were neutral. The fact that only 5.4% of the respondents were very satisfied means that there may be challenges in strategy implementation as dissatisfied staff may not support the process. This finding is supported by the study by Musyoka (2011) which revealed that human resources performance was a major challenge during implementation of the plan and that low workforce morale and inability to retain competent and qualified staff was a significant observation during implementation of strategies. The study revealed that although there was no apparent evidence of go-slowsls or staff unrests, cases of absenteeism, disrespect of time, coupled with under-productivity experienced in the last few years attested to underutilization of the people asset.

Quality of supervision
This question sought to investigate the respondents’ view on how they would classify the quality of supervision in their institutions. Figure 11 shows that 64.5% of the respondents were supportive of the quality of supervision
in their institutions with 6.3% being very supportive. 11.1% of the respondents were not supportive and 18.2% of the respondents were neutral. The study by Al Ghamdi (2005) on obstacles to successful implementation of strategic decisions: the Saudi Case contradicts this finding as it concluded that it was apparent that managers fail to adequately define subordinate tasks for implementation, or assign new tasks before implementation was complete. The study summarized that in the overall, these results imply that managers have the tendency to be less concerned about implementation.

### Personal development opportunities and plans

This question sought to investigate the respondents’ view on whether the personal development opportunities and plans were highlighted to staff. Figure 12 shows that 67.5% of respondents indicated that they didn’t know if personal development opportunities and plans were highlighted to staff. Only a small percentage (14.5%) of the respondents indicated that personal development opportunities and plans were often highlighted to staff. The rest of the respondents (17.5%) indicated that personal development opportunities and plans were not at all highlighted to staff. This finding is supported by the study of Jooste and Fourie (2009) which revealed that one of the moderate barriers to effective strategy implementation was that human capital was not effectively developed to support strategy implementation. The study by Omboi and Mucai (2012) contradict this finding as they found out that there were conducive resource allocation policies for equitable distribution of opportunities for staff development and the sensitive policies on student’s performance in tertiary institutions. However, the study did not indicate whether the presence of policies translated to individual personal development in the institutions. This situation indicates a challenge to strategy implementation as staff development is vital for staff to acquire the necessary skills needed for successful implementation.

### Performance management framework

This question sought to investigate the respondents’ view on whether their institutions had a performance management framework. Figure 13 revealed that majority (76%) of the respondents knew that their institutions had...
a performance management framework. In support of this finding, Dollery (2005) contends that financial indicators would be among the acceptable means of measuring efficiency. The specific techniques for measuring efficiency and performance may include benchmarking analysis, ratio analysis, regression analysis, internal performance measurement, comparative performance indicators, use of graphs, economic evaluation and cost efficiency, accounting based costs and statistical methods (Bester, 2007; Premchand, 1993). This awareness is good for strategy implementation because the staff will put their efforts towards the achievement of the set performance targets.

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

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

Shared values, meaning and understanding
Encouraged to practice the core values of institution
This question sought to investigate if respondents thought that managements of HEIs encouraged staff to practice the core values. Table 2 shows that of the majority (81%) of the respondents who agreed with the statement that they were encouraged to practice the core values of their institutions, 14.8% of the respondents strongly agreed while 66.2% of the respondents agreed with the statement. Of the remaining 19% of the respondents, only a few disagreed (3.9%) with only 1.1% strongly disagreeing and 2.8% disagreeing. The rest of the respondents (15.1%) remained neutral to the statement.

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

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

Staff upholds professionalism and integrity in all its activities
This question sought to investigate if respondents thought that staff of HEIs upheld professionalism and integrity in their institutions. Table 2 shows that a majority of the respondents (63.6%) agreed that the staff upheld professionalism and integrity in all its activities. 12.2% disagreed while the rest (24.1%) remained neutral.

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

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

Organizational practices and behaviours
Institution is an equal employer and does not practice any form of discrimination
This question sought to investigate respondents’ views on whether their higher education institutions were equal employer and that it did not practice any form of discrimination. Table 2 shows that less than half of the respondents (46%) agreed that their institutions were equal employers and did not practice any form of
discrimination. 23.6% of the remaining respondents disagreed while 30.4% remained neutral.

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

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

**Institution always benchmarks with the best practice**

This question sought to investigate the respondents’ view on whether the institution always benchmarked with the best practice. Table 2 shows that the 46% of the respondents who agreed comprised 15.3% who strongly agreed and 30.7% of the respondents who agreed that the institution always benchmarks with the best practice. Of those who disagreed (26.1%) disagreed, only a few (4.8%) strongly disagreed while 21.3% of the respondents disagreed. The rest of the respondents (27.8%) remained neutral.

The results indicate that about half of the HEIs undertake benchmarking. The ultimate objective in benchmarking is to identify the “best practices” in performing an activity and to learn how lower costs, fewer defects or other outcomes linked to excellence are achieved (Pearce and Robinson, 2007). Omboi and Mucai (2012) in their study on “Factors affecting the implementation of strategies in government tertiary institutions” contradict this finding by implying that there has not been a standard benchmark for the tertiary institutions as it is for universities in the east African region and that for the universities there is the inter-university council for east Africa (IUCEA) common quality assurance system which aims at harmonizing higher education standards in East Africa thereby promoting comparability of academic programs among universities, based on regional benchmark standards. In support of this finding, Johnson and Scholes (2003) add that when

<table>
<thead>
<tr>
<th>Variable indicators</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Total %</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>We are encouraged to practice the core values of our institution</td>
<td>1.1%</td>
<td>2.8%</td>
<td>15.1%</td>
<td>66.2%</td>
<td>14.8%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Our internal culture has always been related to successful strategy implementation</td>
<td>2.8%</td>
<td>11.9%</td>
<td>28.4%</td>
<td>43.2%</td>
<td>13.6%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Our internal policies and procedures are key enablers of good strategy implementation</td>
<td>2.6%</td>
<td>10.5%</td>
<td>28.1%</td>
<td>39.5%</td>
<td>19.3%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Our institution handles change with a sense of urgency</td>
<td>6.8%</td>
<td>22.2%</td>
<td>29.3%</td>
<td>28.4%</td>
<td>13.4%</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>There is always appreciation of new ideas and hence it takes a short time to effect change in my institution</td>
<td>9.7%</td>
<td>28.1%</td>
<td>26.4%</td>
<td>24.4%</td>
<td>11.4%</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>The institution always benchmarks with the best practice before adopting new systems or techniques of working</td>
<td>4.8%</td>
<td>21.3%</td>
<td>27.8%</td>
<td>30.7%</td>
<td>15.3%</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>All official documents must have symbols such as logo, vision, mission and motto</td>
<td>0.0%</td>
<td>3.4%</td>
<td>4.5%</td>
<td>47.2%</td>
<td>44.9%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>The staff upholds professionalism and integrity in all its activities</td>
<td>5.1%</td>
<td>7.1%</td>
<td>24.1%</td>
<td>42.0%</td>
<td>21.6%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>The institution is an equal employer and does not practice any form of discrimination</td>
<td>5.7%</td>
<td>17.9%</td>
<td>30.4%</td>
<td>27.8%</td>
<td>18.2%</td>
<td>100%</td>
<td>3</td>
</tr>
<tr>
<td>It is the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others</td>
<td>4.0%</td>
<td>12.5%</td>
<td>16.2%</td>
<td>39.5%</td>
<td>27.8%</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.26%</strong></td>
<td><strong>13.77%</strong></td>
<td><strong>23.03%</strong></td>
<td><strong>38.89%</strong></td>
<td><strong>20.03%</strong></td>
<td><strong>100%</strong></td>
<td><strong>3.6</strong></td>
</tr>
</tbody>
</table>
benchmarking, managers would need to observe and understand how top performing organizations undertook their activities and to assess if these could be imitated or improved upon. The power of benchmarking is the impetus it might give in breaking the frame and conceiving of new ways of meeting and beating the performance of the best.

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

Internal policies and procedures are key enablers of good strategy implementation

This question sought to investigate the respondents’ view on whether internal policies and procedures were key enablers of good strategy implementation. Table 2 shows that majority (58.8%) of the respondents agreed that internal policies and procedures were key enablers of good strategy implementation. Those who disagreed were 13.1% comprising of 10.5% of the respondents disagreeing and 2.6% strongly disagreeing while 28.1% remained neutral.

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

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

Internal culture has always been related to successful strategy implementation

This question sought to investigate the respondents’ view on whether internal culture in their institutions had always been related to successful strategy implementation. Table 2 shows that slightly over half (56.8%) of the respondents agreed that internal culture in their institutions has always been related to successful strategy implementation with 13.6% strongly agree and 43.2% agree. Of the remaining respondents 11.9% disagreed and just a few (2.8%) strongly disagreed while 28.4% of the respondents remained neutral to the statement.

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

Traditions, beliefs and symbols

Institution’s tradition to consistently celebrate its milestones

This question sought to investigate the respondents’ view on whether it was the institution’s tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others. Table 2 shows that majority (67.3%) of the respondents agreed that it was the institution’s tradition to consistently celebrate its milestones such as annual graduation ceremonies, farewell parties for retiring employees and recognition of achievements among others. Of the remaining respondents, 16.5% disagreed with the statement while 16.2% remained neutral.

This finding is supported by Pearce and Robinson (2007) who explain that managers often attempt to identify significant milestones that will be reached during strategy implementation. These milestones may be critical events, major resources allocations, or simply the passage of a certain amount of time. The milestone reviews that then take place usually involve a full-scale reassessment of the strategy and of the advisability of continuing or refocusing the firm’s direction. Further,
Pearce and Robinson (2007) state that organizations should institutionalize practices that systematically reinforce desired beliefs and values and explain that companies with strong cultures are clear on what their beliefs and values need to be and take the process of shaping those beliefs and values very seriously. The finding is also supported by Ahmad (2001) in a research study of 1,500 employees in which he found out that what tends to motivate workers the most are intangibles as being appreciated for the work they have done. Ahmad (2001) in a study: Corporate leadership and workforce motivation in Malaysia adds that employees should be kept informed about things that affect them and that managers should be sympathetic and take time to listen to them. Pierce and Gardner (2009) in their study entitled “Effects of personality and job design on organization-based self-esteem” support this finding by noting that people with positive self-esteem are potentially an institution’s best employees and that the beliefs about employee recognition are common among employers even if not commonly carried out.

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

**Official documents must have symbols such as logo, vision, mission and motto**

This question sought to investigate the respondents’ view on whether official documents must have symbols such as logo, vision, mission and motto. Table 2 shows that an overwhelming majority (92.1%) of the respondents agreed that official documents must have symbols such as logo, vision, mission and motto. Of the remaining respondents only 3.4% and 4.5% disagreed and remained neutral respectively. None of the respondents (0.0%) strongly disagreed with the statement.

Johnson and Scholes (2003) support this finding by expounding that power is the ability of individuals or groups to persuade, induce or coerce others into following certain courses of action. This is the mechanism by which one set of expectations will dominate strategic development or seek compromise with others. Since there are a variety of different sources of power, it is often useful to look for indicators of power, which are the visible signs that stakeholders have been able to exploit one or more of the sources of power. Johnson and Scholes (2003) further explain that some of the useful indicators of power are the status of the individual or group such as job group or reputation; the claim on resources such as budget size; representation in powerful positions and finally symbols of power such as office size or use of titles and names. The finding also conforms to the study of Ofori and Atiogbe (2011) entitled Strategic planning in public universities: a developing country perspective. The study revealed that quite a large number of respondents were aware of strategic planning in their universities and that strategy development in the public universities was formal and linear indicating that decision making is top-down involving mostly higher and middle management as against members of lower management and other stakeholders.

The implication of this finding is that most of the higher education institutions have seen the need for corporate identity practices and this has enhanced employees awareness of their institution’s strategic planning and implementation.

**Resistance to change**

**Institution handles change with a sense of urgency**

This question sought to investigate the respondents’ view on whether the institution handled change with a sense of urgency. Table 2 shows that a total of 41.8% respondents agreed comprising of 28.4% who agreed and 13.4% who strongly agreed that the institution handles change with a sense of urgency. Of the remaining (58.2%), a half (29%) of the respondents disagreed with 22.2% of the respondents strongly disagreeing and only a few respondents (6.8%) disagreeing while the other half (29.2%) remained neutral.

This finding is supported by Fuerer and Chaharbaghi (1997) as cited by Ofori and Atiogbe (2011) who emphasize speed as an integral part of strategic planning leading to the generation of large strategic options in line with changes occurring in the competitive environment. The finding also agrees with the view by Kalio, Niukko and Jalava (2010) in their paper entitled “Strategy implementation in Public universities: lessons from a country perspective,” who observed that the indoctrination process that every scholar must go through, together with the long traditions that universities have, make the university organizations rather inflexible and resistant to change and that from this perspective university organizations are most likely far from easy for the middle managers when it comes to change or implementing change. Musyoka (2011) adds that resistance to change may take the form of procrastination and delays in triggering the process of change, unforeseen implementation delays and inefficiencies which slow down the change and make it cost more than was originally anticipated, lack of commitment, slow downs, absenteeism, disrespect of deadlines, poor performance and strikes.

The implication of this finding is that higher education institutions need to overcome inflexible and resistant to change issues which are barriers to effective strategy implementations.

**Appreciation of new ideas and hence it takes a short time to effect change**

This question sought to investigate the respondents’ view on whether there was always appreciation of new ideas
Table 3: Shows the responses for the question: In your opinion, explain the extent to which issues related to institutional culture positively or negatively impact on effective strategy implementation in your institution.

<table>
<thead>
<tr>
<th>Main themes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor reward system</td>
<td>48</td>
<td>13.6</td>
</tr>
<tr>
<td>Lack of transparency</td>
<td>57</td>
<td>16.2</td>
</tr>
<tr>
<td>Resistance to change</td>
<td>146</td>
<td>41.5</td>
</tr>
<tr>
<td>Apathy among staff</td>
<td>86</td>
<td>24.4</td>
</tr>
<tr>
<td>Poor teamwork</td>
<td>15</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>352</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4: Correlation model summary – Institutional culture and strategy implementation

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient type</th>
<th>Strategy implementation</th>
<th>Institutional culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy implementation</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>0.738</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td>0.000</td>
</tr>
<tr>
<td></td>
<td>Number of respondents</td>
<td>352</td>
<td>352</td>
</tr>
<tr>
<td></td>
<td>Pearson Correlation</td>
<td>0.738</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of respondents</td>
<td>352</td>
<td>352</td>
</tr>
</tbody>
</table>

and hence it took a short time to effect change in their institutions. Table 2 shows that 35.8% of the respondents agreed that there was always appreciation of new ideas and hence it takes a short time to effect change in their institutions. Of the remaining (64.2%) respondents, (37.8%) disagreed while 26.4% remained neutral.

Andrews, Boyne, Law and Walker (2011) explain that in an incremental style, responsibility is decentralized. Bourgeois and Brodwin (1984) argued, for example, that in the crescive model “the chief executive must relax his expectations concerning the extent to which strategic plans can be developed centrally”. The role of the organization’s members is enhanced as they are active participants in the process of developing and implementing strategies (Ragaopalan and Rasheed, 1995). This involvement of staff enables organizational learning as the strategy can be fine-tuned and adjusted, leading to the continual adaptation of strategies as they are being implemented. This finding contradicts the study by Bolo et al. (2010) who agree that management should modify the culture within the firm to accommodate new changes. This can be done by bringing on board new brains and cultivate the culture of delegation through management by objectives. Ombi and Mucai (2012) add that faculty members should be motivated to learn new knowledge on the role and place of strategic management in steering organizations to strategic advantage in times of volatile market conditions. There is motivation in knowing you can control dynamic managerial challenges as with time one may become the manager of the situation or even the institutions.

This finding implies that higher education institutions in Kenya could be using the rational approach which separates formulation and implementation which is a key reason for implementation failure. Connecting these processes means that organizations can learn more effectively and respond to changes in the environment.

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

Qualitative data analysis on institutional culture

This question sought to investigate the respondents’ opinion on the extent to which issues related to institutional culture positively or negatively impacted on effective strategy implementation in their institutions. Table 3 shows that a total of 65.9% of the respondents rate resistance to change (41.5%) and apathy among staff (24.4%) as the two main issues related to culture that impact on effective strategy implementation in HEIs. Respondents viewed lack of transparency (16.2%) and poor reward system (13.6%) as issues related to institutional culture that impacts on strategy implementation. The rest of the respondents (4.3%) identified poor teamwork as a minor issue related to institutional culture that impacts on strategy implementation.

Inferential analysis on institutional culture

Correlation analysis – Institutional culture on strategy implementation

Table 4 presents the degree of correlation and levels of significance between institutional culture and strategy implementation. The findings indicate that the correlation coefficient between organizational culture and strategy
Regression Analysis – Institutional culture on strategy implementation

The scatter plot
Figure 14 shows that the distribution of the scatter plot appears to fall along a line and evenly distributed on either side. There is no skewness to either side indicating that there is a constant variance. Hence, a straight line can be fitted, suggesting that there was a linear relationship between institutional culture and strategy implementation. The relationship takes the form: 
\[ Y = \beta_0 + \beta_1 X_1 + \epsilon \]

ANOVA analysis - Institutional culture and strategy implementation
Table 5 shows the analysis of variance (ANOVA) of the influence of institutional culture and strategy implementation of higher education institutions sector in Kenya. The results with a p-value of 0.000 indicated that the linear model was statistically significant in explaining the impact of institutional culture on the higher education institution’s sector strategy implementation in Kenya.

Goodness of fit model
Table 6 shows the goodness of fit of the model: 
\[ Y = \beta_0 + \beta_1 X_1 + \epsilon \] which is the linear model involving institutional culture \( (X_1) \) as the only independent variable. The coefficient of determination (R square) of 0.545 indicates that institutional culture on its own in the model explains 54.5% of the variation or change in the dependent variable (strategy implementation). The remainder of 44.5% is explained by other factors and variables other
Table 5: ANOVA Analysis of Institutional culture and strategy implementation

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>11,876.876</td>
<td>1</td>
<td>11,876.876</td>
<td>419.464</td>
<td>0.000</td>
</tr>
<tr>
<td>Residual</td>
<td>9,910.042</td>
<td>350</td>
<td>28.314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21,786.918</td>
<td>351</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Fitness test model - Institutional culture and strategy implementation

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>0.738</td>
</tr>
<tr>
<td>R Square</td>
<td>0.545</td>
</tr>
<tr>
<td>Adjusted R Square</td>
<td>0.544</td>
</tr>
<tr>
<td>Std. Error of the Estimate</td>
<td>5.32113</td>
</tr>
</tbody>
</table>

Table 7: Model coefficients of Institutional culture and strategy implementation

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>6.116</td>
<td>.980</td>
<td></td>
<td>6.241</td>
</tr>
<tr>
<td>Institutional culture</td>
<td>.946</td>
<td>.046</td>
<td>.738</td>
<td>20.481</td>
</tr>
</tbody>
</table>

than institutional culture. The Adjusted R square was 0.544 which did not change the results substantially as it reduced the explanatory behavior of the predictor to 54.4%.

Model coefficients
Table 7 shows the model coefficients of the regression results of institutional culture on strategy implementation in HEIs in Kenya. With a significant constant value (p-value = 0.000) of 6.116, the study concluded that even without institutional culture, the HEIs sector depicted some level of strategy implementation. The gradient coefficient shows the extent to which a unit change in the independent variable causes a change in the dependent variable which is the change in strategy implementation due to a unit change in institutional culture. The gradient coefficient from Table 7 was positive meaning that a unit change institutional culture leads to 0.946 units of positive change in strategy implementation in HEIs in Kenya. This meant that institutional culture was significant (p-value = 0.000) in positively influencing strategy implementation in HEIs in Kenya.

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

\[ Y = 6.116 + 0.946X_i \]

These findings corroborate the study by Ofori and Atiogbe (2011) in the case of University of Ghana whose regression showed a 76% success rate in strategy implementation explained by the institutional culture practiced where \( r^2 = 0.7595 \) and \( p = 0.05 \). There was therefore an association between institutional culture as practiced at the university and the success of strategy implementation 35% of the time where \( r = 0.35 \). The study by Ofori and Atiogbe (2011) further supports this finding in the case of the University of Kwame Nkrumah in which it revealed that the regression showed a 95% success rate on strategy implementation due to the presence of institutional culture. The implications of these findings point to the need for higher education institutions to ensure that there is a fit between institutional culture and strategy implementation.

SUMMARY OF STUDY FINDINGS
The majority of the respondents agreed with the statement that they were encouraged to practice the core values of their institutions while slightly over half of the respondents agreed that internal culture in their institutions had always been related to successful strategy implementation. Majority of the respondents agreed that internal policies and procedures were key enablers of good strategy implementation and an overwhelming majority of the respondents agreed that official documents must have symbols such as logo, vision, mission and motto. Concerning professionalism and integrity, majority of the respondents agreed that the staff upholds professionalism and integrity in all its activities. Also majority of the respondents agreed that it was the institution's tradition to consistently celebrate its milestones such as annual graduation ceremonies,
farewell parties for retiring employees and recognition of achievements among others.

However, on the issue of handling change, less than half of the respondents agreed that the institution handles change with a sense of urgency and that there was always appreciation of new ideas and hence it took a short time to effect change in their institutions. This finding indicates that a slightly larger number of respondents disagreed with the statement which may mean that the institutions may be using the rational approach which separates formulation and implementation which is a key reason for implementation failure. Connecting these processes means that organizations can learn more effectively and respond to changes in the environment

On benchmarking less than half of the respondents agreed that their institutions always benchmarked with the best practice. Also less than half of the respondents agreed that their institutions were equal employers and did not practice any form of discrimination. On resistance to change majority of the respondents rated resistance to change and apathy among staff as the two main issues related to culture that impacts on effective strategy implementation in HEIs in Kenya. Lack of transparency, poor reward systems and poor teamwork were identified as issues related to institutional culture that impacts on strategy implementation.

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

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

**STUDY CONCLUSIONS**

Based on the findings presented in the foregoing section, the following conclusions were made:

It was established that a majority of the respondents (64.2%) either disagreed or were non committal that there was always appreciation of new ideas and hence it took a short time to effect change in their institutions. The study established that slightly more than half of the respondents either disagreed or were non committal that the institution always benchmarked with the best practice. The results indicate that about half of the HEIs undertake benchmarking. The finding conforms to the view that in choosing a strategy, managers should compare the firm’s key internal capabilities with those of its rivals, thereby isolating its key strengths and weaknesses.

It was established that less than half of the respondents (46%) agreed that their institutions were equal employers and did not practice any form of discrimination. This means that over half (54%) either disagreed or were non committal. It was further established that a total of 65.9% of the respondents rated resistance to change (41.5%) and apathy among staff (24.4%) as the two main issues related to culture that impacted on effective strategy implementation in HEIs in Kenya while other challenges were lack of transparency (16.2%), poor reward system (13.6%) and poor teamwork (4.3%) as a minor issue related to institutional culture that impacts on strategy implementation. Through analysis it was established that there was a positive and significant relationship between institutional culture and strategy implementation in HEIs in Kenya. From the analysis of variance (ANOVA) it was concluded that institutional culture has a significant relationship with the strategy implementation in HEIs in Kenya. The coefficient of determination (R square) of 0.545 indicates that institutional culture on its own in the model explains 54.5% of the variation or change in the dependent variable (strategy implementation).

**Study recommendations**

On the issue that the institution handles change with a sense of urgency it is recommended that HEIs adopt time-based strategies in strategy implementation due to dynamic nature of environmental changes. On appreciation of new ideas and hence it took a short time to effect change in their institutions it is recommended that institutions embrace creativity and innovation by being receptive to new ideas especially the bottom up communication. On this issue it may mean that the institutions may be using the rational approach which separates formulation and implementation which is a key reason for implementation failure. It is recommended that institutions connect these processes so that they can
learn more effectively and respond to changes in the environment.

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

REFERENCES


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