ASSESSMENT OF THE FACTORS THAT INFLUENCE THE DEVELOPMENT AND IMPLEMENTATION OF STRATEGIC PLANS IN KENYA’S HIGHER EDUCATION INSTITUTIONS: A CASE OF KENYATTA UNIVERSITY AND PAN AFRICA CHRISTIAN UNIVERSITY, KENYA

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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This thesis has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

This thesis is dedicated to the memory of four great personalities that have significantly impacted on my life: first, the late Francis Ngugi Wang'endo, my school mate at Starehe Boys Centre, my brother, my friend, and my colleague at PAC University, whose laughter and intellectual engagement I sorely miss; second, my late brother-in-law, Solomon Ndaba Kariuki, whose love for academic was unequalled; my loving mother-in-law, the late Elizabeth Warigia, who loved and supported me unconditionally; and last but not least, my mother, the late Magdalene Wambui, who taught me the value of seeking after knowledge and growing in my faith in God. The four lovely souls rested in the Lord in the course of me pursuing this degree programme. May their souls continue resting in eternal peace.

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ABSTRACT

Review of literature in strategic leadership indicates that many strategic plans are poorly developed and with relatively little success in their implementation hence presenting a research gap that needs to be investigated. The research reported in this thesis therefore sought to assess the factors that influence development and implementation of strategic plans in Kenyan universities, a case study of Kenyatta University (KU) and Pan Africa Christian (PAC) University. The independent variables were institutional leadership factors, stakeholder involvement and availability of financial resources, while the dependent variables were both development and implementation of strategic plans in the two universities. The study is anchored on Path Goal, Transformational Leadership and Open Systems theories. Being guided by Tromp and Ruben's (2010) Strategic Planning in Higher Education Framework, the study used a mixed method of quantitative and qualitative in data collection, analysis and interpretation. Stratified random and purposive sampling techniques to arrive at the 56 participants from each University. A questionnaire was used in data collection for primary data and content analysis of the strategic plans in the two universities captured the secondary data. The questionnaires were administered using the online application KoBo Collect. The questionnaire was pre-tested to get feedback on whether the questions captured the expected data, and whether there was any ambiguity in the questions. The questionnaires were coded to ensure accountability of the number of questionnaires that were issued. They were edited for completeness, accuracy and consistency and the data inputted using SPSS version 24. Data analysis was done quantitatively using regression analysis to guide the testing of the hypotheses. Some aspects of the questionnaire that had open ended questions were categorized according to the thematic areas as they had been captured by the KoBo Collect at data collection stage. The main finding indicated that jointly, institutional leadership factors had the highest influence on the development of strategic plans in the two universities, followed by stakeholder involvement, then availability of financial resources. However, in the implementation of strategic plan at KU, availability of financial resources had the highest influence, followed by institutional leadership factors, then stakeholder involvement. At PAC University, institutional leadership factors had the highest influence on the implementation of the strategic plan, followed by stakeholder involvement, then availability of resources. The study recommends that university's leadership should be committed to the strategic planning process right from the development up to the implementation of the same. Second, all key stakeholders should be included in the strategic planning process since their engagement is critical in ensuring its success. Third, universities should avail financial resources required for success of the development and implementation of the strategic plans to be realized. The study concludes that (i) leadership in a university is critical for the success of the development and implementation of strategic plan (ii) the voice of all stakeholders in a university matters during the development and implementation of strategic plan, and (iii) the success of the development and implementation of strategic plans requires the allocation and availability of adequate financial resources. When these three factors are considered, universities will have well developed and successfully implemented strategic plans.

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ABBREVIATIONS AND ACRONYMS

CEO:	Chief Executive Officer
CUE:	Commission for University Education
KU:	Kenyatta University
PAC University:	Pan Africa Christian University
SP:	Strategic Plan
SPSS:	Statistical Package for Social Sciences
SWOT:	Strengths, Weaknesses, Opportunities and Threats

DEFINITION OF TERMS

Action Plans:	Specific activities and steps to be undertaken as part of short-term and long-term strategic planning.
Assessment:	A process of evaluating an organization through the use of specific measures.
Availability of Financial Resources:	The finances in place and financial readiness (including resource mobilization strategies and implementation) to support the development and implementation of the university strategic plan.
Goals:	Targets or end points sufficiently specific to allow for progress to be assessed and a determination to be made when they have been achieved. Stretch goals are selected to challenge the organization to greater performance than might otherwise be sought.
Imperatives:	Actions, strategies, and activities critical to success in strategic planning.
Institutional Leadership Factors:	The leadership offered at the university during the strategic planning process as far as the development and implementation of the strategic plan are concerned.
Measures:	Indicators of organizational functioning identified by an institution, department, or programme as appropriate for assessing organizational outcomes and achievement levels: the criteria used to evaluate the effectiveness and efficiency of the planning process and outcomes.
Mission:	The primary work of the organization, the purposes for which it exists – including specification of the groups for which programmes or services are

provided – which are often published and made available to members of the organization and beyond.

Outcomes:	The organization's current accomplishments and performance relative to plans and the planning process.
Results:	The outcomes and achievements related to an organization's planning process.
Stakeholders:	Individuals or groups who influence and are influenced by the organization. This includes those whose assessments are critical to the support and reputation of the organization.
Stakeholder Engagement:	The engagement of the stakeholders of the university in the strategic planning process in terms of development and implementation of the university's strategic plan.
Strategic Planning Committee:	The leaders of a strategic planning initiative, alternately called the leadership team, leadership group, coordinating committee, oversight committee, or planning team.
SWOT Analysis:	A tool used to analyse organizational strengths, weaknesses, opportunities, and threats from the internal and external environment.
Vision:	A characterization of how the institution, department, or programme sees itself in the future.

CHAPTER ONE

INTRODUCTION

Background to the Study

Globally, the leaders of today – be they political leaders, corporate leaders or civil society leaders – have to act within the context of a dynamic system of global pressures and trends (University of Cambridge Institute of Sustainable Leadership (UCISL), 2021). As such, the 21st-century leaders need to anticipate change, and be agile enough to deal with the challenges that are coming at them from all angles. UCISL (2021) observes that leaders have been dealing with volatility, uncertainty, complexity, and ambiguity for decades, but now with ever-evolving technology and new processes, leaders and organizations are facing even stronger headwinds than before. If they do not adapt they may not survive. The challenge of leadership is to turn these risks into opportunities, which may even pre-empt or prevent the risks. This calls for leaders to be strategic and to plan for their organizations with foresight and clarity if they are to remain competitive in the market. But what exactly is leadership?

Ward (2020) defines leadership as the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs. Leadership captures the essentials of being able and prepared to inspire others. Ward (2020) adds that effective leadership is based upon ideas—both original and borrowed - that are effectively communicated to the followers in a way that engages them enough to act as the leader wants them to act.

Rost (1991), on his part, describes leadership as an influence relationship among leaders and collaborators who intend significant changes that reflect their mutual purposes. Kouzes and Posner (1995) believe that leadership is the art of mobilizing others to want to struggle for shared aspirations. Common themes of influence, change and leader-follower collaboration emerge from these and other definitions. Senge et al. (1999), for example, describes leadership as the capacity of a human community to share its future, and specifically to sustain the significant processes of change required to do so. From these definitions, it emerges that leadership involves motivation, inspiration and influence of followers, clarity of the strategic goals of the organization, frequent communication between the leader and the followers, among others. These aspects are critical for the health and success of the organization.

Leaders inspire the followers to act on the organization's strategic objectives and goals while simultaneously directing and modelling the way that they act. Emphasizing this fact, Ward (2020) offers that leaders must be personable enough for others to follow their orders, and they must have the critical thinking skills to know the best way to use the resources at an organization's disposal. To be an effective leader in business, one must possess traits that extend beyond management duties. Ward adds that leadership skills can be learned and leaders may evolve.

In the leadership literature, the terms leadership and management tend to be used interchangeably, but they are not the same (Minx, 2021). Minx argues that leadership requires traits that extend beyond management duties. Though both leaders and managers have to manage the resources at their disposal, leadership, according to experts in leadership, requires more (Ward, 2020; Kruse, 2013). For example, managers may or may not be described as inspiring by the people working under them, but a leader must inspire those who follow them.

Managers need to plan, measure, monitor, coordinate, solve, hire, fire, and so many other things. Typically, managers manage things. Leaders lead people (see Chapter Two for a further discussion on leadership/manager distinction).

One of the branches of leadership is strategic leadership, the specific area upon which the research reported in this thesis falls (see Chapter 2 for a detailed review of strategic leadership). Strategic leadership is defined as a leader's ability to think strategically, maintain flexibility and influence others to voluntarily make decisions to initiate change that ensures long term success while maintaining stability in the short-term. Strategic leaders make strategic decisions, engage with external stakeholders, perform human resource management activities, motivate and influence, manage information, oversee operations and administration manage social and ethical issues, manage conflicting demands. Strategic leaders work with strategies and they craft strategic plans to guide their organizations in attaining the goals they have for their organizations. The strategies need to be developed and implemented successfully for the organizations to achieve their strategic goals. What follows is a presentation on the strategic planning in higher education institutions, the specific area that the research reported in this thesis investigated.

Strategic Planning in Higher Education Institutions

Globally, organizations craft corporate strategies for achieving optimal performance through well thought-out strategic initiatives. Such a corporate strategy is referred to as a Strategic Plan, a document that contains an organization's effort to anticipate, predict and ideally control future activities and outcomes (Tromp & Ruben, 2010). Corporate strategy and specifically strategic planning process fall within the broad area of strategic leadership. Caramela (2018) defines strategic leadership as the process of using well considered tactics to communicate a vision for an organization or one of its parts. Strategic leaders use specific set of actions spelt out in their corporate strategy in order to achieve the organization's objectives. These type of leaders are strategic thinkers, focusing on strategies that will give their organizations the desired outcomes.

Thompson, Gamble, Strickland, and Peteraf (2015), define corporate strategy as a management's action plan for competing successfully and operating profitably based on an integrated array of considered choices. An organization, therefore, should craft a strategy to pursue the desired set of actions to move it to the intended direction with the aim of strengthening its competitive advantage. The strategy is usually expressed as a plan of action for running the business and conducting operations, thus transforming the organization's dreams into reality.

Tromp and Ruben (2010) note the difficulties of leading strategic planning in higher education and zero-in on four of the main determinants of effective strategic planning process in higher education: leadership, communication with stakeholders, assessment mechanisms and organizational culture. Leadership deals with how individuals charged with the responsibility for the planning process guide the organization in the development and implementation of strategies. Communication is concerned with how the strategic plans and goals are conveyed, coordinated and promoted within the organization to get the buy-in of every stakeholder. Assessment is all about how progress is monitored and evaluated throughout the process. Finally, organizational culture concentrates on how the organization's history, rules, traditions, and customs influence the strategic planning processes. Thus, a successful strategic planning process, as the authors argue, should carefully ensure the four imperatives interact effectively for optimal results. The authors also emphasize that availability of financial resources will impact on both the development and implementation of strategy since strategic planning is a resource-dependent activity.

Just like any other business organizations, universities world over spend time and resources to formulate their corporate strategies with the intention of improving their performance, achieving their vision and mission as well as increasing their competitive advantage. These strategies are expressed in the form of strategic plans that highlight the vision, mission, core values, strategic objectives, action points, implementation plans, monitoring and evaluation mechanisms, and steps that are envisioned to take the universities to the strategic direction that they wish to take.

Emphasizing on the importance of strategic planning in higher education, Ayuya (2010) posits that with the crafting and implementation of strategic plans in universities, rapid growth is bound to be witnessed and performance impacted on. This is because the strategic planning process allows a university to define its strategic goals and objectives and do an environmental scan that allows it to assess both internal and external situations that will influence its growth and strategic direction. This observation by Ayuya (2010) points to the need for every university that dreams to grow to engage in developing and implementing a well thought out strategic plan that will guide it to the desired future.

The higher education terrain in Kenya has become very competitive, given the number of universities that have been granted charters, licences and letters of interim authority to operate in Kenya. According to the Commission for University Education website, there are 71 universities and university colleges, 35 being public and 36 private. This huge number of institutions of higher learning in a population of about 53,391,371 (Worldometer, 2020) implies that the competition for students is bound to be stiff, and this calls for the universities to be strategic.

The present picture is looking grim for universities in Kenya. In 2016, for example, out of the 577,253 students who sat their Kenya Certificate of Secondary Education (KCSE), only a paltry 88,929 students scored grade C+, hence meeting the minimum requirements for admission to university (Leftie, 2016). Similarly, a total of 615,773 candidates sat for the KCSE exam in 2017 with only 70,073 candidates obtaining grade C+ and above, which is the minimum entry point to university (Asamba, 2017). In 2019, only 125,746 out of 688,928 students qualified to join universities in Kenya (Nyamwembe, 2020). This means that the 71 institutions of higher learning in Kenya compete for this small number of students who qualify for university admission. Not all of these students who qualify for university admission join Kenyan universities. Some of them may decide to study in universities overseas while others may not afford the fees charged to university students, besides tuition fees.

In 2021, the landscape in universities in Kenya is likely to be negatively impacted by the effect of COVID-19 pandemic which has made the Kenya Certificate of Secondary Education examinations postponed from 2020 to 2021. This implies that there will be no pool to draw students from in the 2021/2022 academic year as most of the students who join both private and public universities in Kenya are those who attain grade C+ and above in the Kenya Certificate of Secondary Education.

It is critical that the universities in Kenya position themselves strategically for them to achieve success despite the stiff competition for enrolment, both nationally and internationally. A university, for example, needs to carefully plan in a way that takes account of its aspirations for the future, the stakeholders it serves, its challenges and opportunities, its alternatives and choices, the way in which it will measure progress, and the manner in which it monitors and follows through the implementation of the plans. When these steps are actualized, there is bound to be success in achievement of the strategic goal of the university, which, hopefully, will in turn bring about transformation of the institution.

Understanding how institutions of higher learning in Kenya craft their strategic plans that guide their journey to the desired future of improved performance and productivity is essential and it presents a viable area for research. How do universities in Kenya, for example, conduct strategic planning processes, right from preparation and development of the strategic plans to the implementation of the same? Adopting an exploratory approach, the research reported in this thesis purposed to establish the reality on the ground as far as the factors that influence the development and implementation of strategic plans in Kenyan universities are concerned.

Statement of the Problem

Organizations that want to gain growth and sustainability, thereby achieving their goals are advised to engage in strategic planning process (Saffold, 2011) and a review of literature indicates that many universities in Kenya do have strategic plans that guide their journey to optimal performance. Further, as a requirement from the Commission for Univeristy Education (Universities Standards and Guidelines, 2014), every university in Kenya is expected to develop a strategic plan that acts as a tool that articulates institutional mission and vision, help prioritize resources and promotes the institution’s focus.

This direction notwithstanding, many strategic plans are noted to be poorly developed and with relatively little success in their implementation (Anyieni & Areri, 2016; Malunga, 2009). Anyieni and Areri (2016), for example, observe that only 10% of formulated strategies are successfully implemented. Consequently, many organizations despite having strategic plans, not only end up performing dismally, but also do not achieve their vision, mission and strategic goals because their plans are perhaps neither developed nor implemented as stipulated in theories of strategy such as Tromp and Ruben (2010) Strategic Planning in Higher Education framework.

Do the above assertions from literature hold true for universities in Kenya? Are there strategic plans well-developed and fully implemented as expected by the tenets of the theories of strategy? What factors influence the development and implementation of strategic plans in Kenyan universities? Such questions motivated the research and presented the research gap that this study intended to fill.

Objectives of the Study

The main objective of the study was to determine the influence of institutional leadership, stakeholder involvement and availability of resources on the development and implementation of strategic plans in two Kenyan universities: Kenyatta University and PAC University.

The study was based on the following specific objectives:

1) To examine institutional leadership factors that influence development and the implementation of strategic plans in Kenyatta University and PAC University.
2) To establish the role of stakeholder involvement in the development and implementation of strategic plans in Kenyatta University and PAC University.
3) To assess the influence of financial resources on the development and implementation of strategic plans in Kenyatta University and PAC University.
4) To determine the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources on the development of strategic plans in Kenyatta University and PAC University.
5) To evaluate the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources on the implementation of strategic plans in Kenyatta University and PAC University.

Hypotheses of the Study

The following hypotheses guided the study:

H_{01}: There is no significant relationship between the successful development and implementation of a strategic plans in Kenyatta University and PAC University and the institutional leadership factors.

H_{02}: The involvement of stakeholders is not a key contributing factor to the successful development and implementation of strategic plans in Kenyatta University and PAC University.

H_{03}: The availability of financial resources has no significant influence on successful development and implementation of strategic plans in Kenyatta University and PAC University.

H_{04}: The joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources has no significant effect on the development of strategic plans in Kenyatta University and PAC University.

H_{05}: The joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources has no significant relationship with the implementation of strategic plans in Kenyatta University and PAC University.

Significance of the Study

The results of the study could add to the body of knowledge in the area of strategic planning in institutions of higher learning in Kenya and beyond. Thus the study may form a platform upon which further research on issues of development and implementation of strategic plans in Kenyan universities could be undertaken by academicians and researchers. Scholars and researchers interested in carrying out studies on strategic plans in universities could, therefore, find the study significant particularly because areas for further research are proposed.

The findings of the study may also be of significance to the Kenyan government, through the State Department of Education and the Commission for University Education, as the results may be used in the determination of best practices in the development and implementation of strategic plans for attainment of growth and sustainability of the universities in Kenya. Although the Commission for University Education expects the universities to craft and implement strategic plans, there are no guidelines that are provided on how to go about the same and what factors could be key for a successful strategic planning process to be attained.

The results of the study may be useful to the stakeholders and practitioners who have strategic links with the universities in Kenya as one of the objectives is on stakeholder involvement in the development and implementation of the strategic plans in Kenyan universities. The findings of the study, therefore, may give insights on the pride of place that stakeholders ought to occupy during the strategic planning process for them to foster meaningful and profitable strategic alliances with Kenyan universities. This engagement may contribute to the success of Kenya's institutions of higher learning, creation and sustainability of good corporate governance and image.

Last but not least, the findings and recommendations of the study may also be useful to the strategic leaders in Kenyan universities seeing that one of the objectives focuses on institutional leadership. The results of the study may also generate new ideas for efficient and effective management and strategic leadership in other tiers of education in Kenya and in the region.

Scope and Delimitations of the Study

Being a study that seeks to investigate the influence of institutional leadership, stakeholder involvement and availability of financial resources on the development and implementation of strategic plans in Kenyan universities, the ideal scope would be all the 71 universities and university colleges recognized by the Commission for University Education. But given the descriptive and exploratory nature of the study and the time available for this research, this scope would be too wide. Hence the study delimited itself to two universities: Kenyatta University (henceforth, KU) and Pan Africa Christian

University (henceforth, PAC University). The strategic plans focused on in the study were the 2005-2015 for Kenyatta University and 2012-2016 for PAC University (2011-2015) which was based on the fact that the timeline for the two plans had matured hence the two processes of development and implementation had taken place.

The choice of the two universities was based on a number of factors. First, both universities are chartered universities in the Republic of Kenya. Second, both universities have gone through the entire life span of their strategic plans, right from their development to their implementation. Third, the two belong to different categories – KU is a public university while PAC University is private and it would be interesting to see how, independently, the two went about the development and implementation phases of their strategic plans, hence describe the process. The focus of the study was mainly on establishing how the two institutions, separately, did the strategic planning process (development and implementation of the strategic plans), in relation to the three variables focused on in the study: institutional leadership, stakeholder engagement and availability of financial resources. A comparative aspect is, however, included in Chapter Four where the joint influence of the above variables on the development and implementation of the strategic plans is analysed and results discussed.

For manageability of the scope, the present study focused on only three variables: institutional leadership factors, stakeholder involvement and availability of financial resources. The rationale of the choice of these factors is informed by Tromp and Ruben's (2010) observation that these factors are critical for successful strategic planning process. It was, therefore, crucial to study how these factors influenced the development and implementation of strategic plans in Kenyan universities.

The study confined itself to one method of data collection: the use of questionnaires. The questionnaires were administered to the selected sample to generate data on institutional leadership factors, stakeholder involvement and availability of financial resources during the development and implementation phases of the strategic planning process. More of this is highlighted in the methodology section.

The main theoretical bases of the study are stipulated in Tromp and Ruben's (2010) Strategic Planning in Higher Education Framework. The framework was the analytical and descriptive tool that guided the study. The choice of this framework was based on the fact that it was developed primarily for systematic strategic planning in higher education. The theory focuses on issues specific to strategic planning in higher education and provides a straightforward approach to a realistic, cyclical strategic planning process hence justification for its use.

Limitations of the Study

The data of the study were mainly generated from, among others, the management teams of the two universities. This posed a challenge as senior management teams in universities at times were too busy to grant the researcher ample time for interviews and follow-up meetings for data collection. This limitation was mitigated through development of very structured questionnaires to ensure they captured enough details for attainment of each of the five objectives.

The other limitation was the fact that the respondents were unwilling to divulge all the needed information in the questionnaires due to confidential regulations stipulated in the university documents hence influencing the objectivity of the data collected. Furthermore, the participants could have thought that the source of data would be traced back to them. This was addressed in two ways: First, the researcher used an online application (KoBo Collect) in data collection. This application ensures anonymity of the person who has filled in the data is maintained. Second, the researcher assured the participants of the privacy in the data provided and that the information gathered would be handled confidentially and used solely for the purpose of the study.

Another limitation was the fact that the researcher had worked in the two universities focused on in the study during either the development or implementation of the strategic plans and this fact could have contributed to some personal bias. This was countered by ensuring objectivity of the data collection tool by The use of Kobo-collect also ensured that there was no face to face meeting with the participants and the fact that there was no mention of the name on the questionnaire made the source of data anonymous. Additionally, having both open-ended and closed-ended questions in the questionnaire.

Summary of the Chapter

This chapter has presented the background to the study. It has also stated the research problem as well as outlined the key objectives and hypotheses that guided the research. Further, the chapter has explained the justification of the study before moving on to present its scope and limitations. The review of related literature, the theoretical bases of the study and the conceptual framework that shows the link among the variables focused on in the study follow in the next chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Introduction

This chapter presents a review of literature related to this study. First is a section on the leadership and a specific review of strategic leadership branch especially because the study falls within this branch of leadership. This is followed by a section that presents phases of strategic planning process, which is followed closely by the factors noted in literature that may influence strategic planning. Sections that describe the two dependent variables: development and implementation of strategic plan follow. Literature from empirical research is also reviewed and presented. The last section of the chapter tackles theoretical bases of the study and the conceptual framework that help to show the relationships between the variables (independent and dependent) in the study and how these variables interlink.

Leadership

Leadership is the ability to inspire and support employees to achieve organizational goals (Daft & Lane, 2018). This definition implies that leadership is a continuous process of actions and thoughts. Leadership talks of a relationship between those that take leadership positions and those that are led (followers). A leader, on the other hand, is defined as a change-maker who nurtures followers and learns to use their various talents and views to better the organisation (Ward, 2020). A leader and the followers operate in a symbiotic relationship. They need one another for their organization to succeed. Success of the organization requires a leader to have a strategy so as to shape the performance of the organization. Strategy is at the centre of an organization's plan to succeed and plays a core role in its sustainability and competitive edge in the market, if the strategy is effectively and successfully implemented.

In leadership literature (and as noted in chapter one), there is a distinction between a leader and a manager (Mehdi et al. 2019; Kadalie, 2006; Ward, 2020). Managers have employees work for them while leaders have employees that follow them. This definition implies that a manager relies on control and a leader on trust. The management style of leadership has therefore been associated with transactional leadership because it focuses on the role of supervision in the organisation and group performance (Kadalie, 2006). The manager is concerned with administering and ensuring that the daily activities are happening as they should. The managerial type of leadership punishes and rewards employees because the aim is to maintain the status quo, ensure employees follow directives and find faults and deviations from set rules and guidelines.

Another difference between leaders and managers is that leaders emphasize innovation above all else (Kruse, 2013). Whereas a manager seeks to inspire their team to meet goals while following company rules, a leader may be more concerned with setting and achieving lofty goals—even at the expense of existing corporate structures. When a team member has a unique idea that can add value to an organization, a leader is likely to encourage the particular member of the team to pursue this creative idea.

Managers, on the other hand, may be more likely to stick to the status quo, choosing to preserve existing structures because they themselves operate within that structure (Kadalie, 2006). They may have bosses above them, so they have less freedom to break rules in the pursuit of lofty goals. Leaders, on the other hand, often operate fairly independently, focusing more on doing the right thing. That allows them to tolerate a greater amount of chaos, so long as they believe it will be worth it in the end.

Conversely, a leader inspires, stimulates and motivates employees to be followers and achieve even greater results than initially planned because it focusses on building trust, promoting innovation within the team, developing employees and motivating teams to create new expectations (Kadalie, 2006). Leaders form bonds with followers and possess good visioning and management skills. A leader therefore is concerned with doing the right thing as opposed to doing things right.

Various schools have been advanced to discuss and explain the leadership phenomena. Great Man or Trait school elaborates outstanding individual leaders and studies their traits or characteristics to understand their accomplishments as leaders (Harter, 2008). Behavioural or Styles school describes leadership in terms of people- and task orientation, suggesting that different combinations of these produce different styles of leadership (Kouzes & Posner, 1995). Situational or Context school emphasizes the importance of context in shaping leaders' responses to be more relationship or task motivated, or more authoritative or participative (Vroom and Yetton, 1973; Graeff, 1983). Contingency or Interactionist school proposes that leaders' influence is contingent on various factors (like positional power), which in turn determines appropriate leadership styles (Fiedler, 1967; House, 1974).

Transactional and transformational school contrasts leadership as a negotiated cost-benefit exchange and as an appeal to self-transcendent values of pursuing shared goals for the common good respectively (Bass et al., 1974; Burns, 1978; Price, 2003). Transformational leadership is distinctive from transactional leadership in a number of ways (Price, 2003). First, it focuses more on ends than on means; hence, the focus is more on the vision or purpose than the mechanisms for achieving them. Second, it emphasizes the role of leaders' charisma; hence, the ability to inspire and stimulate is more important than controlling followers. Third, it assumes leaders have a moral responsibility; hence, they are committed to altruistic values, focusing on the interests of followers.

Transformational leaders motivate followers by encouraging them to transcend their self-interests for the sake of shared goals, be they for the team, organization or larger community (Bass & Stogdill, 1990).

Leadership allows for a positive environment for new ideas to improve the organisation among employees by taping from diverse cultures and experiences (Kruse, 2013; Ward, 2020; Kadalie, 2006). An open relationship is maintained between the leader and the employee which promotes a feeling of ownership, trust and alignment between an individual and the team. Leadership ensures that crisis situations or bad times are not ignored but are faced and rectified before the situation deteriorates. Teams provide solutions for getting out of crisis situations and they provide a learning point for new ideas, innovation and experience to deal with future crisis situations. Further leadership helps to build time management, confidence, develop team spirit, find new ways of doing things, achieve organisational goals and introduce new change in the organisation. To be able to achieve all the above, the leader needs to be strategic.

The literature on leadership reviewed above points to the importance of leadership in driving an organization to its utmost potential. A leader occupies a pride of place in an organization and as Maxwell (1999) observes, everything rises and falls on leadership. This critical role that leadership occupies in an organization justifies the focus on leadership factors as one of the independent variables in the research reported in this thesis.

Strategic Leadership

Strategic leadership is defined as the functions performed by individuals at the top levels of an organization (CEOs, Directors, General Managers) that are intended to have strategic consequences for the firm. Our review identifies eight functions: making strategic decisions; engaging with external stakeholders; performing human resource management activities; motivating and influencing; managing information; overseeing operations and administration; managing social and ethical issues; and managing conflicting demands (Mehdi, 2019). From this definition, it is clear that strategic leadership is important because it calls for actions that can enable effective implementation of organisation's strategy. Senior management can, for example, adopt various supervision styles to manage employees or define the leadership culture within an organization.

In strategic leadership style, communication is critical as it determines how that leader leads. Indeed, in leadership generally, communication and motivation are part and parcel of success in achieving the organization's goals. Therefore, leaders must pay attention to their communication patterns, as those patterns determine the quality of their leadership. This is more so because leadership requires followership. The leader needs to communicate clearly to the followers and keep the communication channels open. There is also need for the leader to receive feedback from the followers regularly to ensure they are all driving to the same vision. In so doing, the strategic leaders will be able to fully exploit the potential of their personal and followers' strengths.

Strategic leadership is more than creating a strategy at the top and then extolling others to implement it (Pedersen & Ritter, 2021). The success of strategic leadership rests on involving every member of the team in the organization, for the buy-in of all the stakeholders will contribute to the achievement of the strategic goals of the organization. When everyone in the organization sees and feels that they are part of the shared goals, they will work hard and smart to implement them and this will be a great achievement for the organization.

A strategic leader should aim at winning the trust and confidence of the followers (Mehdi et al., 2019). This is because trust and confidence are vital in forming a formidable and winning team. When the followers are able to trust their leader, they then become committed to the implementation of the desired results promised in the organization's vision and mission. The leader will be able to engage the followers in implementing the strategic goals of the organization and they will all celebrate the attainment of the organizational success together. The leader should understand what defines effective strategic leadership and what makes an effective strategic leader and what the team in an organization looks for in a leader.

Effective strategic leadership calls for the leader's clarity of the strategic direction of the organizations (Mehdi et al., 2019). This is achieved by having clear vision and mission which state clearly the direction of the organization and why the organization exists. It will be helpful too if they are clear on the core values that define the organization. Communication of the vision, mission and core values to every stakeholder in the organization should be done appropriately and clearly. The followers, especially, need to have clarity of the vision because a clear vision inspires followers to work hard at achieving it and is central in the development and implementation of an organization's strategy.

Strategic leaders should focus on developing the human resource in the organization to build their competencies and equip them with skills they require to drive the strategic goals of the organization (Pedersen & Ritter, 2021). Adequate funds should be set aside to ensure that the best human resource is attracted, recruited, inducted, trained, developed and retained for sustainability and competitiveness of the organization. Regular trainings and skills building will ensure the team stays abreast with developments in the industry in which an organisation operates. In so doing, the implementation of the organization's strategy (captured in the organization's strategic plan) will be realized and the organization will always have a competitive advantage over other comparable organizations.

Strategic Planning Process

Strategic planning is a systematic process of envisioning a desired future, and translating this vision into broadly defined goals or objectives and a sequence of steps to achieve them. In contrast to long-term planning (which begins with the current status and lays down a path to meet estimated future needs), strategic planning begins with the desired-end and works backward to the current status. At every stage of long-range planning the planner asks, "What must be done here to reach the next (higher) stage?"

At every stage of strategic-planning the planner asks, "What must be done at the previous (lower) stage to reach here?" Also, in contrast to tactical planning (which focuses at achieving narrowly defined interim objectives with predetermined means), strategic planning looks at the wider picture and is flexible in choice of its means Strategic Planning is, an acknowledged essential discipline, a vital, systematic and ongoing process that enables organisations to plan the use and application of their resources, skills, and knowledge in order to achieve their organisational missions, goals and objectives in environments of ongoing change.

It is especially in times of high levels of change that strategic planning places an organisation in a more agile state, a stated of 'preparedness', more attuned to market and other external conditions and therefore the better prepared to flex or even substantially change their strategic thrusts and operational plans at local as well as at higher levels when fundamental, sometimes structural economic, political and social change occurs.

Different scholars in the area of strategic leadership and strategic planning have come up with similar phases that mark the strategic planning process (Malunga, 2009;

Saffold, 2011; Tromp & Ruben, 2010). Saffold (2011), on his part, highlights nine phases of the strategic planning process. First is what he calls Plan for Planning, which signals advance preparation for the strategic planning process. Saffold (2011), adds that the team driving the process and their mandate are determined; participants in the process are chosen; the issues of leadership and authority are thought through; timeframes and approvals are clarified, agreed upon and sought. The second step involves mission clarification while the third step is strategic vision development.

Saffold's (2011) fourth phase comprises environmental scanning where tools such as analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) and Political, Economic, Social, Technological, Environmental and Legal (PESTEL) analysis are applied so as to capture the data from the stakeholders. The fifth phase is the status analysis which involves comparison of the strategic vision and objectives with the results of the environmental scans. The major issues that the organization must address for it to move from its current condition towards greater fulfilment of the vision and mission form the sixth step.

The seventh step involves crafting and agreeing on the strategic initiatives. The alternatives for responding to the major issues are analysed and the course of action selected. Here, the strategies are therefore stated and selected. The next phase according to Saffold (2011) is the operational planning which ensures that the strategic goals and plans are not overlooked or forgotten but are folded into the day-to-day activities. The final stage is what the author calls results management which entails monitoring and evaluating the degree to which the organization is moving towards the strategic direction, and therefore fulfilment of its vision and mission.

Malunga (2009), on the other hand, collapses Saffold's (2011) steps into 4 major phases of the strategic planning process: preparation, formulation, implementation, monitoring and evaluation. He considers the preparation of the process as the first phase noting that effective strategic plans are built on a foundation of strong preparation. In this phase, the organization lays a foundation for the entire strategic planning process and indeed paying attention to the preparation stage enhances the probability of the success of the strategic plan. In emphasizing the importance of this phase, Tromp and Ruben (2010) note that organizations that take their time to adequately prepare for their strategic planning processes will gain both in time, speed and resources. This phase entails top leadership agreeing on the need for the strategic plan, selecting a team to manage the process and agreeing on the terms of reference, getting internal and external support, conducting evaluations and organizational assessments, getting the top leadership support, communicating to the stakeholders for them to buy into the strategic planning process, resource allocation and agreeing on the vision and mission.

Formulation stage, according to Malunga (2009), is where the organization’s ideal picture is developed and articulated. The analysis of the organization’s uniqueness, vision, mission and the core values happens in this stage. The environmental scan, issues to be addressed in the strategic plan, goals to accomplish and the strategies to pursue are also handled in the formulation stage. Several formulation workshops should be held and diverse stakeholders encouraged to attend for them to get enough time to understand the environmental scan and other emerging strategic issues to arrive at effective strategic decisions. The financial plan, which indicates the amount of financial resources needed to implement the strategic plan, is worked on at this stage too.

The third phase is the implementation stage. Here the good intentions of the strategic plan are transformed into performance, results, progress and success. This stage is critical. As Malunga (2009, p. 75) notes, unless the organization implements the strategic plan document effectively, it has wasted its time in preparing and formulating the strategic plan. Similarly, Ayuya (2010) further observes that the real challenge of the strategic planning process is in the implementation phase, noting that many organizations suffer from too much strategic planning and too little strategic action. Such assertion by Malunga (2009) and Ayuya (2010) motivated the present study. Could this be the case in the two universities selected for this study? What is the reality on the ground?

The fourth and final stage comprises two activities: monitoring and evaluation of the strategic plans. In this stage, the organization is able to monitor the progress being made towards the realization of the strategic goals. The organization is able to know what it is that they are doing well and the interventions that are needed in case there are challenges. Instead of waiting until it is too late and all the options have been closed, organizations are assisted to make timely decisions after analysing the monitoring and evaluation reports. Through monitoring and evaluation, the organization is able to foresee situations and start responding to them early enough.

Monitoring and evaluation enables organizations to adapt to changes that may arise because organizations are able to detect the changes and emerging trends through effective monitoring and evaluation system, and through this, the organization is able to shift and make the necessary adjustments. In addition, through monitoring and evaluation, accountability and learning among the stakeholders in the organization is ensured. Corrective measures are taken early enough and the desired behaviour is encouraged.

Monitoring and evaluation links strategy to implementation. It is a structured approach to continuously keeping track of progress using a number of measures identified as being reliable instruments. Monitoring is an ongoing analysis of whether planned results are being achieved, so that timely corrective action can be taken. Data on specified indicators are systematically collected to inform management and the main stakeholders on progress in achieving results and in using allocated funds. Inputs, activities, outputs, outcomes and impacts of services are regularly analysed according to an established monitoring framework. To ensure that this is done effectively there is need to determine at the outset a number of relevant Key Performance Indicators (KPIs) that will be monitored, measured and assessed as the Strategic plan is rolled out.

Evaluation is an assessment, as systematic and objective as possible, of an ongoing or completed project, programme or policy, its design, implementation and results. The aim is to determine the relevance and fulfilment of objectives, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process[xi]. As this is an expensive process, judgement needs to be applied as to whether a particular service or intervention warrants a full evaluation.

Monitoring and evaluation can only be successful if considered at the beginning of a strategic planning cycle so that baseline data for each indicator has been collected and success can be monitored against these data. Indicators are most useful when described in measurable terms, ideally as QQT format (quantity, quality, time). Timing of reviews should be indicated.

The reviewed literature on the strategic process highlighted above has described the different phases of the strategic planning process, outlining in detail what each of these different phases entails. The literature has also informed the choice of the two aspects of the strategic planning process focused on in the study: the development and implementation of the strategic plans in the two universities selected for this study. The assertion by Malunga (2009), for example, that unless the organization implements the strategic plan document effectively, it has wasted its time in preparing and formulating the strategic plan informed our choice of focusing on the implementation stage of the strategic planning process.

Factors that Influence Strategic Planning Process

Scholars have documented a number of factors that influence strategic planning process right from preparations to monitoring and evaluation (Barney & Hesterly, 2012; Immordino, Gigliotti, Ruben, & Tromp, 2016; Malunga, 2009; Saffold, 2011; Yabs, 2010). Since in this study the focus is on factors that relate to institutional leadership, stakeholder involvement and availability of financial resources, the review of literature in this section confines itself to the same, especially their influence on the development and implementation of strategic plans.

Institutional Leadership Factors

Leadership is seen as a crucial player in the strategic planning process (Immordino *et al.*, 2016) because it is seen as a driving force behind any change effort in an organization. Leaders in an institution, for example, are expected to keep all the attention of the stakeholders fixed on the strategic direction of the organization. The stakeholders need to focus on the ideal picture of the organization, where it desires to be in the near future. The leadership is expected to continually articulate and communicate the vision to all the stakeholders and keep them focused on the achievement of the vision, mission and strategic goals.

The leadership in the organization personifies the organization's values (Malunga, 2009; Tromp & Ruben, 2010). This is because how seriously the people in the organization take the values depend on how the leaders in the organization express the values in their lives. A leader who seeks to transform his or her organization is expected to lead from the front and enact the very values that the organization espouses. The words and actions of the leaders should match for them in order to have significant impact among the staff and other stakeholders in the organization.

Leadership in an organization sets the tone and standards expected in the organization (Tromp & Ruben, 2010). Since leadership is about influence and everything rises and falls with leadership, it is important that the leadership in the organization is clear on the standards it wishes to set for the organization. A leader inspires and motivates the stakeholders in the organization. Saffold (2011) posits that the role of leadership in an organization is to be inspirational and transformational through focusing on the organization's spirit, ideal picture, vision, mission and core values.

Leadership should demonstrate commitment to the strategic plan (Immordino *et al.*, 2016). Further, the author adds that leaders in the organization must deal appropriately and effectively with internal and external stakeholders, regularly scan the environment and know what needs to change today to be ready for tomorrow, interact with stakeholders for ownership based on the compelling message of where the organization desires to be, vision and organizing ability. A leader remains focused on the vision and drives the organization towards the vision by walking the talk with commitment and integrity. Such perspectives from reviewed literature spell out the importance of institutional leadership factors in successful strategic planning process and they informed the interest to establish the influence of university's leadership in both the development and implementation of strategic plans in Kenyatta University and PAC University.

Stakeholder Involvement

Malunga (2009) posits that strategy is a product of the collective mind of all stakeholders and its success at the developmental and implementation levels is guaranteed when each of the stakeholder is doing their respective work well. Similarly, Mintzberg, Ahlstrand, Ahlstrand, and Lampel (2005) see strategic planning process as both a collective effort and a participative process of involvement. Saffold (2011) adds that inclusive stakeholder involvement leads to greater efficiency, increased effectiveness and higher levels of accomplishment of the strategic plan.

Stakeholders are people or organisations who either a) stand to be affected by the programme/project or b) could 'make' or 'break' the programme/project's success. Workshops, focus group discussions or individual interviews can be used to allow participation in the planning process. It is advisable to engage stakeholders from the beginning of the strategic planning process to get their views and also to obtain buy-in for the new strategic thinking and the forward planning process. Stakeholder analysis is the identification of a project's key stakeholders, an assessment of their interests in the strategic planning and the ways in which these may affect a project. The reason for doing a stakeholder analysis is to help identify: which individuals or organisations to include in your planning process what roles they should play and at what stage who you should build relationships with and how you might nurture those relationships.

Stakeholders in higher education in Kenya comprise the following: the government (including Ministry of Education and the regulatory bodies), Chancellor, Trustees, University Council, Management Board, Senate, faculty, administrative staff, students, suppliers, alumni, among others. As observed by Immordino *et al.* (2016), any effective strategic planning process in an organization must be arrived at in consultation with as many stakeholders as possible. The leadership in the strategic planning process should get as many viewpoints as possible which are considered and debated during the entire strategic planning process.

Involvement of many stakeholders in the strategic planning process encourages ownership of the process. When stakeholders own the process, they also take responsibility for every action along the way towards the achievement of the strategic direction of the organization. Tromp and Ruben (2010) add that non-involvement of the stakeholders in the strategic planning process contributes to poor results in the process. Non-involvement of stakeholders lead to failure to arrive at the expected point promised in the plan. He advises that even those stakeholders that are considered controversial and difficult should be involved too because they may see what others who are considered non-controversial may not see or refuse to see.

Stakeholders are expected to be involved in every step of the strategic planning process for successful achievement of the task to be assured (Tromp & Ruben, 2010). They need to get from leaders the clarification of the purpose of the strategic planning for them to understand the vision, mission, core values, strategic goals and the ideal picture that the organization desires for itself at the end of the strategic plan's lifespan. In this way, they get a common understanding of the strategic planning process and ensure that they own the process and support mechanism to manage the process. When they are not involved, stakeholders tend to distance themselves from the final strategic plan document and consider it as 'the management document' but not their document to guide their day-to-day activities and performance.

Availability of Financial Resources

Strategic planning process requires allocation of financial resources in every step of the process. There is money needed at the preparation, formulation, implementation, monitoring and evaluation stages of the strategic planning process. Malunga (2009), on the contrary, notes that in some organizations, no financial resources are put aside for the preparations and this omission leads to poorly developed plans that do not involve stakeholders and hence receive no ownership from the stakeholders.

Successful implementation of the strategic plans requires close scrutiny and consideration of financial and other resources (Immordino *et al.*, 2016). Organizations should connect their strategic plans to the money they have or hope to raise during the period of implementation of the strategies. If this is not done, and there is lack of funds, implementation will be affected adversely. Malunga (2009) advises that a good strategic plan should be based on the actual and potentially available resources. The organization should ensure there are no financial gaps during the implementation phase of the strategic plan.

The second factor to consider are the skills and competencies of the staff in the organization. As Ayuya (2010) notes, if the staff do not have the required skills and competencies, there will be a mismatch between the demands of the strategic plan and what they can offer. Thus organizations are advised to think through the implications of formulating strategic plans on the skills and competencies that will be needed in the organization and perhaps think of the different ways the skills and competencies of the staff can be enhanced to effectively implement the strategic plan.

The third factor that should be considered are policies, systems and procedures needed in the implementation of the plan. Key policies in the areas of finance, administration, academic, capacity building, human resource, among others, are vital for providing a system that will hold the targets and indicators in the strategic plan.

Development of Strategic Plan

According to United Nations (2020) Strategic planning is a process of looking into the future and identifying trends and issues against which to align organizational priorities of the organization. Thus strategy is often about achieving a goal in the most effective and efficient manner possible in line with the organization’s mission and vision. This is because, as the United Nations (2020) note, strategy is about achieving a mission comparatively better than another organization (i.e. competition). Thus for every member of the organization everyone should understand the challenges, trends and issues; having a clear grasp of who the key beneficiaries or clients are and what they need; and determining the most effective and efficient way possible to achieve the mandate. A good strategy drives focus, accountability, and results.

This study adopts what United Nations (2020) outlines as the steps that inform development phase of the strategic plan. The first step in strategic planning is to gather the information needed to understand and identify the issues, challenges and trends that will shape and affect a department, office, mission, or programme strategy. The result of such input gathering is commonly thought of as external environmental scanning. “External” issues refer to all factors with roots outside the entity; they do not necessarily relate to issues that come from outside the organization. It is also important to gather information about the target clients (i.e. those who are the recipients and beneficiaries of the services to be delivered). Such inputs help to identify and understand how to group clients, and more importantly, how to characterize their desired outcomes that would result from receiving the services.

According to United Nations (2020), the second step of the development of the strategic plan is the internal SWOT Analysis. After looking outward, the next step is to look inward to understand the issues facing an entity that may affect the strategy. The most common and easy-to-use internal analysis method is the SWOT analysis. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis summarizes the perceptions of an internal constituency regarding the internal strengths of an office, its internal weaknesses, the external opportunities for potential pursuit and the external threats to consider.

The resulting SWOT feedback is then compiled, grouped by common affinities, and prioritized to identify the most important strategic issues. Staff Surveys Surveying the staff of an office or organization can provide the internal input needed. Though not as holistic as a SWOT analysis, a staff survey typically provides insights into staff perceptions related to internal capability readiness, internal motivation and satisfaction and internal communications. The most difficult step is deciding what to ask and how to ask it.

Once the external and internal inputs are analysed, management sets the overall direction and goal for the office or team. Vision statements play the role of a strategic 'north star,' providing focus and long-term alignment. Vision statements must be meaningful to be truly valuable. Positive slogans like "Be the best" may help inspire staff but are too vague and generic to truly focus and provide direction. Successful vision statements have three ingredients:

The next step in developing a strategy, according to United Nations (2020), is defining the objectives or goals of a programme or service. The next step is strategic performance measures. Performance measures play a vital role within a strategic plan in determining how well the organization or office is progressing toward achievement of each objective. They also help to focus management discussion on the right issues related to achievement. For each objective, a set of two-to-four measures should be developed that provide a view toward how well the objective is being achieved. The selection of relevant and useful performance measures is one of the more challenging tasks in strategic planning. Most often, organizations tend to measure what has historically been measured or what is easily measurable – rather than developing what should be measured.

According to United Nations (2020), the next aspect in the development of strategic plan is the crafting of the strategic initiatives. Strategic initiatives are the activities that contribute to delivering a strategy. Initiatives are specific activities that have start dates, end dates, owners, and deliverables. The initiatives must be able to produce clear and measurable impact on the objectives to which they are aligned. The performance measures indicate success of the initiatives by displaying impact and achievement for the objective. An objective, United Nations (2020) offers, can possess as many initiatives as deemed necessary.

What comes next is identifying strategic risks. Managing risk is a key part of developing an effective strategic planning. Risk management can be defined as the identification and mitigation of risks, which would hamper the execution of a strategy. Strategic risks are, for example, possible/known risks from the external environment or what might happen in the external world in the context of politics, economics, social issues, technology, the environment/climate, legalities, security/safety, religion, and regulations. One also considers possible/known risks in the internal environment such as what might happen in the internal organizational environment in the context of funding, human capital, processes, projects, service quality, and service timeliness or risks affecting the composition of the strategy. One should consider the risks that could prevent the successful execution of the strategy. The other aspect is managing a strategy. Development of a strategic plan involves strategy review meetings which can help drive organizational focus, ensure individual accountability and drive desired results. The above steps comprise what the study considered under the dependent variable: development of strategic plans in the two universities (see Conceptual Framework section)

Implementation of Strategic Plans

One of the dependent variables in the research reported in this thesis is implementation of strategic plan in the two universities focused on in the study. Rani (2019) defines strategy implementation procedure as the approach through which organizational objectives/goals, methods, activities and rules are implemented throughout the growth programs, financial plan, and procedure. Rani warns that an organization can quickly fail if such strategies are not executed well. When an organization plans to implement the required strategic plan, it certainly addresses all the predicaments that the organization may face like the probability of misusing the inadequate capital or the risk of self-worth in case the business fails.

In the same vein, Allio (2005) observes that strategy implementation is the stage where the real action in an organization is executed through the strategic management process. It is the set of activities where the strategic plan is changed into strict performance in an organization. As Rani (2019) says, organizations invest a lot of time and resources in the planning of strategy, but very little of it will get successfully implemented. During the process of strategic implementation, the whole organization is involved to ensure that there is a collaborative operation.

Implementation of strategy requires all-inclusive plans to ensure that all the objectives of the organization are achieved. Lack of clear common understanding of overall aims and plans is a major barrier to strategy implementation. In any organization, the plan might be incredibly complex, but understanding the implementation process may lead to be effective and therewith successful.

Rani (2019) proposes five different approaches during strategy implementation. First is the Strategy evaluation. Strategy evaluation process involves the evaluation and communication of the strategic plan. At this point, the business looks into inputs, performance, budgets, or any other aspect of the firm’s objectives or goals that were missed during the strategy formulation stage. Often, a business may need to adjust its plan based on unforeseen happenings. Second is shaping implementation structure. This approach entails the development of the implementation structure. This step involves the fashioning of a structure that will guide the team or provide a framework on how the strategies will be implemented. Any good plan needs a frame where all actions of workers take place (Rani, 2019). All team members must be cognizant of their roles and how these affect the overall success of the strategy.

Third, according to Rani (2019), is establishment of programs and policies. There should be an established harmonization system among different departments and their particular divisions. Such an approach enhances the designation of authority and accountability. Fourth is budget allocation and finally discharge of functions. The budgetary issues should be done to ensure that the objectives of the organization are achieved. Additionally, one should communicate and explain the purposes of the organization to all the members. Such an approach ensures that people have a common objective and they are working towards them. Formulating winning approaches is the most vital approach that any organization can implement to ensure that there is a competitive advantage in such an enterprise. The above steps comprised what was considered under the dependent variable: implementation of strategic plans in the two universities (see Conceptual Framework section).

Empirical Studies on Strategic Planning in Higher Education and Research Gaps

A number of empirical studies in the area of strategic planning in education sector have been carried out and recommendations made (Hanover Research, 2013; Ayuya, 2010; Gachua and Mbugua 2016; Immordino *et al.,* 2016; Tromp and Ruben, 2010). Hanover Research (2013), for example, examines best practices followed by institutions of higher education when setting strategic goals and developing plans for implementation. They focused on 7 universities in the USA and came up with several findings. First, they noted the importance of leadership particularly during the initial planning process and in determining appropriate institutional vision, mission, goals and objectives. Second, they noted that involving stakeholders in the planning process can help build broad support among diverse constituents. In addition to building buy-in, they noted that stakeholder involvement helps to anticipate the future cross-unit coordination necessary to carry out goals and objectives. Third, they found out that aligning the budget with the strategic plan and ensuring that funds are available help increase the plan's impact. For instance, redesigning an institution's budget request form to include strategic importance can ensure that key initiatives are implemented and can also help support fundraising campaigns thus ensuring that funds are available for implementation of all the activities highlighted in the strategic plan. Hanover Research's findings inform the present study as it highlights the importance of the three variables to be focused on, and it would be critical to establish whether the same holds true for the two universities selected for the present study.

Ayuya (2010) studied the effect of strategic planning on performance of public universities in Kenya, using the University of Nairobi as the case study. The study concluded that strategic planning had an effect on the performance of the University of Nairobi. Strategic planning was noted to have led to overall improvement in various areas which included compliance with set budgetary levels, events within the university being open to public, more enabling work environment, implementation of service delivery charter, research innovation and technology and outreach and extension activities/programmes being enhanced. The study further concluded that University of Nairobi was faced with various challenges of developing and implementing the strategic plan. The study recommended the need to increase finances, participation and consultation of all stakeholders. The findings of Ayuya's (2010) study has informed the present study especially in determining the 2 phases to focus on: development and implementation. These two phases, as observed by Ayuya (2010) were noted to present challenges.

Gachua and Mbugua (2016) study evaluates factors affecting strategy implementation in Private Universities in Kiambu County, Kenya focusing on the following variables: management commitment and resource availability. The study established that management's commitment was a positive signal for the organization to enhance strategy implementation and that the top management was responsible for making quick decisions required to manage any crises that arose during strategy implementation. The study also found that there was insufficient funding to support strategy implementation. The present study, differs from Gachua and Mbugua's (2016) study because the present study considers both the development and implementation of strategic plan, and considers more variables. However, the researcher found the reviewed study relevant especially in informing the methods of analysis. The data collected in Gachua and Mbugua's study was analyzed through descriptive statistics using the Statistical Package for Social Science (SPSS version 20.0). Frequencies, percentage, means and standard deviation were used in data analysis. Tables and graphs were used to present the study findings as appropriate. For the purpose of analyzing the relationships of each of the independent variable on the dependent variable, the study used both correlation and regression analysis to test the research hypotheses. The present study adopts similar methods of analysis, particularly regression analysis.

Kinyanjui and Juma (2014) investigated the effect of strategic plans implementation on performance of public universities in Kenya, a case study of the University of Nairobi. Four main strategic planning parameters were considered ranging from: strategic financial allocation, strategic expansion, strategic alliances and strategic collaborations. The research findings revealed strategic financial allocation, strategic expansion, strategic collaboration and strategic alliances respectively influenced the performance of public universities in Kenya. The study recommended that public universities should allocate adequate financial resources for the strategic planning process. The study hence points to the fact that allocation of financial resources is a challenge confronting strategic planning process in Kenyan universities. One of the independent variables in the study is the availability of financial resources and it was important to establish whether the same was a challenge in the two universities sampled for the present study.

Theoretical Framework

The study adopts an eclectic approach in the use of theories. The research falls within the general area of leadership and specifically in the branch of strategic leadership. It also addresses an aspect of strategic management and especially because of its focus on the strategic plan, a tool that is used in both management and leadership of an organization to rally the team round a certain goal. Thus the research is underpinned within leadership theories of leadership (Path Goal Theory (House, 1974) and Transformational Theory (Burns, 1978; Bass, 1985)); a management theory, (Open System theory, (Burns and Stalker, 1961; Bogdanov,1980; Lazlo, 1996; Meadows, 2008)) and a strategic planning theoretical framework (Strategic Planning in Higher Education Framework (Tromp and Ruben, 2010). Below is a review of these theories.

Path Goal Theory

Path-Goal Theory (House, 1974) states that a leader's behaviour is contingent to the satisfaction, motivation and performance of his or her team. The theory argues that the leader engages in behaviours that complement subordinate's abilities and compensate for deficiencies. The manager's job is viewed as guiding workers to choose the best paths to reach both their goals as well as the corporation's goals. The theory based on specifying a leader's style or behaviour that best fits the employee and work environment in order to achieve a goal. The goal is to increase an employee's motivation, empowerment, and satisfaction so they become a productive member of the organization.

According to the theory, the manager's job is viewed as guiding workers to choose the best paths to reach their goals, as well as the organizational goals. The theory argues that leaders will have to engage in different types of leadership behaviour depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organization's goals. The path-goal theory debates that a leader should be task or relationship oriented according to the requirements of the particular situation (Wren, 1994).

Path–Goal theory assumes that leaders are flexible and that they can change their style, as situations require. The theory proposes two contingency variables, such as environment and follower characteristics, that moderate the leader behaviour-outcome relationship. Environment is outside the control of the follower-task structure, authority system, and work group. Environmental factors determine the type of leader behaviour required if the follower outcomes are to be maximized. Follower characteristics are the locus of control, experience, and perceived ability. Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve goals and make the journey easier by reducing roadblocks and pitfalls. Research demonstrates that employee performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee or the work setting. According to Northhouse (2010), the theory is useful because it reminds leaders that their central purpose as a leader is to help subordinates define and reach their goals in an efficient manner.

The theory is based on two variant hypotheses. The first one is that when the subordinates consider the behaviour of leaders as a source of satisfaction of their current job, which can be acceptable and achieve employee job satisfaction. The leader’s behaviour will be considered acceptable to his subordinates only when they feel that it is immediate source of their satisfaction or it can be useful to achieve job satisfaction in the future. The second hypothesis considers the behaviour of leaders is a motive for the employees. So, if the behaviour of leaders is convenient, it will lead for more motivation of the employees. Achieving subordinates' motivation can be done by linking their needs satisfaction to efficient performance. It can also be archived by completing the subordinates work environment through substantial coaching, direction, and rewards for their efficient performance (Levanoni & Knoop, 1985).

Based on the theory, the role of the leader, like the university leaders in our study, depends on the work environment of the subordinates' work and the structure size in this environment. Clear path to goals of the work can be achieved by highly structured environments with role and clarity of the task. In this case, the leader should be interested in his relationship with subordinates, supports the morale of the subordinate and decrease the task boredom as much as possible. If the structure of the work is unclear or changeable, the leader should support his subordinates by providing more direction and guidance. In this case, task orientation over relationship orientation should be chosen by the leader.

Transformational Leadership Theory

Burns introduced the concept of transformational leadership in his 1978 book, "Leadership." He defined transformational leadership as a process where leaders and their followers raise one another to higher levels of morality and motivation. According to Bass (1985), transformational leadership comprises four dimensions. First, idealized influence is the degree to which followers realize leaders' value, confidence, belief, power, and ethical or moral orientation; their willingness to identify with these attributes; and a diversion from self-interest to higher collective goals (Antonakis & House, 2002; 2014). Second, inspirational motivation describes how leaders articulate visions to inspire and motivate subordinates to reach desired goals (Antonakis & House, 2002; 2014). Third is intellectual stimulation, which refers to leaders who challenge the status quo and underlying assumptions, encourage followers to do so, and are open to new and creative solutions to problems (Antonakis & House, 2002; 2014). The final dimension is individualized consideration. Here, like mentors or coaches, leaders provide emotional support and consideration for each follower (Antonakis & House, 2002; 2014). Through these four dimensions, transformational leaders engage followers and accomplish significant outcomes (Burns, 1978).

The transformational leadership theory mainly focuses on the relationship built between the leader and followers. It talks about the kind of inspirational leader and encourages followers to become better at their tasks. They are charismatic and transform their followers to perform better. Transformational leadership is a leadership style used by managers and other influential figures that emphasizes vision, empowerment and support to inspire followers toward action and change (Ismail 2020). Transformational leadership focuses on empowering employees to make their own decisions and encourages employees' share of voice. Employees led by transformational leaders feel free to speak up, come up with their own ideas, raise their concerns, and express their needs.

Transformational Leadership Theory is anchored on four pillars (Warrilow, 2012). First is Charisma or idealised influence. This refers to the degree to which the leader behaves in admirable ways and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers. The second is inspirational motivation. This is the degree to which the leader articulates a vision that is appeals to and inspires the followers with optimism about future goals, and offers meaning for the current tasks in hand. The third is intellectual stimulation. This refers to the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect, they can creatively overcome any obstacles in the way of the mission.

The fourth is the personal and individual attention. This refers to the degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfils and enhances each individual team members' need for self-fulfilment, and self-worth - and in so doing inspires followers to further achievement and growth.

Effective performance by an individual, group, or organization, like the development and implementation of strategic plans in the two universities in our study, according to Transformational

Leadership Theory, is assumed to depend on leadership by an individual with the skills to find the right path and motivate others to take it. In most versions of transformational leadership theory, it is a basic postulate that an effective leader will influence followers to make self-sacrifices and exert exceptional effort. Influence is unidirectional, and it flows from the leader to the follower. When a correlation is found between transformational leadership and subordinate commitment or performance, the results are interpreted as showing that the leader influenced subordinates to perform better.

Open Systems Theory

Open systems theory (Burns and Stalker, 1961; Bogdanov,1980; Lazlo, 1996; Meadows, 2008)) refers simply to the concept that organizations are strongly influenced by their environment. The environment consists of other organizations that exert various forces of an economic, political, or social nature. The environment also provides key resources that sustain the organization and lead to change and survival.

A fundamental notion of Open Systems theory is its focus on interactions (Mele, Pels, & Polese, 2010). The centre in relationships lead to sustain that the behaviour of a single autonomous element is different from its behaviour when the element interacts with other elements. Another core tenet is the distinction between open, closed and isolated systems. In open systems there are exchanges of energy, matter, people, and information with the external environment. In closed systems there are no exchanges of information and matter, just exchanges of energy. In isolated system there is no exchange of elements. Building on general systems theory many approaches developed. Among others there are open system theory, viable system model and viable system approach. Open system theory (OST) looks at the relationships between the organizations and the environment in which they are involved. This focus reflects on organizations' ability to adapt to changes in environmental conditions (with or without the need for information processing) (Katz and

Kahn, 1978). This theory assumes that entities able of processing information about own specific environment show more adaptation skills to shifts in contextual conditions.

Systems theory and systems thinking can be applied in management specifically on knowledge, value, quality, environment, relationships, adaptation, and complexity. According to the theory, the firm is seen as a learning system and as having a set of skills and competences that enables it to produce its own knowledge (Mele, Pels, & Polese, 2010). The firm is then a cognitive system establishing its existence, creating information and activating skills in order to produce knowledge through continuous leaning processes (Vicari, 1992). From the point of view of value, firm is seen as a holistic system, characterized by a high degree of integration between the factors intervening in the process of value creation. The firm's value can be expressed as the potentiality of existence, development, evolution (Vicari, 1992).

In matters quality in an organization, the link between Total Quality Management (TQM) and systems thinking is emphasized. In TQM, the systemic conception of the firm is strengthened by its emphasis on the importance of the relationships of the parts to the goal to be reached. As far as the environment is concerned, if the organization is the system at the micro level, then the environment is the system at the macro level (Mele, Pels, & Polese, 2010). In the systems approach, the decision maker, by analysing the structure of his own system and the structure of supra-systems, employs attenuating and amplifying actions of the kind needed for survival, thus modifying the borders between the system and the individual supra-systems (viability).

From the relationship angle, competitive firm behaviour is strictly linked to the ability to identify and manage functions and relationships, thereby establishing communication channels, organizing information flow, and rationalizing and harmonizing a firm’s development aligned with all external relationships (Mele, Pels, & Polese, 2010). In relation to adaptability, Mele, Pels, & Polese observe that networked systems can be described based on three parameters: variety (possible variance that a phenomenon may present to the observer), variability (variety observed over time) and indeterminacy (the ability to fully understand a phenomenon).

The tenets of the theory are appropriate to the research reported in this thesis because the leaders in higher education institutions need to be familiar with the concept of systems and the associated way of thinking. Leaders have to plan structural adjustments to guarantee the survival of the whole organization, constantly formulating new interpretations of the business scenarios in order to find an adequate positioning, implementing (when necessary) periods of adjustment, transformation and redefinition the organizational structure. This adaptive and proactive behaviour should be based upon systems theory conceptual pillars in order to promote sustainable, long-lasting performance and achievement of the vision and mission of higher education institutions in Kenya, and specifically in the two universities that are focused on on the study.

Strategic Planning in Higher Education Theoretical Framework

In the determination of variables, methodology, data analysis, description and interpretation of the emerging patterns, the present study was guided by Tromp and Ruben’s (2010) *Strategic Planning in Higher Education Theory*. This theory, which provides a blueprint for planning: a step-by-step approach that guides strategic thinking and planning in higher education, is based on four basic principles.

The first tenet states that the process of planning is as important as, if not more important than, the plan itself. Tromp and Ruben (2010) argue that planning efforts can fail to achieve their intended outcome due to shortcoming in the manner in which the strategic plan was developed and implemented. Plans that may be quite impressive on paper may fail to achieve the goals if certain internal and external factors are overlooked, failure to get buy-in from stakeholders, or generally not being able to sufficiently attend to process issues.

Second tenet asserts that successful planning depends on leadership, communication and involvement of the stakeholders, the assessment of the process and a knowledge of the organizational culture. Tromp and Ruben (2010) observe that leadership is critical in the strategic planning process as, ideally, it involves guidance of the plan development and implementation process from the beginning to the end.

Involvement of the stakeholders, on its part, relates to all activities associated with acquiring and sharing with them the information and messages related to the entire strategic planning process, and engaging them in developing and implementing the strategic plan. This is for promotion of ownership of the strategic planning process among the stakeholders. Assessment refers to the analysis and evaluation of the strategic plan development and implementation activities. Culture encompasses working with and through existing customs, norms and common practices to manage change and guide and shape behaviour.

The third tenet stipulates that the goal of strategic planning is organizational improvement and change. Tromp and Ruben (2010) argue that strategic planning process must focus not only on plan development but also on plan implementation, and should go further to focus on the link between the two. They observe that a well-developed plan may fail to achieve the strategic objectives because of inadequate implementation and conversely, unsuccessful efforts may also result where there is a thorough and thoughtful implementation effort of a less than adequately developed plan.

The fourth tenet postulates that to be maximally effective, strategic planning should take account of resource allocation. Tromp and Ruben (2020) posit that strategic planning is a resource-dependent activity. Most basically, both development and implementation of plans require people, time, or money. The authors add that often the success of the entire strategic planning effort is tied directly to the availability of financial resources. Whether one thinks of strategic plan development or implementation, the costs incurred through false starts, inadequate resource allocation, and plans developed but never followed through are great. Tromp and Ruben note that the issue of financial resources is closely tied to that of planning and every effort should be made to ensure that ample financial resources are available before embarking on plan development.

As noted in the four tenets highlighted above, the theory helps institutions of higher education align their goals with the mission, vision, and values of not only the departments and divisions but also the larger organization. The theory offers practical approaches for advancing each strategic planning phase of the strategic planning process. This theory, therefore, is appropriate in giving guidelines on what jewels constitute preparations, formulation, implementation, monitoring and evaluation for effective strategic planning process in higher education to be effective hence the rationale to adopt it for this study.

Given that the main aim of this study was to determine the influence of institutional leadership, stakeholder involvement and availability of financial resources on the development and implementation of strategic planning in higher education, this theory was deemed an appropriate analytical and descriptive tool that would guide data collection, analysis, presentation, description and interpretation of the emerging patterns. The theory has been applied successfully in studying strategic planning in many universities especially in America and Europe (Immordino *et al.*, 2016) and it was critical to establish whether the theory would do the same in the analysis and interpretation of the strategic planning processes in the two universities focused on in the study.

Conceptual Framework

The available literature in strategic planning process (Malunga, 2009; Mintzberg *et al.*, 2005; Saffold, 2011; Tromp & Ruben, 2010) highlight many factors that influence strategic planning in organizations. For manageability of scope, the present study, however, focused on three independent variables: institutional leadership factors, stakeholder involvement, and availability of financial resources. Dependent variables were two, namely, the development and the implementation of strategic plans in the two universities focused on in the study, as illustrated in the figure below.

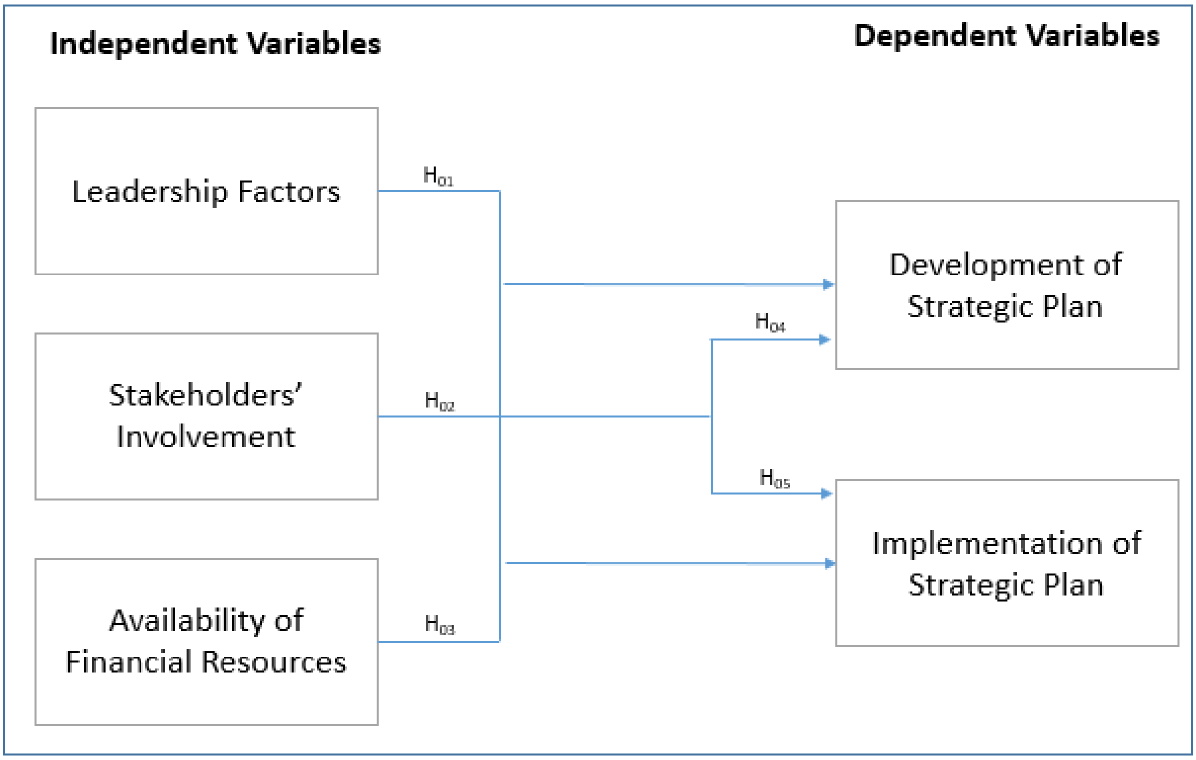

Figure 2.1: Conceptual framework adopted in the study [Author: The researcher]

Summary of the Chapter

The chapter has presented a review of literature related to this study. First is a review of definition of leadership and strategic leadership. The phases of strategic planning process, factors that have been noted in literature to be influencing strategic planning and literature from empirical research have all been reviewed. The section that describes the strategic planning process is crucial in outlining the different phases in the process. The understanding of these phases and the assertion that development and implementation of strategic plan are key in the achievement of the strategy informed the choice of the phases to be focused on in the study.

The reviewed studies have pointed out various factors that influence the development and implementation of strategic plans in higher education institutions, mentioning institutional leadership, financial resources, stakeholder involvement, among others, as key variables thus informing the choice of the variables focused on in the thesis. The review of empirical research on strategic planning in higher education has pointed out the research gaps thus justifying the need for the research reported in this thesis.

The theoretical bases of the study and the conceptual framework have been presented and discussed, presenting theories of leadership – Path Goal and Transformational Leadership, a theory of strategy and Strategic planning in Higher Education framework. While the theoretical framework explains the important imperatives to be considered in the development and implementation of strategic plans in higher education institutions, the conceptual framework illustrates how the independent and dependent variables inter-relate. The chapter that comes next describes the research methodology adopted in the study.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology adopted in the study. The first section highlights the research design applied in the study, which is followed by a description of the population of the study, the sample and sampling procedures that were adopted, data collection methods and instruments that were used in the study, instruments pre-testing details, reliability and validity tests adopted, data analysis methods applied in the study and the information on data presentation. Last but not least is a section on data management and ethical consideration.

Research Design

In terms of research methods, the present study adopted a mixed method (qualitative and quantitative), but largely falls within the broad area of quantitative approach. It specifically adopts the descriptive survey and explanatory research design in data collection and analysis. As Kothari (2009) rightly observes, the function of research design is to provide for the collection of relevant evidence with minimal expenditure of effort, time and money and a descriptive survey and explanatory design does exactly that. The purpose of descriptive and explanatory methods in research is to describe, explain and validate the research findings and the chosen research design guided the present study in achieving this goal.

The rationale of the choice of descriptive survey and explanatory research is further based on the fact that the design makes it possible to identify any causal links among the factors or variables that pertain to the research problem. In the case of the present study, these links are the factors that influence the development and implementation of strategic plans in higher education. The study surveyed the strategic planning process in two selected universities, assessed the factors that influence the development and implementation of their strategic plans, described these factors, then described and interpreted the emergent patterns. Quantitative methods of data analysis were adopted. The researcher used questionnaire as a tool of data collection for primary data and literature review, and analysed the content in the strategic plans in the two universities, for secondary data.

Population

The study population comprises all the 71 chartered universities in Kenya. But for manageability of scope purposes, data were collected from two purposively selected chartered universities: PAC University and Kenyatta University (cf. Scope and delimitations section). The target population comprised all the stakeholders in the two universities that are mainly involved in the development and implementation of strategic plans – senior management staff, middle level staff, faculty and students.

Sample Size and Sampling Procedures

Selection of the participants was based on the assumed role that the staff/faculty members and students play in the development of strategic planning. The sample comprised fifty-six (56) respondents in each university, totaling to 112 participants (see table below). Stratified random sampling and purposive sampling techniques were used to arrive at the 112 participants that formed the sample of the study. The use of stratified sampling was ideal because the sample frame comprised participants drawn from different strata in the university structure. The rationale of the use of purposive sampling is based on the fact that the researcher needed to choose and approach eligible participants who fitted the sample frame.

Table 3.1: Sample Size

Participant	Population in KU	Population in PAC University	Sample in Each University	Total
Chair of Council	1	1	1	2
VC	1	1	1	2
DVCs in charge of strategic planning	1	1	1	2
Registrar in charge of strategic planning	1	1	1	2
Finance Officer	1	1	1	2
Resource Mobilization Officer	1	1	1	2
Strategic Planning Committee	11	9	5	10
Deans	18	3	3	6
HODs	67	8	8	16
Faculty	1500	52	15	30
Administrative Staff	3500	26	10	20
Student Representatives	9	9	9	18
TOTAL	5111	113	56	112

Methods of Data Collection

The study made use of questionnaire method to survey the influence of institutional leadership, stakeholder involvement and the availability of financial resources on the development and implementation of strategic plans in the two selected universities. The content analysis of the already implemented strategic plans in the two universities was also a method used in data collection especially in obtaining background information on strategic planning process in the two institutions of higher learning selected for this study.

Data Collection Instruments

Data were collected specifically using a questionnaire comprising closed and open ended questions in order to obtain information for every objective. According to Mugenda and Mugenda (2003, p. 71), the questionnaire is useful in obtaining important information about the population and helps to address the specific objectives or hypotheses of the study. The researcher is able to incorporate both closed-ended and open-ended questions in a questionnaire, hence able to triangulate the data collected. The questionnaire had four parts. The questions in Part A captured the bio information of the participants. Part B had questions that focused on development of strategic plan, focusing on institutional leadership factors, stakeholder involvement and availability of financial resources. Part C focused on questions that obtained data on implementation of strategic plan, and just like in Part B, focusing on institutional leadership factors, stakeholder involvement and availability of financial resources. Part D captured open ended questions on both development and implementation of strategic plans in Kenyan universities.

The questionnaire was administered to all the members of the study sample using the online application KoBo Collect, a user friendly, convenient and easy to fill in data collection application that guarantees anonymity of the participants. The participants were given a week to fill in then the filled in questionnaires were submitted online.

Instruments Pre-testing

To pre-test the research instruments, and generally determine whether the whole research would ‘take off’, the data collection tool needed to be pre-tested to get feedback on whether they captured the expected data, and whether there was any ambiguity in the questions. Any ambiguity noted needed to be corrected before embarking on actual data collection for the present study.

To be able to do the pre-test, permission was sought from the leadership of the United States International University – Africa, for the questionnaires to be administered among the staff and students involved in strategic planning process in the University for the sole purpose of pre-testing research instruments, data collection procedures and data analysis methods. The sample to whom the pre-testing of the research instrument was done at the USIU-Africa was as follows:

Table 3.2: Sample in the Pilot Study Group

Participant	Sample size
Chair of Council	1
VC	1
DVCs in charge of strategic planning	1
Registrar in charge of strategic planning	1
Finance Officer	1
Resource Mobilization Officer	1
Strategic Planning Committee	3
Deans	2
HODs	5
Faculty	5
Administrative staff	4
Students Representatives	6
TOTAL	31

The filled in questionnaires were analyzed, ambiguity was got rid of, data analyzed to test the method of analysis, corrections were made, and the final draft of the questionnaire was then submitted to the supervisors for final approval. This process ensured content validity and relevance of the data collection instrument to the present study.

Validity

Validity means that an instrument measures what it is supposed to measure. Thus it touches on the appropriateness, meaningfulness and usefulness of data a researcher collects using a research instrument. In this way, one can make correct generalizations based on the results from a particular measure (Kothari, 2009). As Kithinji (2015) notes, the questions of concern in determination in validity rests on the interpretation of the test results, or determining if the measurements picked the expected variables without contamination from other characteristics.

Piloting of the research instrument in the study was useful in ensuring the study's validity because the results of the piloting informed the extent to which the data collection instrument measures what it is supposed to measure and performs as it is designed to perform.

To ensure construct validity, the degree to which an instrument measures the variable it is designed to measure, the present study was supported by the operationally defined theory and concepts in strategic planning and strategic leadership. The study conceptualized the variables based on literature review and theories studied by a number of researchers such as Tromp and Ruben (2010) to validate them, thus construct validity was assured.

To ensure content validity, this study considered the variables and their dimensions as searched in the literature (Kithinji, 2015). The study then sought opinion from the research supervisors as experts in Strategic Leadership who have developed and implemented strategic planning in their institutions to review the appropriate indicators of the variables and verify consistencies of the questionnaire with the content area.

Criterion-related validity pertains to evidence of a relationship between the attributes in a measurement tool with its performance on some other variable (Kithinji, 2015). This criterion should possess relevance (what is judged to be the proper measure); freedom from bias (giving each subject an equal opportunity to score well) and reliability (stable or reproducible) qualities (Kothari, 2009). The results of the reliability test were used to validate this.

Reliability

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials (Darr, 2005). Reliability is concerned with precision in collection, coding and analysis of the data. Darr (2005), further notes that the key to reliability is consistency, often meaning instrument consistency. Since the suitability of the instruments were assessed by experts and supervisors, this increased reliability.

The present study needed to take care of internal consistency. Internal consistency indicates how well the items on a tool fit together conceptually. All the instruments were checked on how well they fitted with the concepts in the area of study before piloting was done. The questionnaire largely used Likert-type scales to measure the indicators of each variable. Because of this, it was necessary to calculate and report Cronbach's alpha coefficient for internal consistency reliability for all the scales used (Kithinji, 2015; Kothari, 2009).

Alpha was calculated for each of the concepts to avoid inflating the value of alpha by including larger number of questions (see Appendix IV). Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach's alpha coefficient is to

1.0 the greater the internal consistency of the items in the scale. There seems to be general agreement that an alpha coefficient of 0.7 and above is an acceptable reliability coefficient (Kithinji, 2015; Kothari, 2009) and this was adopted to determine reliability in the study. All the Cronbach's alpha coefficient scores of the items focused on in the study were above 0.7 hence indicating great internal consistency of the items in the scale as used in this study (see Appendix IV).

Data Analysis and Presentation

Data analysis refers to examining what has been collected and making inferences and deductions. Both qualitative and quantitative data analytical techniques were adopted in the study. Being guided by the thematic areas that form the imperatives in the theoretical framework, data were analyzed as per each of the five objectives using SPSS to consider how leadership factors, stakeholder involvement, as well as how availability of finances influenced the development and implementation of strategic plans in the two sampled universities.

The questionnaires were coded to ensure accountability of the number of questionnaires that were issued. These questionnaires were edited for completeness, accuracy and consistency and the data inputted using SPSS version 24. Data analysis was done quantitatively using regression analysis to guide the testing of the hypotheses.

The following were the general forms of the regression equations used:

$y_j = \alpha + \beta_i x_i + \varepsilon$, where j = 1, 2 and i = 1, 2, 3 3.1

$y_j = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon$ 3.2

Where: y was the dependent variable with two possible values; $y_1$was the development of strategic plan and y_2 was implementation of the strategic plan, x was the independent variable taking three possible values; x_1 was the institutional leadership factors, x_2 was the stakeholder involvement and $x_3$was the availability of financial resources. In addition, α

was a constant term while β_is were the regression parameters. Equation 3.1 represented a simple linear regression between each dependent variable and a single independent variable while equation 3.2 represented a multiple linear regression for each dependent variable and the three independent variables.

Some aspects of the questionnaire had open ended questions applied content which gave some qualitative data used in the study. Being guided by the thematic areas that formed the imperatives in the theoretical framework, the data collected in the open-ended questions were categorized then content analysis was used to describe the patterns obtained in the data. The results from the content analysis were useful in explaining and corroborating the results drawn from quantitative analysis.

From the statistical analysis of the data obtained from regression analysis, the researcher was able to either accept or reject the hypotheses of the study in determination of whether three key determinants influenced the development and implementation of strategic plans in Kenyatta University and PAC University. Thereafter, the results were presented using tables and graphs, then described, interpreted, discussed and recommendations made.

Ethical Considerations

Throughout all phases of the research process, the researcher was sensitive to ethical considerations. Prior to conducting the research, permission to conduct research was sought at the National Commission for Science Technology and Innovation (NACOSTI). Further, the relevant authorization and clearance letters were sought at PAC University. Consent was sought from the sampled participants, who were informed about the objectives of the research before being requested to participate. The participants were assured of high level of confidentiality and that their real identities would remain anonymous. Filling in the bio-data questionnaires by the participants was also a sign of their willingness to participate in the research. The researcher was also committed to unbiased reporting of the quantitative and qualitative research data findings.

Summary of the Chapter

The chapter has presented the methodology adopted in the study. The research design, description of the population of the study, sample and sampling procedures adopted, data collection methods and instruments used, instruments pre-testing details, reliability and validity tests adopted, data analysis methods and information on data presentation have been highlighted. Data management and ethical consideration also have been outlined. Data results, interpretation and discussion of the findings are presented in the next chapter.

CHAPTER FOUR

DATA RESULTS, INTERPRETATION AND DISCUSSION

Introduction

The analysis of data in the research reported in this thesis centred on how three independent variables – institutional leadership factors, stakeholder involvement and availability of financial resources – influenced two dependent variables – the development and implementation of strategic plans in two universities in Kenya (cf. Scope and delimitations of the study section). Accordingly, the presentation of the data analysis results in this chapter is divided into two parts. The first one focuses on the development of strategic plans while the second section focuses on the implementation of strategic plans in the two universities that are the subjects of the study. Within each section, there are subsections in which the results that show the influence of the three independent variables mentioned above (institutional leadership factors, stakeholder involvement and availability of financial resources) on both the development and implementation of strategic plans in the two universities are presented, described, interpreted and discussed.

Descriptive Statistics

Below is a section that describes the demographics of the participants from whom data used in the research reported in the thesis were obtained. First is a description of the various designations of the participants. This is closely followed by information on their level of education. The description of the number of years of service in their university follows. The information on the age of these participants closes the section.

Designations of the Participants

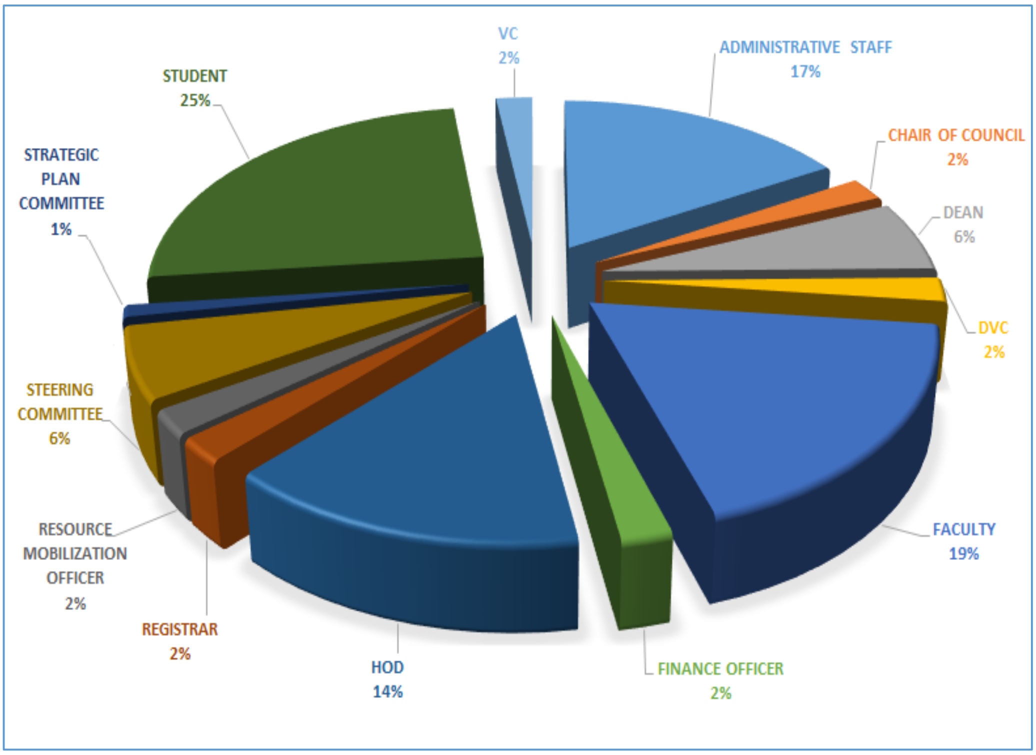

Figure 4.1 Breakdown of Designations of Participants

Figure 4.1 above presents the designations of the respondents who participated in the research reported in this thesis. 97 out of the expected total of 112 participants filled in and returned the questionnaire, which constitutes 86.6% response rate (cf. Table 3.2 for sample size). Thus the analysis of data was based on the 97 participants that responded to the questionnaire.

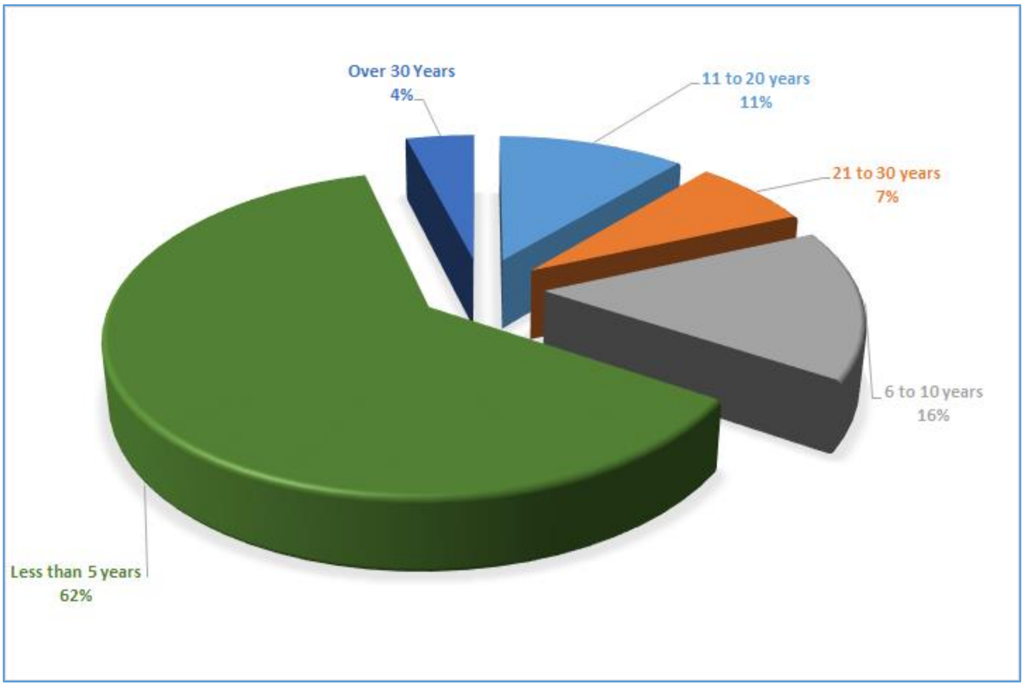

Figure 4.2: Participants' Years of Service

Figure 4.2 above presents the participants' years of service in their specific institutions. Those who had served the institutions less than 5 years were 62% while those who had served between 6 and 10 years were at 16%. The ones who had served between 11 and 20 years were at 11% while those with 21-30 years comprised 7%. The category that had served the institution for over 30 years comprised 4%.

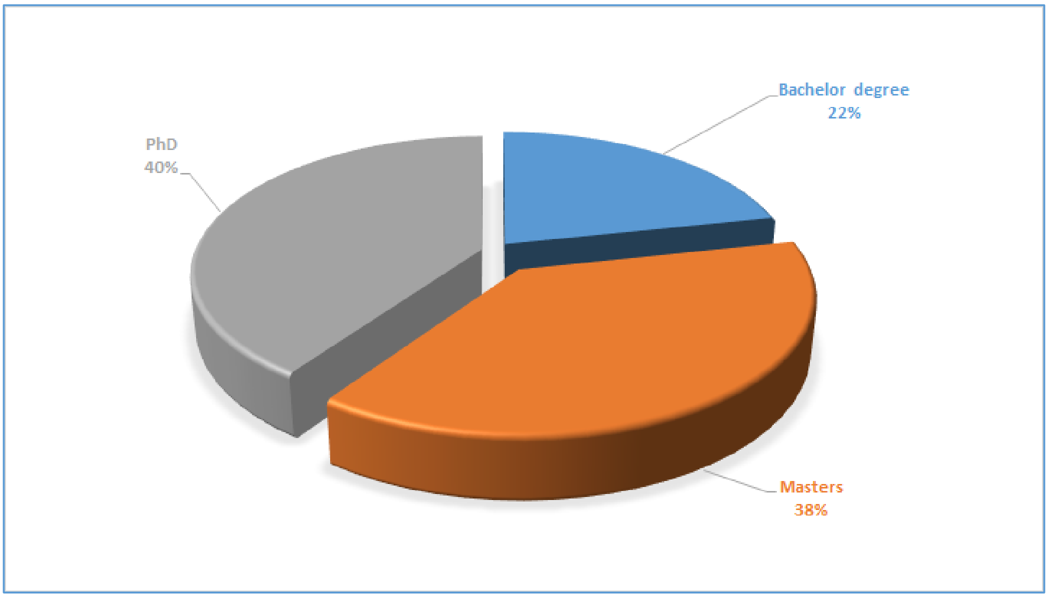

Figure 4.3 Participants' Educational Level

Figure 4.3 illustrates the education level of the participants. The category with PhDs comprised 40% while those with Master's degree were at 38%. Those with only bachelor's degree comprised 22%.

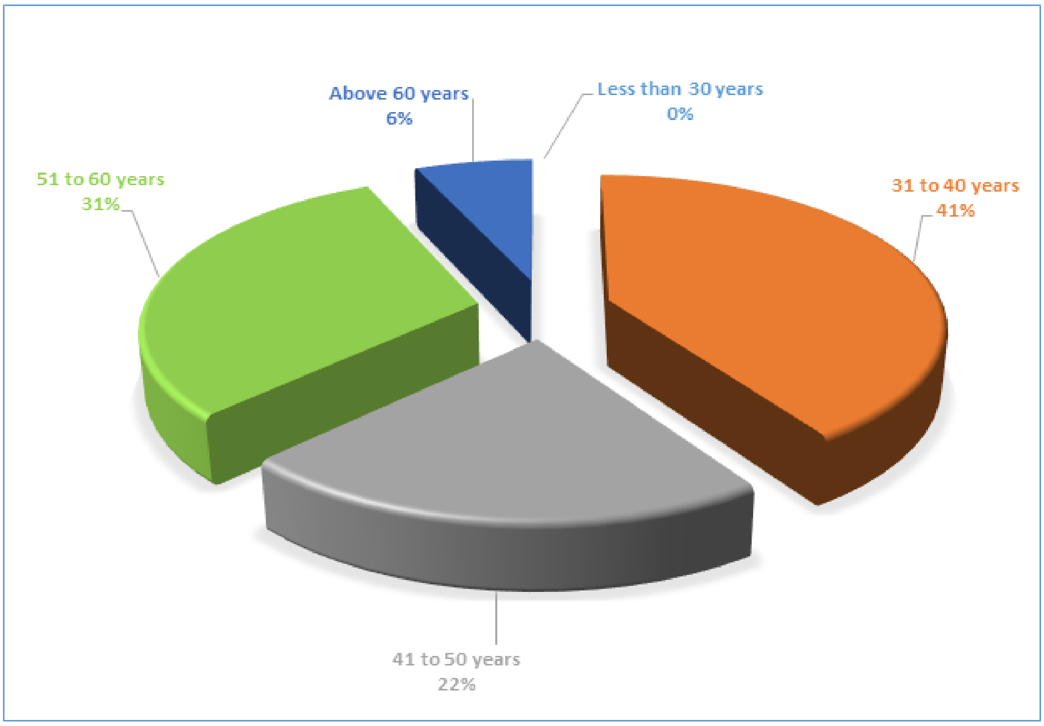

Figure 4.4 Age of the Participants

Figure 4.4 illustrates the various age categories of the participants in the study. Majority of the participants fell in the category of between 31 to 40 years at 41%. Those within 41-50 years comprised 22% while the ones within 51 to 60 were at 31%. Over 60 years were only 6%. There were hardly any below 30 years because even the ones labelled students were the ones who were students during the development of the strategic plan and remained alumni even after graduating, and they were in their early 30s during the data collection period.

Inferential Statistics

The constraints to measure the regression for each of the variables were arrived at by getting the aggregate means of all scores obtained in the items that relate to the specific variable as captured in the questionnaire (See Appendix I). For example, to measure the influence of institutional leadership factors on development, the scores obtained in each of the twenty items in the Likert scale were averaged in order to perform the regression of how institutional leadership factors influenced development of the strategic plan. The same approach was applied in the regression analysis of the joint influence of the variables on both the development and implementation of strategic plans in the two institutions. This was applied across the board to arrive at the averages that were used to perform the regressions of the variables in the study.

A: The Influence of Institutional Leadership, Stakeholder Involvement and Availability of Financial Resources on the Development of Strategic Plans

One of the objectives of the study was to establish the influence of institutional leadership factors, stakeholder involvement and the availability of financial resources, singly and jointly, on the development of strategic plans in Kenyatta University and PAC University. Below is a presentation of the results of data analysis and the discussion of the findings that emerged from the analysis.

I: The Influence of Institutional Leadership Factors on the Development of Strategic Plans in Kenyatta University and PAC University

Below is a presentation of data results that report the influence of institutional leadership factors on the development of strategic plans in the two universities sampled in the study.

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between institutional leadership factors and the successful development of a strategic plan in Kenyatta University - guided the analysis. The results are presented in Table 4.1.

Table 4.1: Influence of Institutional Leadership Factors on SP Development in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.955[a]	.912	.910	.98003

a. Predictors: (Constant), IV Leader and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	475.278	1	475.278	494.847	.000[b]
	Residual	46.102	48	.960		
	Total	521.380	49			

a. Dependent Variable: Leadership --> Development

b. Predictors: (Constant), IV Leader and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.997	.829		20.502	.000
	IV Leader and Development	4.723	.212	.955	22.245	.000

a. Dependent Variable: Leadership --> Development

A simple linear regression was calculated to predict the development of a strategic plan in Kenyatta University based on institutional leadership factors. As the results in the above table show, the coefficient of institutional leadership factors was statistically significant at 5% level of significance and therefore influences development of a strategic plan in Kenyatta University. The coefficient of leadership in this case is positive hence institutional leadership influences development of strategic plan positively. The following regression equation applies:

$$y_1 = 16.99 + 4.72x_1$$
$$\quad (0.829) \quad (0.212)$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between institutional leadership factors and the successful development of a strategic plan in PAC University – guided the study. The results are presented in Table 4.2 below.

Table 4.2: Influence of Institutional Leadership Factors on SP Development in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982[a]	.964	.963	1.16295

a. Predictors: (Constant), IV Leader and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1612.119	1	1612.119	1192.002	.000[b]
	Residual	60.860	45	1.352		
	Total	1672.979	46			

a. Dependent Variable: Leadership --> Development

b. Predictors: (Constant), IV Leader and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-8.607	1.132		-7.606	.000
	IV Leader and Development	9.776	.283	.982	34.525	.000

a. Dependent Variable: Leadership --> Development

A simple linear regression was calculated to predict the development of a strategic plan in PAC University based on institutional leadership factors. As the results in Table 4.2 show, the coefficient of institutional leadership factors was statistically significant at 5% level of significance and therefore influences development of a strategic plan in PAC University. The coefficient of leadership in this case is positive hence institutional leadership influences development of strategic plan positively. The following regression equation applies:

$$\underset{}{y_1} = \underset{(1.132)}{-8.61} \; + \underset{(0.283)}{9.77x_1}$$

The quantitative findings related to the influence of institutional leadership factors on the development of strategic plans in both Kenyatta University and PAC University as observed above point out that institutional leadership factors significantly influence development of strategic plans. The statistical significance in both cases is at 0.00 at $p<0.05$ significant level thus rejecting the null hypothesis that there is no statistically significant relationship between institutional leadership factors and the successful development of strategic plan. This implies that institutional leadership factors contributed positively to the successful development of strategic plans in the two universities focused on in the study. However, the effect of leadership on the development of a strategic plan is higher at PAC University with unstandardized coefficient of 9.776 than that of KU which has unstandardized coefficient of 4.723. What is also clear from the results is that the adjusted R-square scores on leadership are high in the two institutions (0.910 for KU and 0.963 for PAC University), implying that the changes observed in the dependent variable are as a result of the independent variable.

The findings from the open-ended questions that asked what went right during the development of strategic plans in the two universities indicated that the university's leadership in the two institutions played a critical role in the process of developing strategic plans by providing excellent leadership. The data reports of strong university's leadership support and dedication by the University CEOs coupled with their ability to articulate clearly the vision and the strategic direction of the institutions during the process of developing strategic plans in the two universities.

The participants reported that the CEOs offered exemplary leadership throughout the phase of developing the strategic plans. The participants further reported that the university's leadership and involvement helped the strategic plan steering committees in the development of the strategic plans to coordinate the process ably thereby enabling them to accomplish the task in time.

In addition, the participants in the study reported of effective communication displayed by the university's leadership during the process of developing the strategic plans. They candidly and openly communicated with all the stakeholders during the process of developing the strategic plans. In this way, the stakeholders felt the presence of their leaders and this aspect affirmed that their leaders were part of the process. Through their effective communication, the university's leadership subsequently ensured there was good coordination between themselves and the stakeholders during the development of the strategic plans in the two universities.

The university leadership in both universities ensured that various offices were involved during the development of the strategic plans. In this connection, the commitment of the top university's leadership to the overall coordination during the development of the strategic plans is noted as a key driver to successful development of the strategic plans in the two universities. Where professional input was needed, the university's leadership facilitated this efficiently and effectively.

The participants reported that the university community in the two institutions witnessed the participation of the university's leadership in the development of the strategic plan. Their involvement was a message to the entire university community that the top leadership indeed owned the process, and this public display of ownership motivated the teams to be fully engaged in the process.

The participants added that regular consultation among the top university's leadership was evident, as reported in the qualitative data. One participant noted that the university's leadership arranged for and attended workshops and meetings during the development of the strategic plan. They also gave frequent feedback to the stakeholders and the steering committee during the meetings which was useful for the development of the strategic plan. Their presence and active engagement in the development process of the strategic plans signalled much enthusiasm and motivated the university community to be equally enthusiastic in the strategic plan development.

The participants further reported that the university's leadership provided the required urgency to the development of the strategic plan. Besides facilitating the establishment of steering committees to drive the development of the strategic plans, they did organize workshops to brainstorm and agree on the strategic direction of the university, ensuring that all stakeholders fully participated in the process. University's leadership was thus seen to drive the process.

From both quantitative and qualitative data results, the general finding as pointed above is that institutional leadership factors significantly influence the development of strategic plans in the two universities focused on in the study. The finding is in line with what is captured in available literature on strategic plan where institutional leadership is noted as one of the key determinants of well-developed strategic plans (Albon *et al*., 2016; He & Oxendine, 2018; Tromp & Ruben, 2010). Tromp and Ruben (2010), for example, underscores the critical role played by institutional leadership in the development of strategic plans. They note that the top university's leadership is responsible for creating an environment for collective engagement in planning and developing the strategic plans. They work at creating and supporting investment and interest in the development of strategic plans in their institutions, just as reported by the participants in the research reported in this thesis.

Further, Monahan (2013) contends that in the development of a strategic plan, the leader is an architect, working with a team to design the best and most productive organization. The leader is seen as the caretaker, watching over the organization, guiding it to successful accomplishment of the development of the strategic plan. This observation by Monahan (2013) could explain why the development of strategic plans in the two universities was successful as the CEOs in the two universities, as reported by the participants, drove the process ably and efficiently. They got involved. They were engaged throughout the process.

Tromp and Ruben (2010) note, the top leadership in an institution is expected to organize and hold meetings with key stakeholders to establish goals for the planning process, analysis of the pre-planning surveys and the actual development of the strategic plan. They add that the top university's leadership's support to the development of strategic plan is necessary for the process to be successful. Likewise, Intsiful and Maassen (2017) conclude that if the vision and goals of a university are not prescribed by the university's leadership, then shared to all stakeholders, it will be left open for interpretation, operationalization and further implementation by all members of the organization, which may be detrimental to the successful development of the strategic plan. The participants in the research that is reported in this thesis observed that the CEOs in the two universities clearly articulated the strategic direction of the universities and this may have led to all stakeholders rallying around the institutional vision and participating fully in the development of the strategic plan. The CEOs drove the vision and owned it.

The same view in the paragraph above is emphasized by Albon *et al.* (2016) who propose that one of the main functions of a university leader in the development of strategic plan is to provide a vision, road map and focus for the institution's future. The leaders are expected to encourage input from all stakeholders on what can take the organization to the agreed upon vision, building ownership as they drive the process.

It is the duty of the university's leadership to coordinate the process to the end (Monahan, 2013). The findings from the research reported in this thesis concurs with this Monahan's advice specifically because the university's leadership in the two universities focused on in the study were reported as having been effective in driving the activities involved in the development of strategic plans in their respective universities. This finding is also in agreement with Snyder's (2015) observation that successful development of strategic plans should have the institution's CEOs as the ultimate authority.

II: The Influence of Stakeholder Involvement on the Development of Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between stakeholder involvement and the successful development of a strategic plan in Kenyatta University - guided the analysis of the influence of stakeholder involvement on the development of strategic plan in Kenyatta University. The results are presented in Table 4.3.

Table 4.3: Influence of Stakeholder Involvement on SP Development in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967[a]	.935	.934	.73570

a. Predictors: (Constant), IV Stakeholder and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	372.840	1	372.840	688.843	.000[b]
	Residual	25.980	48	.541		
	Total	398.820	49			

a. Dependent Variable: Stakeholder Involvement --> Development

b. Predictors: (Constant), IV Stakeholder and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.650	.596		16.184	.000
	IV Stakeholder and Development	4.173	.159	.967	26.246	.000

a. Dependent Variable: Stakeholder Involvement --> Development

A simple linear regression was calculated to predict the development of a strategic plan in Kenyatta University based on stakeholder involvement. As the results in Table 4.3 show, the coefficient of stakeholder involvement factors was statistically significant at 5% level of significance and therefore influences development of a strategic plan in Kenyatta University. The coefficient of stakeholder involvement in this case is positive hence stakeholder involvement influences development of strategic plan positively. The following regression equation applies:

$$y_1 = \underset{(0.596)}{9.65} + \underset{(0.159)}{4.173x_2}$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between stakeholder involvement and the successful development of a strategic plan in PAC University - guided the analysis of the influence of stakeholder involvement on the development of strategic plan in PAC University. The results are presented in Table 4.4 below.

Table 4.4: Influence of Stakeholder Involvement on SP Development in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967[a]	.935	.933	1.59153

a. Predictors: (Constant), IV Stakeholder and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1631.293	1	1631.293	644.026	.000[b]
	Residual	113.983	45	2.533		
	Total	1745.277	46			

a. Dependent Variable: Stakeholder Involvement --> Development

b. Predictors: (Constant), IV Stakeholder and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-13.661	1.354		-10.089	.000
	IV Stakeholder and Development	9.256	.365	.967	25.378	.000

a. Dependent Variable: Stakeholder Involvement --> Development

A simple linear regression was calculated to predict the development of a strategic plan in PAC University based on stakeholder involvement, the independent variable in this case. As the results in Table 4.4 show, the coefficient of stakeholder involvement factors was statistically significant at 5% level of significance and therefore influences the development of a strategic plan in PAC University. The coefficient of stakeholder involvement in this case is positive hence stakeholder involvement influences development of strategic plan positively. The following regression equation applies:

$$y_1 = -13.661 \underset{(1.354)}{} + \underset{(0.365)}{9.256x_2}$$

(1.354) (0.365)

The analysis of the influence of stakeholder involvement on the development of strategic plans at Kenyatta University and PAC University indicates a statistical significance of 0.00 at $p<0.05$ thus rejecting the null hypothesis that there is no statistically significant relationship between stakeholder involvement and the successful development of a strategic plan. This implies that stakeholder involvement greatly contributed to the successful development of the strategic plans in the two institutions. The effect of stakeholder involvement on the development of a strategic plan is, however, higher at PAC University with unstandardized coefficient of 9.256 than at KU whose unstandardized coefficient is 4.173.

The data obtained from open-ended questions corroborated the statistical findings and emphasized the importance of stakeholder involvement in the development of a strategic plan. In both universities, strong stakeholder engagement was reported with the participants noting that there were wide consultations of stakeholders during the development of strategic plans in their institutions. There were, for example, stakeholder forums where the stakeholders expressed their desired direction of the institutions. In addition, they participated in brainstorming sessions, environmental scanning activities, SWOT analysis, and in their own words, “almost all stakeholders were involved in the development of the strategic plan.”

The participants reported that communication to stakeholders happened regularly and there was a dedicated email account where stakeholders would send in their views. With such measures in place, the stakeholders felt that they were listened to, and that their input mattered. Their contribution to the development of the strategic plan was factored in through the wide consultations during the process and frequent communication to them on the same. There even were suggestion boxes erected for input from the stakeholders. This open communication witnessed in the two universities ensured that the stakeholders were regularly informed of the progress as far as the development of the strategic plans was concerned.

According to the participants, the stakeholders were encouraged to send in their feedback on the development phase of the strategic plan from the onset. They therefore felt part of the process right from the initial stage, thus owning the process of developing the strategic plans in their universities and, as a result, they supported the process to the end. The participants observed that there was successful buy-in of the vision and development of the strategic plan by the stakeholders due to the intentional efforts to involve them in the process. They did not feel that the process was being pushed down their throats. The views from the participants indicated that the process of developing the strategic plans in the two institutions was consultative and participative. One participant noted that "the team spirit exhibited was exceptionally a great plus."

The finding above which indicates that stakeholder involvement contributed positively in the development of strategic plans in the two universities is in agreement with what is found in the available literature on successful development of strategic plans (Assefa, 2018; Goldman and Salem, 2015; Immordino *et al.,* 2016; Malunga, 2009; Mintzberg *et al.,* 2005; Saffold, 2011; Tromp & Ruben, 2010). Tromp and Ruben (2010), for example, posit that engaging stakeholders in the development of strategic plans is critical in obtaining well developed strategic plans. They observe that stakeholders should be involved, for instance, in arriving at the mission, vision and values that will drive an organization. Their input will be crucial in coming up with the analysis of the organization's strengths, weaknesses, opportunities and threats, development of goals and preparations of specific strategies and detailed action plans to comprise the strategic plan. This seems to be what happened in the development of strategic plans in the two universities, as evidenced above.

As Assefa (2018) opines, stakeholders should be consulted because their input is important in defining the reason for the particular organization's existence, the desired future direction of the organization and the core values that will guide and influence its operations. In the same vein, Goldman and Salem (2015) advise that middle management and staff are critical in the development of the strategic plan and must be engaged during the entire strategic planning process. The input from such and other stakeholders informs the preferred culture that should define and brand their organization. The two institutions focused on in the study did as advised and this could explain successful development of the strategic plans in the two universities.

Commenting on the importance of stakeholders' buy-in, Assefa (2016) notes that allowing them to have a say in the development of their organization's strategic plan transfers into the buy-in of the strategic direction that the organization opts to take. With this in mind, the stakeholders, during the development of the strategic plan, therefore, should be engaged in thinking creatively and openly about what their organization should achieve, something that the two universities in the research reported in this thesis did. Monahan (2013) concurs with this view and argues that organizations must give ownership of strategic plans to their stakeholders for great strides to be made. With active involvement of the stakeholders in the two universities focused on in the research, the two institutions were able to develop their strategic plans successfully (Saffold, 2011). When stakeholders are involved, they get committed to the development of the strategic plans and are motivated to actions that need to be done for success of the plans.

As reported in the findings above (see Table 4.3 and 4.4), there was active involvement of stakeholders during the development of strategic plans in the two universities focused on in the study and this helps explain why there was buy-in of the process during the development of the strategic plan. Tromp and Ruben (2010) assert that identifying the major stakeholders and incorporating their input in the development of the strategic plan is a sure way of getting their buy-in and thereby achieving success in coming up with a plan that will inform, influence, anchor and guide the organization's future.

Asoka (2009) observes that when stakeholders feel included and encouraged to voice their ideas, aspirations and directions of the organization's future, they support in the realization of the strategic vision. The strategic planning process that engages a wide range of stakeholders will be able to effectively and collectively agree upon the direction of the organization, and, together, work hard to propel the organization forward as far as the development of the strategic plan is concerned. The consultative process makes the stakeholders get to know other aspects of the organization and they, additionally, feel that they matter in decision making in the institution. They will therefore see the developed strategic plan as 'theirs' as opposed to seeing it as a 'management document.' This view could explain the success of developing the strategic plans in the two universities. The stakeholders' buy-in was sought for early enough and they were engaged every step of the way.

III: The Influence of Availability of Financial Resources on the Development of Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between availability of financial resources and the successful development of a strategic plan in Kenyatta University - guided the analysis of the data. The results are presented in Table 4.5 below.

Table 4.5: Influence of Financial Resources on SP Development in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735[a]	.540	.530	.57913

a. Predictors: (Constant), IV Finance and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.881	1	18.881	56.296	.000[b]
	Residual	16.099	48	.335		
	Total	34.980	49			

a. Dependent Variable: Resources --> Development

b. Predictors: (Constant), IV Finance and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.682	.849		26.728	.000
	IV Finance and Development	1.645	.219	.735	7.503	.000

a. Dependent Variable: Resources --> Development

A simple linear regression was calculated to predict the development of a strategic plan in Kenyatta University based on the availability of financial resources. As the results in Table 4.5 show, the coefficient of availability of financial resources was statistically significant at 5% level of significance and therefore influences the development of a strategic plan in Kenyatta University. The coefficient of stakeholder involvement in this case is positive hence availability of financial resources influences development of strategic plan positively. The following regression equation applies:

$$y_1 = \underset{(0.849)}{22.682} + \underset{(0.219)}{1.645x_3}$$

b. PAC University

The null hypothesis H_o: There is no statistically significant relationship between availability of financial resources and the successful development of a strategic plan in PAC University - guided the analysis. The results are as indicated in Table 4.6 below.

Table 4.6: Influence of Financial Resources on SP Development in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.945[a]	.893	.891	1.07073

a. Predictors: (Constant), IV Finance and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	431.515	1	431.515	376.388	.000[b]
	Residual	51.591	45	1.146		
	Total	483.106	46			

a. Dependent Variable: Resources --> Development

b. Predictors: (Constant), IV Finance and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.527	.731		15.767	.000
	IV Finance and Development	4.144	.214	.945	19.401	.000

a. Dependent Variable: Resources --> Development

A simple linear regression was calculated to predict the development of a strategic plan in PAC University based on availability of financial resources. As the results in Table

4.6 show, the coefficient of availability of financial resources was statistically significant at 5% level of significance and therefore influences development of strategic plan in PAC University. The coefficient of stakeholder involvement in this case is positive hence availability of financial resources influences the development of a strategic plan positively. The following regression equation applies:

$$\underset{}{y_1} = \underset{(0.731)}{11.527} + \underset{(0.214)}{4.144}x_3$$

The statistical analysis of the influence of financial resources on the development of strategic plans in both Kenyatta University and PAC University indicate a statistical significance of 0.00 at $p<0.05$ hence rejecting the null hypothesis that there is no statistically significant relationship between availability of financial resources and the successful development of a strategic plan. This implies that availability of financial resources greatly contributes to successful development of strategic plans in the two universities. The observation of the results in tables 4.5 and 4.6 is that the effect of availability of financial resources on the development of a strategic plan is higher at PAC University with unstandardized coefficient of 4.144 than that of KU whose unstandardized coefficient is at 1.645.

The qualitative data obtained from the participants in the research reported in this thesis corroborate the statistical finding above that availability of financial resources significantly influences the development of strategic plan. The participants in the research noted that funds were availed during the development of the strategic plans in their universities. They further reported that resource mobilization was taken seriously and prior planning as well as costing was done before the actual development of the strategic plans.

The participants indicated that a resource mobilization office was set up to coordinate the funding of the strategic planning process. In Kenyatta University, the participants added, a grant proposal was done and funds given to facilitate the development of the strategic plan. At PAC University, the donors or sponsors availed money to support the development of the strategic plan. Thus as far as the development of the strategic plans in the two universities was concerned, there was availability of financial resources. It was not a struggle to plan for meetings inside and outside the institutions as funds were available. In both universities, there was even money to take the team to a working retreat to complete developing the strategic plans.

The importance of availability of resources, particularly financial resources, as it emerges from literature, is a critical ingredient in the successful development of the strategic plan (Hinton, 2012; He & Oxendine, 2018; Malunga, 2009). He and Oxendine (2018), for example, encourage higher education institutions to determine the best ways to allocate resources as they set their institutional goals and plan the activities to be engaged in during strategic plan development phase. In the same vein, Malunga (2009) considers financial resources a critical factor to consider for successful development of the strategic plan. Malunga advises organizations to see to it that they allocate financial resources to the activities in the development phase of a strategic plan, advice that seems to have been heeded by the two universities focused on in the study.

The availability of financial resources will largely determine what activities (such as stakeholder forums, brainstorming workshops, writing workshops, working retreats, benchmarking visits, among others) to engage in as some may require much money to execute. Success of such activities is likely to lead to successful development of strategic plans as it happened in the two universities focused on in the study. As Hinton (2012) rightly observes, it is important for the university to identify the financial resources needed before and during the development of the plan for the activities during the development phase to be executed successfully, an observation also made in the research reported in this thesis.

IV: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Resource Availability on the Development of the Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between the joint influence of institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3) and successful development ($Y_{1.\ Dev}$) of a strategic plan in Kenyatta University – guided the analysis. The results are as presented in Table 4.7:

Table 4.7: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Financial Resources on SP Development in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968[a]	.937	.933	.56346

a. Predictors: (Constant), IV Finance and Development, IV Leader and Development, IV Stakeholder and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	217.798	3	72.599	228.670	.000[b]
	Residual	14.604	46	.317		
	Total	232.402	49			

a. Dependent Variable: Y1.Dev

b. Predictors: (Constant), IV Finance and Development, IV Leader and Development, IV Stakeholder and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.789	.832		20.174	.000
	IV Leader and Development	1.739	.238	.527	7.307	.000
	IV Stakeholder and Development	1.506	.243	.457	6.186	.000
	IV Finance and Development	.184	.280	.032	.657	.514

a. Dependent Variable: Y1.Dev

A multiple linear regression was calculated to predict the development of a strategic plan in Kenyatta University based on the joint influence of independent variables institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3). As the results in Table 4.7 show, jointly, the coefficient of institutional leadership and stakeholder involvement was statistically significant at 5% level of significance and therefore influences the development of a strategic plan in Kenyatta University. The coefficients of institutional leadership and stakeholder involvement in this case were positive hence institutional leadership and stakeholder involvement influence the development of a strategic plan positively. However, the coefficient of availability of financial resources was not statistically significant at 5% level of significance and therefore did not significantly influence the development of a strategic plan in Kenyatta University. The coefficient of availability of financial resources did not significantly influence development of strategic plan positively. The following regression equation applies:

$$y_1 = \underset{(0.832)}{16.789} + \underset{(0.238)}{1.739x_1} + \underset{(0.243)}{1.506x_2} + \underset{(0.280)}{0.184x_3}$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between the joint influence of institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3) and the successful development ($Y_{1.\ Dev}$) of a strategic plan in PAC University – guided the analysis. The results are presented in Table 4.8.

Table 4.8: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Financial Resources on SP Development in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987[a]	.974	.972	.70310

a. Predictors: (Constant), IV Finance and Development, IV Leader and Development, IV Stakeholder and Development

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	797.112	3	265.704	537.477	.000[b]
	Residual	21.257	43	.494		
	Total	818.369	46			

a. Dependent Variable: Y1.Dev

b. Predictors: (Constant), IV Finance and Development, IV Leader and Development, IV Stakeholder and Development

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.118	.763		-5.400	.000
	IV Leader and Development	3.404	.234	.489	14.547	.000
	IV Stakeholder and Development	3.203	.230	.489	13.934	.000
	IV Finance and Development	1.241	.150	.217	8.259	.000

a. Dependent Variable: Y1.Dev

A multiple linear regression was calculated to predict the development of a strategic plan in PAC University based on the joint influence of independent variables institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3). As the results in Table 4.8 show, jointly, the coefficients of institutional leadership factors, stakeholder involvement and availability of financial resources were statistically significant at 5% level of significance and therefore the three influence the development of a strategic plan in PAC University. The coefficients of institutional leadership factors, stakeholder involvement and availability of financial resources in this case were positive hence the three influence the development of strategic plans positively. The following regression equation applies:

$y_1 = -4.118 + 3.404x_1 + 3.203x_2 + 1.241x_3$ (0.763)
(0.234) (0.230) (0.150)

The statistical analysis shows that the jointly, institutional leadership factors, stakeholder involvement and availability of resources significantly influenced development of strategic plans in PAC University at 0.00 when $p<0.05$, thus rejecting the null hypothesis that there is no statistically significant relationship between the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources and successful development of a strategic plan. This implies that jointly the three variables contributed positively to the development of strategic plans in PAC University.

However, in Kenyatta University, as indicated in Table 4.7, though institutional leadership factors and stakeholder involvement were statistically significant at 5% significant level, the availability of financial resources was not statistically significant (0.514). It was observed that the institutional leadership factors in both universities had the highest impact on strategic plan development with unstandardized coefficient of 1.739 and 3.404 in KU and PAC University respectively, followed by stakeholder involvement with unstandardized coefficient of 1.506 and 3.203 in KU and PAC University respectively. The last was availability of financial resources with unstandardized coefficient of 0.184 and 1.241 in KU and PAC University respectively.

The fact that the influence of availability of financial resources on development of strategic plan is not statistically significant does not mean that it does not in any way influence the development of a strategic plan at Kenyatta University. The model indicates that availability of financial resources did influence the development of strategic plan, only that the influence was not statistically significant. From tables 4.1, 4.3 and 4.5, the adjusted R squared scores for institutional leadership factors, stakeholder involvement and availability of financial resources are 0.910, 0.934 and 0.530. Their unstandardized coefficients were 4.723, 4.173 and 1.645 respectively. Even when analyzed singly, the availability of financial resources is still low at 1.645 when compared to the other two factors of institutional leadership and stakeholder involvement.

The plausible explanation why the availability of resources at Kenyatta University (in the analysis of the joint influence of the three variables) is not statistically significant could be that the contributions of institutional leadership factors and stakeholder involvement absorbed the impact of availability of financial resources on the development of a strategic plan at Kenyatta University. Perhaps the leaders and the stakeholders played their roles so well that the financial aspects took a back seat. It appears that most of the weight in the development of a strategic plan at Kenyatta University fell on the leaders and stakeholders and at that phase finances were not as actively involved as the former two factors.

The qualitative data obtained from the respondents through the open ended questions in the questionnaires noted that the three factors were put into use during the development of strategic plans in their universities. They observed that the process of development of the strategic plans in the two universities went well because the three factors – institutional leadership, stakeholder involvement and availability of financial resources – were taken care of.

First, the participants in the research noted that the CEOs and institutional leaders drove the process of developing the strategic plans. They guided the process through meetings, workshops, seminars and stakeholders' forums. They ensured that the institutional management teams, the steering committee and all the stakeholders came together to share views and ideas on what should be included in the strategic plan. The participants reported that the leadership of the university was a key player in setting priorities and ensuring that stakeholders were working towards a common goal.

Second, all stakeholders were involved in the development of the strategic plan. An overview of the direction and goals that the organization needed to achieve within the specific period was done and all key stakeholders consulted. They were also involved in scanning the external and internal strengths and weaknesses as key determinants of the process. Stakeholders, therefore, were brought on board and their input collected to guide the development of the strategic plan.

Third, availability of resources for the whole process of developing the strategic plans in the two universities was not a challenge. This then facilitated a fast progress in the development of the strategic plans in the two universities. When leadership is effective, stakeholders are involved entirely, and finances are availed, the development of the strategic plans is bound to be successful, as reported by the participants in the research.

The findings above on the joint influence of the three variables on the development of strategic plans in the present study confirm the findings in available literature (Albon *et al*., 2016; He & Oxendine, 2018; Immordino *et al.,* 2016; Snyder, 2015). The findings by He and Oxendine (2018), for example, attest to the importance of institutional leadership factors, stakeholder involvement (of academic and professional staff, students, and other university community representatives) and availability of resources as critical in ensuring successful development of a strategic plan. The numerous meetings that should be held involve the top leadership and their leadership is essential in driving the development of the strategic plan.

As Immordino *et al.* (2016) enthuse, university's leadership is the much needed force in an organization for it to succeed in the entire strategic planning process. The leaders are called to keep the stakeholders focused on the development of the plan and to continually articulate the vision, mission and core values for everyone to be aware of the strategic direction of the organization.

Saffold (2012) states that the top leadership in an organization drives the strategic planning process, with the CEO of the organization as the chief strategist, but in agreement with the key stakeholders. The findings in the research reported in this thesis point to this fact: the two CEOs in the two universities drove the strategic planning process right from the onset and worked closely with all the principal stakeholders. This is in line with Albon *et al.*'s (2016) advice that university's leadership should think carefully about the stakeholders and how to involve them in the strategic development process since leadership and stakeholders must walk together in the entire process of developing the strategic plan and beyond.

University's leadership should provide opportunities for the stakeholders to own the strategic development process through their active participation. As seen in the findings above, stakeholders' participation, input and buy-in was paramount in ensuring success of the development of the strategic plans in the two universities focused on in the research reported in this thesis. Indeed, as He and Oxendine (2018) rightly observe, when leadership is effective and transformative, and resources are availed, the stakeholders are able to engage in dream stage and imagine the future potential possibilities for the institution and are happy to participate in the process.

Finally, the availability of financial resources influences the quality and quantity of success in developing a strategic plan since the planned activities in the development of the strategic plan are likely to happen, hence driving the process forward. The combination of these three factors (institutional leadership, stakeholder involvement and availability of the resources), holding all other factors constant, were instrumental in influencing successful development of the strategic plans in the two universities studied. This is in line with Albon *et al.* (2016) assertion that when strategic planning is done poorly, it is ineffective; when it is done well, it can be a powerful tool to help universities thrive. The two universities focused on in the research reported in this thesis utilized institutional leadership factors effectively, engaged the stakeholders in the development process, and ensured there was availability of financial resources to support the development of the strategic plans, thus explaining the success of the process.

B: The Influence of Institutional Leadership, Stakeholder Involvement and Availability of Financial Resources on the Implementation of Strategic Plans

The study aimed at establishing the influence of institutional leadership factors, stakeholder involvement and the availability of financial resources, singly and jointly on the implementation of strategic plans in Kenyatta University and PAC University. The following is a presentation of the data results and discussion of the findings.

I: Institutional Leadership Factors that Influence the Implementation of Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between institutional leadership factors and the successful implementation of a strategic plan in Kenyatta University - guided the analysis. The results are as presented in Table 4.9 below.

Table 4.9: Influence of Institutional Leadership Factors on SP Implementation in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.928[a]	.860	.858	1.07816

a. Predictors: (Constant), IV Leader and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	343.984	1	343.984	295.921	.000[b]
	Residual	55.796	48	1.162		
	Total	399.780	49			

a. Dependent Variable: Leadership --> Implementation

b. Predictors: (Constant), IV Leader and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.549	.933		20.958	.000
	IV Leader and Implementation	4.123	.240	.928	17.202	.000

a. Dependent Variable: Leadership --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in Kenyatta University based on institutional leadership factors. As the results in Table 4.9 show, the coefficient of institutional leadership factors was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in Kenyatta University. The coefficient of leadership in this case is positive hence institutional leadership influences the implementation of a strategic plan positively. The following regression equation applies:

$$y_2 = 19.549 + 4.123x_1$$
$$\quad (0.933) \qquad (0.240)$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between institutional leadership factors and the successful implementation of a strategic plan in PAC University - guided the analysis of data. The results are presented in Table 4.10 below.

Table 4.10: Influence of Institutional Leadership Factors on SP Implementation in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967[a]	.935	.934	1.52235

a. Predictors: (Constant), IV Leader and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1508.136	1	1508.136	650.744	.000[b]
	Residual	104.290	45	2.318		
	Total	1612.426	46			

a. Dependent Variable: Leadership --> Implementation

b. Predictors: (Constant), IV Leader and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.820	1.315		-2.145	.037
	IV Leader and Implementation	8.888	.348	.967	25.510	.000

a. Dependent Variable: Leadership --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in PAC University based on institutional leadership factors. As the results in Table 4.10 show, the coefficient of institutional leadership factors was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in PAC University. The coefficient of leadership in this case is positive hence institutional leadership influences the implementation of a strategic plan positively. The following regression equation applies:

$$y_2 = -2.820 + 8.888x_1$$
$$\quad\;\;(1.315) \quad\;\; (0.348)$$

The finding from the statistical analysis above shows that institutional leadership factors significantly influence the implementation of strategic plans in Kenyatta University and PAC University (cf. Tables 4.9 and 4.10) on average with 0.00 level of significance at $p<0.05$ significance level thus rejecting the null hypothesis that there is no statistically significant relationship between institutional leadership factors and the successful implementation of a strategic plan. This then implies that institutional leadership factors contributed positively to the implementation of strategic plans in the two universities. The effect of institutional leadership factors on the implementation of a strategic plan at PAC University is higher with unstandardized coefficient of 8.888 than that at KU whose unstandardized coefficient is at 4.123.

The qualitative data obtained from the participants in the research support the quantitative finding in the paragraph above. The participants reported that the implementation of the strategic plan was driven by top leadership. The leaders walked the talk in the entire implementation process. The participants pointed out that the university's leadership took charge of the implementation process and led by example by acting on the activities whose implementation they were responsible for in a timely manner. They added that the institutions' leaders did their best to set the tone of the implementation of the strategic plan and appointed a steering committee to oversee strategic plan implementation in their universities.

The participants reported that the university leaders were keen to see that the implementation of the strategic plans was monitored and evaluated. Total commitment from CEOs was evident during this process of monitoring and evaluation. They displayed high interest and commitment to the evaluation of the implementation of the strategies. The leaders ensured that updates and progress reports were submitted by all departments in time. Communication of the implementation progress was shared with all stakeholders regularly.

The participants noted that the university's leadership was always present and ready to offer assistance especially during the review of implementation by the departments. The leadership provided guidance on development of implementation plans, shared with the heads of department, who then owned the implementation process. Leaders offered supervision in assessing the implementation of the various activities outlined in the strategic plans.

The participants also added that the university's leadership offered support in terms of providing needed resources like hiring skilled staff in key areas. Office spaces were also provided for some strategic plan implementers. Some key performance indicators were included in the university performance contract; budgetary allocation was also done to support the implementation of the strategic plan. CEO was chief strategist, working closely with governance to drive the implementation process.

The participants added that frequent progress reports were given to the university councils especially because they expected quarterly reports. The participants further reported that the university's leadership was involved fully in the implementation process. They made sure that monitoring and evaluation of the plans were cascaded to individuals, departments, schools, divisions up to the entire university. The university community would then be reading from the same page.

The university's leadership, the participants added, facilitated training of all staff and faculty on what strategic plan implementation required. Leaders also introduced institutionalization of the implementation of strategic plans by having it in the staff and faculty's annual performance contracts or evaluations. This put everyone in charge of ensuring the achievement of the various activities. They all celebrated when every milestone would be achieved.

One participant from Kenyatta University captured the great leadership exhibited during the implementation of strategic plans as follows:

> Leadership was provided all through. There would be opening of buildings and other achievements hence we all felt encouraged. Also having the implementation progress evaluated in the performance contracting that happened yearly was a great strategic leadership move. Implementation of strategic plan was mainstreamed in the performance appraisal that happened twice a year.

A number of authors in strategic management and planning note that leadership is needed throughout the implementation process of an institution's strategic plan (Tromp & Ruben, 2010; Assefa, 2016; Immordino *et al*., 2016). Immordino *et al.* (2016), for example, contend that it is in the implementation stage of the strategic plan that universities often have difficulties especially because the implementation stage is laborious and requires hard work.

Authors in strategic planning field posit that sound implementation of strategic plans is linked to sound institutional leadership (Addie, 2018; Assefa, 2015). Assefa (2015), for instance, notes that university's leadership is responsible for effective implementation of their preferred strategies. He argues that the implementation stage is the most important stage in the process of strategic plan and without successful implementation, an institution's strategy is nothing but fantasy. This explains why leadership should be effective in driving implementation to avoid what Assefa (2018, p. 27) refers to as strategic plan for "mere formality." The leadership in the two universities in the research reported in this thesis is reported to have been effective and hence contributing to successful implementation of the strategic plans.

As seen in the findings reported in this thesis, university's leadership has a pivotal role to generate stakeholders' commitment to the strategic plan implementation process. Without this leadership role, the implementation of the strategies will be poorly done (Dooris *et al.*, 2004; Snyder, 2015). Albon *et al.* (2016), on their part, advise that leaders should intentionally involve all parts of the organization and its people in the implementation of the strategies for the successful implementation to be assured. In the same vein, Snyder (2015) indicates that the goal of the leader during strategic planning process is not to control the stakeholders but to form partnership with them. Doing so will bring forth a successful organization and, subsequently, successful implementation of strategic plans as observed in the study reported in this thesis.

One of the roles of leadership, according to the authors in strategic leadership, is to foster stakeholder participation in the implementation of the strategic plans with a clear focus on achieving success (Snyder, 2015). The author contends that university's leadership should ensure that they understand who the stakeholders are, both small and big, ensuring that even the ones perceived to be 'small voices' are included in the process, something that was done effectively in the research reported in this thesis. As Dooris *et al.* (2004) conclude, when leaders do their bit of encouraging all focus on the achievement of the implementation plans, the institution will have moved forward towards actualizing its strategic vision.

Implementation phase of the strategic planning process requires transformative layered leadership (Assefa, 2018). This implies having leadership skills that communicate strategic intent throughout the organization, working across the different tiers in the organization and having leadership invested in implementation plans. As the author notes, having a well-honed strategy and the leadership to support, implement and constantly reassess the institution's strategic direction in the ever competitive higher education landscape is tenuous, an aspect seen in the two universities focused on in the study. As seen above, the leadership in the two universities invested heavily in ensuring that the strategic planning process was driven well, involved actively the key stakeholders, and did all they could to ensure there was availability of funds to actualize the plans envisioned to take the institutions to a higher level, as spelt out in their strategic plans.

II: The Influence of Stakeholder Involvement on the Implementation of Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between stakeholder involvement and the successful implementation of a strategic plan in Kenyatta University - guided the analysis. The results are as presented in Table 4.11.

Table 4.11: Influence of Stakeholder Involvement on SP Implementation in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881[a]	.776	.772	1.36949

a. Predictors: (Constant), IV Stakeholder and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	312.476	1	312.476	166.610	.000[b]
	Residual	90.024	48	1.875		
	Total	402.500	49			

a. Dependent Variable: Stakeholder Involvement --> Implementation

b. Predictors: (Constant), IV Stakeholder and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.931	1.115		9.806	.000
	IV Stakeholder and Implementation	3.850	.298	.881	12.908	.000

a. Dependent Variable: Stakeholder Involvement --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in Kenyatta University based on stakeholder involvement. As the results in Table 4.11 show, the coefficient of stakeholder involvement was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in Kenyatta University. The coefficient of stakeholder involvement in this case is positive hence stakeholder involvement influences the implementation of strategic plans positively. The following regression equation applies:

$$y_2 = 10.931 + 3.850x_2$$
$$(1.115) \quad (0.298)$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between stakeholder involvement and the successful implementation of a strategic plan in PAC University - guided the analysis. The results are presented in Table 4.12 below.

Table 4.12: Influence of Stakeholder Involvement on SP Implementation in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.968[a]	.937	.936	1.66755

a. Predictors: (Constant), IV Stakeholder and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1859.336	1	1859.336	668.654	.000[b]
	Residual	125.132	45	2.781		
	Total	1984.468	46			

a. Dependent Variable: Stakeholder Involvement --> Implementation

b. Predictors: (Constant), IV Stakeholder and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-9.995	1.189		-8.405	.000
	IV Stakeholder and Implementation	8.355	.323	.968	25.858	.000

a. Dependent Variable: Stakeholder Involvement --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in PAC University based on stakeholder involvement. As the results in Table 4.12 show, the coefficient of stakeholder involvement was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in PAC University. The coefficient of stakeholder involvement in this case is positive hence stakeholder involvement influences the implementation of strategic plans positively. The following regression equation applies:

$$y_2 = \underset{(1.189)}{-9.995} + \underset{(0.323)}{8.355}x_2$$

The statistical analysis on the influence of stakeholder involvement on implementation of strategic plans presented above shows that stakeholder involvement is critical in successful implementation of strategic plans in Kenyatta University and PAC University. The statistical significance is at 0.00 at $p<0.05$ level of significance (cf. Tables 4.11 and 4.12) hence rejecting the null hypothesis that there is no statistically significant relationship between stakeholder involvement and the successful implementation of a strategic plan. This finding implies that stakeholder involvement contributed positively to the successful implementation of strategic plans in the two universities. The effect of stakeholder involvement on the implementation of a strategic plan at PAC University is however higher with unstandardized coefficient of 8.355 than that of KU with unstandardized coefficient of 3.850.

The above finding emerging from quantitative analysis is corroborated by the responses from the participants' responses to the open-ended questions in the questionnaire. The participants reported that the stakeholders in the two universities focused on in the study were heavily involved in the implementation of the strategic plan. Due to the fact that they had been involved in the development of their strategic plan, the stakeholders owned the process. It was easy for them to again own the implementation process.

Further, the participants observed that the stakeholders in the two universities were consulted widely during the implementation phase and they felt they were listened to throughout the process. They readily gave their input and worked hard to ensure implementation of the activities assigned to them as per the agreed upon timelines.

Some participants noted that key officers such as directors, deans, heads of departments, section heads, and student leaders in their universities were instrumental in the implementation of the strategic plan in their universities. These officers drove the implementation process ably to ensure that their teams had clarity on the expected goals. They all rejoiced when they and their teams achieved small and big milestones in their implementation process. One participant noted, “there was celebration of the short-term gains by the teams.”

The participants reported that frequent and open communication between the teams steering the implementation and the stakeholders motivated the stakeholders to continually improve on the implementation of the agreed upon activities. Such communication created enthusiasm among the stakeholders as they felt engaged in the implementation process.

The reports from the participants in the study further noted that there were clear monitoring and evaluation mechanisms and timelines and that the stakeholders were clear on what was expected of them during the implementation process. Training stakeholders in performance contracting and how the strategic plan implementation would be monitored and evaluated was done several times to ensure all were reading from the same page.

The participants added that the implementation of the strategic plan was mainstreamed in the staff and faculty’s annual performance appraisal. One participant reported that the stakeholders were held accountable for realization of what they said they would do in their annual work plans as far as implementation of the strategic plan was concerned. They added that there was periodic reporting of the implementation progress to the university councils and this too motivated the stakeholders to work hard at achieving the implementation targets.

That stakeholder involvement plays a principal role in the implementation of strategic plan has been reported in available literature on strategic planning process (Albon *et al.*, 2016; Asoka, 2009; Muneer *et al.*, 2014; Snyder, 2015). Asoka (2009), for example, advises organizations to engage stakeholders in all aspects of implementation of the strategic plans, including in the monitoring and evaluation stages of the implementation process. Involving the stakeholders in the implementation process in the two universities, as pointed in the findings above, gave them a sense of inclusion and, as a result, they felt empowered by participating in this crucial stage of implementing the strategies they had initially been involved in developing.

Albon *et al.* (2016) posits that consulting stakeholders in strategic planning process generates in them a sense of shared governance and ownership in the implementation process and this trend is essential for the achievement of the implementation plans. This consultative process, argues Monahan (2013), creates among the stakeholders a sense of inclusion and consideration in decision-making process. This inclination leads to more active involvement of the stakeholders in the implementation of the strategic plan and could explain the success in implementation of plans in Kenyatta University and PAC University, as reported above.

Discussing the place of stakeholders in strategic plan implementation, Snyder (2015) points out that their being consulted has an impact on how the organization's overall implementation of the plans is managed. When stakeholders are part of the implementation process, a process that is collaborative and interactive, the entire process is bound to succeed. Implementation of goals, strategies and objectives is critical in taking the institution to its strategic vision. It is evident that the stakeholders in the two institutions were consulted during the implementation of the strategic plans, hence contributing to the achievement of the same.

Monahan (2013) highlights the importance of open and constant communication to the stakeholders during the implementation phase of the strategic planning process. The stakeholders who were involved in the development phase of the strategic plan would like to know how things are going in the implementation phase. The more informed the stakeholders are on the progress of the implementation of the strategies, the better the implementation success will be especially because the stakeholders will be motivated to press on towards implementing the remaining strategies. From the findings above, it is evident that the stakeholders in the two universities were fully engaged and the communication channel during the implementation process remained open, hence contributing significantly to the success of implementation of the plans.

The above argument may be the reason why Snyder (2015) argues that broad consultation of stakeholders is the most crucial need in the strategic planning process. He offers that there is need to have input from the stakeholders as the implementation begins and this eliciting of input should continue all through the implementation process. Snyder (2015) warns that if stakeholder consultation at the implementation stage is not handled well, it can affect the plan's success dramatically and negatively.

If the planning stage fails to involve stakeholders, unnecessary debate will happen in the grapevine and will end up compromising the success of the strategic plan, especially in its development. Snyder (2015) observes that broad consultation will allow debates to happen and controversies to be resolved thus paving way for collective development of the strategic plan.

As Alqahtani (2016) points out, even though it will be impossible to factor in every stakeholder's input, the stakeholders are likely to accept the strategic plan when they know that their input and feedback were valued and considered. Similarly, the author advises that engaging all stakeholders through effective and regular communication in strategy implementation guarantees success in achieving strategic goals, as observed in the research reported in this thesis. Involvement of stakeholders in the two universities contributed greatly to success in implementation of the strategies (cf. Tables 4.11 and 4.12).

III: The Influence of Availability of Financial Resources on the Implementation of Strategic Plans in Kenyatta University and PAC University

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between availability of financial resources and the successful implementation of a strategic plan in Kenyatta University - guided the analysis. The results are presented in Table 4.13.

Table 4.13: Influence of Financial Resources on SP Implementation in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932[a]	.869	.867	1.17940

a. Predictors: (Constant), IV Finance and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	444.212	1	444.212	319.349	.000[b]
	Residual	66.768	48	1.391		
	Total	510.980	49			

a. Dependent Variable: Resources --> Implementation

b. Predictors: (Constant), IV Finance and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.340	1.114		4.794	.000
	IV Finance and Implementation	5.112	.286	.932	17.870	.000

a. Dependent Variable: Resources --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in Kenyatta University based on availability of financial resources. As the results in Table 4.13 show, the coefficient of availability of financial resources was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in Kenyatta University. The coefficient of availability of financial resources in this case is positive hence availability of financial resources influences implementation of strategic plan positively. The following regression equation applies:

$$y_2 = \underset{(1.114)}{5.340} + \underset{(0.286)}{5.112}x_3$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between availability of financial resources and the successful implementation of a strategic plan in PAC University - guided the analysis. The results are presented in Table 4.14 below.

Table 4.14: Influence of Financial Resources on SP Implementation in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.972[a]	.945	.943	.97200

a. Predictors: (Constant), IV Finance and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	724.718	1	724.718	767.067	.000[b]
	Residual	42.516	45	.945		
	Total	767.234	46			

a. Dependent Variable: Resources --> Implementation

b. Predictors: (Constant), IV Finance and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.194	.558		.348	.730
	IV Finance and Implementation	4.366	.158	.972	27.696	.000

a. Dependent Variable: Resources --> Implementation

A simple linear regression was calculated to predict the implementation of a strategic plan in PAC University based on availability of financial resources. As the results in Table 4.14 show, the coefficient of availability of financial resources was statistically significant at 5% level of significance and therefore influences the implementation of a strategic plan in PAC University. The coefficient of availability of financial resources in this case is positive hence availability of financial resources influences implementation of strategic plan positively. The following regression equation applies:

$$y_2 = \underset{(0.558)}{0.194} + \underset{(0.158)}{4.366x_3}$$

The finding in the statistical analysis above on the influence of availability of financial resources point to the impact the same has on successful implementation of strategic plans in Kenyatta University and PAC University. The statistical significance is 0.00 at $p<0.05$ hence rejecting the null hypothesis that there is no statistically significant relationship between availability of financial resources and the successful implementation of a strategic plan. This finding implies that availability of financial resources contributes significantly to successful implementation of strategic plans in Kenyatta University and PAC University. The effect of availability of financial resources on implementation, however, is higher in KU with unstandardized coefficient of 5.112 than in PAC University with unstandardized coefficient of 4.366.

The data obtained from open-ended questions corroborate the pride of place that availability of financial resources occupies in the implementation of strategic plans in the two universities. Participants observed that there was availability of funds during the implementation stage of the strategic plans in the two universities. Universities, through resource mobilization offices, raised funds through writing of grants, resources that were instrumental in ensuring successful implementation of the activities outlined in the strategic plans in the two universities.

One participant noted that the leadership had devised a plan for application for grants and writing proposals and this avenue was a major source of funding their plans. Most of these successful grants were a major success for implementation stages. Thus, generally, there was availability of the needed resources in both universities. One participant summarized it as follows:

> Money was available. So much was achieved as requests for funds to implement various projects and activities were available. There were also teams that sat and came up with grant proposals to fund various projects and these were successful. In other words, clear resource mobilization strategies were put in place and implemented.

The participants observed that substantial amount of financial resources was availed and this was well managed as spelt out and budgeted in the strategic plans in the two universities. There was proper planning of the financial resources needed in the implementation of the plans. The participants reported that there was good utilization of the available resources during the implementation phase. Further, the two universities sought support from their local and international friends to facilitate funding of some of the activities. This strategy led to successful implementation of the plans as outlined in the strategic plans.

The participants reported that there were frequent meetings where the stakeholders got a chance to monitor the progress of the implementation of the plans, the money used that far and the balance needed to ensure all the plans were implemented as envisioned. The universities started implementing that which their resources could be able to finance and those that were urgent.

The general finding on the influence of availability of financial resources on implementation of strategic points to the critical role availability of financial resources plays in the successful implementation of strategic plans. This finding tallies with the findings in available literature in strategic leadership (Addie, 2018; Alqahtani 2016; Assefa, 2018; Goldman and Salem, 2015; Immordino *et al*., 2016). Immordino *et al*. (2016), for instance, warn that if the strategic plans are developed without sufficient information linking the implementation plans to finances, chances of succeeding in achievement of the said plans will be minimal. The authors advise that there is need to align financial resources and implementation from the onset and ensure that funds are availed for the implementation of the strategic activities.

The university's leadership may decide to allocate and avail funds from the existing financial resources available or may seek financial support from donors for the institution to implement the plans outlined in the strategic plan. This approach is in line with Goldman and Salem's (2015) observation that instead of depending on the traditional approach of allocating the available resources, organizations should cultivate new resources that support the implementation of their strategic plans. The findings in the research reported in the thesis indicate that the two universities looked externally for financing of some of the activities in their strategic plans, concurring with the findings in the available literature.

Addie (2018) advocates for the need to align resources around a common vision and strategy with the successful implementation of the plans in mind. This is something that the leadership in the two universities were able to do ably. They were able to allocate some of the existing resources to some strategies and creatively explore other sources of funding, both locally and internationally. Such an approach ensured there was available finances thus contributing to the success in implementation of the activities outlined in the two institutions' strategic plans.

As Alqahtani (2016) notes, the availability of financial resources should keep pace with the implementation plans for achievement of the strategic goals and objectives and this seems to have been followed in the two universities focused on in the study going by the findings that have emerged in the research reported in this thesis (cf. Table 4.13 and 4.14).

IV: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Resource Availability on the Implementation of the Strategic Plans in Kenyatta University and PAC University ($X_{1.Lead.Imp} + X_{2.Stake.\ Imp} + X_{3.Resource.\ Imp} \rightarrow Y_{2.\ Imp}$)

a. Kenyatta University

The null hypothesis - H_o: There is no statistically significant relationship between the joint influence of institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3) and the successful implementation (Y_2) of a strategic plan in Kenyatta University - guided the analysis. The results are presented in Table 4.15 below.

Table 4.15: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Availability of Financial Resources on SP Implementation in Kenyatta University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.943[a]	.888	.881	.95300

a. Predictors: (Constant), IV Finance and Implementation, IV Leader and Implementation, IV Stakeholder and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	332.500	3	110.833	122.034	.000[b]
	Residual	41.778	46	.908		
	Total	374.278	49			

a. Dependent Variable: Y2.Imp

b. Predictors: (Constant), IV Finance and Implementation, IV Leader and Implementation, IV Stakeholder and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.302	.936		12.076	.000
	IV Leader and Implementation	1.536	.408	.357	3.765	.000
	IV Stakeholder and Implementation	1.174	.437	.279	2.684	.010
	IV Finance and Implementation	1.814	.371	.387	4.889	.000

a. Dependent Variable: Y2.Imp

A multiple linear regression was calculated to predict the implementation of a strategic plan in Kenyatta University based on the joint influence of independent variables institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3). As the results in Table 4.15 show, the coefficients of institutional leadership factors, stakeholder involvement and the availability of financial resources were all statistically significant at 5% level of significance and therefore influence the implementation of a strategic plan in Kenyatta University. The coefficients of institutional leadership factors, stakeholder involvement and the availability of financial resources in this case are positive hence the three influence implementation of strategic plan positively. The following regression equation applies:

$$y_2 = 11.302 + 1.536x_1 + 1.174x_2 + 1.814x_3$$
$$(0.936) \quad (0.408) \quad (0.437) \quad (0.371)$$

b. PAC University

The null hypothesis - H_o: There is no statistically significant relationship between the joint influence of institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3) and the successful implementation (Y_2) of a strategic plan in PAC University – guided the analysis. The results are presented in Table 4.16.

Table 4.16: Joint Influence of Institutional Leadership Factors, Stakeholder Involvement and Financial Resources on SP Implementation in PAC University

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.982[a]	.965	.962	.94899

a. Predictors: (Constant), IV Finance and Implementation, IV Leader and Implementation, IV Stakeholder and Implementation

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1060.353	3	353.451	392.471	.000[b]
	Residual	38.725	43	.901		
	Total	1099.078	46			

a. Dependent Variable: Y2.Imp

b. Predictors: (Constant), IV Finance and Implementation, IV Leader and Implementation, IV Stakeholder and Implementation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5.228	.838		-6.239	.000
	IV Leader and Implementation	3.180	.323	.419	9.849	.000
	IV Stakeholder and Implementation	2.814	.299	.438	9.396	.000
	IV Finance and Implementation	1.487	.190	.277	7.813	.000

a. Dependent Variable: Y2.Imp

A multiple linear regression was calculated to predict the implementation of a strategic plan in PAC University based on the joint influence of independent variables institutional leadership factors (X_1), stakeholder involvement (X_2) and availability of financial resources (X_3). As the results in Table 4.16 show, the coefficients of institutional leadership factors, stakeholder involvement and the availability of financial resources were all statistically significant at 5% level of significance and therefore influence the implementation of a strategic plan in PAC University. The coefficients of institutional leadership factors, stakeholder involvement and the availability of financial resources in this case are positive hence the three influence implementation of strategic plan positively.

The following regression equation applies:

$$y_2 = -5.228 + 3.18x_1 + 2.814x_2 + 1.487x_3$$

(0.838) (0.323) (0.299) (0.190)

The statistical analysis above on the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources on implementation of strategic plan is statistically significant with a value of 0.00 at $p<0.05$ significance level hence rejecting the null hypothesis that there is no statistically significant relationship between the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources and the successful implementation of a strategic plan. This finding implies that the three variables together significantly impact on successful implementation of strategic plans in Kenyatta University and PAC University.

The observation from the results in Table 4.15 and Table 4.16 is that the order of magnitude of the effect of the independent variables in the implementation of the strategic plans in the two universities is different. At KU, the availability of financial resources is highest (with unstandardized coefficient of 1.814), followed by institutional leadership factors (with unstandardized coefficient of 1.536) and the last is stakeholder involvement (with unstandardized coefficient of 1.174). At PAC University, the order is different. The institutional leadership has the highest effect (with unstandardized coefficient of 3.180), followed by stakeholder involvement (with unstandardized coefficient of 2.814) and the last is availability of finances (with unstandardized coefficient of 1.487).

The qualitative data collected from the respondents in the study equally confirmed that institutional leadership factors, stakeholder involvement and availability of resources jointly influenced implementation of strategic plans in the two universities focused on in the study. First, the CEOs and other institutional leaders in the two universities guided the implementation process through meetings, workshops, seminars and stakeholders' forums. Each department was given a role to play towards the achievement of the strategic plan, monitoring of its implementation through departments. The leaders saw to it that the departmental/individual activities were pegged on the strategic objectives and their achievements were part and parcel of the annual performance contracting and appraisals. One participant summarized as follows:

> An overview of the direction and goals that the organization needs to achieve within the specific period was done. Scanning the external and internal strengths and weaknesses as key determinants of the process. Availability of resources for the whole process, right from the overview, inputs, activities needed, the expected results, monitoring and evaluation. Involvement of stakeholders was key and clear updates on the implementation process. Monitoring and evaluation committee was set. Every individual department, school, division held meetings to discuss implementation plans. Seminars and workshops were conducted to explain implementation plans, and work plans drawn to guide implementation plan through a laid down framework.
>
> Strategic plan developed was implemented after resource mobilization with the consistent input and monitoring of the stakeholders.

The participants in the study reported that stakeholders were fully involved in the implementation of the strategic plans. They noted that the university management organized retreats for senators, directors, heads of departments and heads of sections to take them through the different implementation strategies and their role in facilitating the same. They developed and agreed on the implementation matrices that would lead to successful implementation of their plans. From these matrices, they came up with their departmental work plans which were to be the basis of individual annual work plans.

Some participants confirmed that the success of the implementation of the plans relied heavily on the joint factors of university's leadership, stakeholder involvement and availability of financial resources which significantly influenced successful implementation of the strategic plans in the two universities:

> Implementation was done through institutional leadership and stakeholder's involvement in selling the vision and through resource mobilization. The clear monitoring and evaluation procedure was clear and a tool was available to all; rewards and sanctions were clear to all. There was a strategic planning team that monitored progress of the implementation. Through the establishment of Strategic Planning Monitoring Team that had a clear monitoring and evaluation tool to measure progress. Progress given during individual and departmental/school/section/division performance contract meetings. Through mainstreaming the SP process in the performance contracting thus everyone was involved in the implementation.

The finding that has emerged from the analysis above (see Tables 4.15 and 4.16) is that, jointly, institutional leadership factors, stakeholder involvement and availability of financial resources significantly influence implementation of strategic plans in Kenyatta University and PAC University. The results in the coefficient analysis show that leadership and availability of financial resources are very central in successful implementation of strategic plans, both scoring higher than the engagement of the stakeholders (cf. Tables 4.15 and 4.16)

This finding concurs with the findings in available literature on strategic planning (Albon *et al*., 2016; Snyder, 2015; Assefa, 2018). Albon *et al*. (2016), for example, note that university's leadership cannot succeed in implementation of the strategies without active engagement of the stakeholders and without having the necessary financial resources. Without them, the implementation of their strategic plans will not succeed. They advise that the leadership should involve the stakeholders and encourage them to own and support the implementation of the institution’s strategies and this is reported to have been done in the two universities focused on in the study.

Assefa (2018) observes that the implementation of strategic plan is inclusive, allowing every stakeholder, be they university’s leadership, university council, staff, faculty, alumni, students, suppliers, government offices and agencies, regulators, and other internal and external stakeholders, to be involved in the process. All of them do have a stake. He adds that lack of participation of stakeholders and the resulting distrust and power struggles often lead to the failure of the strategic process in many colleges and universities, particularly in the implementation phase.

Assefa (2018, p. 27) argues that strategy implementation process is affected by lack of communication from the university’s leadership to the stakeholders on the what, the where, and the how aspects of strategy implementation. In addition, if adequate funds are not allocated and availed for successful implementation of the plans, the implementation process will stall. As Muneer *et al.* (2014) conclude, both internal and external stakeholders’ opinions and participation are crucial and significant in an organization’s decision making and especially in the implementation of the organization’s strategies.

The finding of the research reported in this thesis is in line with Alqahtani (2016) observations that the strategic plan implementation requires involvement of the entire organization. This means that implementation should make sense to all in the institution, both the top leadership and entire range of stakeholders, regardless of where they sit in the organization. The entire institution should then proceed to implement the strategies, observing the timelines. He advises that the funds needed should be availed for each of the activities to be implemented successfully and as expected.

For implementation phase of the strategic planning process to be executed successfully, Assefa (2018) advises that leadership must do it with vigour and enthusiasm, being inclusive of all key stakeholders, and availing resources needed for the activities stipulated in the plans. Failure to see the interdependence of multiplicity of factors that impact on successful implementation of strategies is a costly mistake that universities should avoid because it detracts from successful execution of strategy. This advice seems to have been followed keenly in the two universities studied in the research as reported in this thesis (cf. Tables 4.15 and 4.16).

Summary of the Chapter

The chapter has presented the results of data analysis, described the emerging patterns, and discussed these patterns in relation to available literature on strategic planning process. The general finding is that the three variables – institutional leadership factors, stakeholder involvement and availability of financial resources – individually and jointly (except for the influence of availability of financial resources on development in KU) - significantly influence both the development and the implementation of strategic plans in Kenyatta University and PAC University. The findings that have emerged in the research reported in this thesis concur with the findings documented in related literature consulted as seen in the discussion presented in this chapter. The next chapter addresses summary of findings, implications, conclusions, recommendations and areas for further research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This final chapter concludes the thesis. First is a section that highlights the summary of the findings that have emerged from the research reported in the thesis. Second is a section that discusses the implications for the study before moving on to present the conclusions of the study. The recommendations and areas for further research conclude the chapter.

Summary of Findings

The research reported in this thesis sought to assess the factors that influence the development and the implementation of strategic plans in Kenyan universities, though focusing on only two universities: Kenyatta University and Pan Africa Christian University. Being guided by the Tromp and Ruben's (2010) Strategic Planning in Higher Education Framework, the study used a mixed method of quantitative and qualitative in data collection, analysis and interpretation.

Chapter four of the thesis presented data results and highlighted how the three independent variables of institutional leadership factors, stakeholder involvement and availability of financial resources, singly and jointly (except for the influence of availability of financial resources on development of a strategic plan in KU), influenced the development and implementation of strategic plans in the two universities focused on in the study (cf. Chapter 4). The emergent patterns were then presented and discussed. The summary of the findings that emerged are as presented below.

In terms of how the independent variables influenced the development of strategic plans in the two universities, four main findings emerged. First, institutional leadership factors contributed positively to the successful development of strategic plans in the two universities focused on in the study. Both the quantitative and qualitative findings related to the influence of institutional leadership factors on the development of strategic plans in both Kenyatta University and PAC University point out that institutional leadership factors significantly influenced development of strategic plans (cf. Tables 4.1 and 4.2).

Second, stakeholder involvement greatly contributed to successful development of strategic plans. Both the statistical analysis of and the qualitative responses on the influence of stakeholder involvement on the development of strategic plans at Kenyatta University and PAC University pointed to this finding (cf. Tables 4.3 and 4.4).

Third, availability of financial resources contributes to successful development of strategic plans in the two universities. This is supported by the statistical analysis of the influence of financial resources on the development of strategic plans in both Kenyatta University and PAC University as reported in chapter four (cf. Table 4.5 and 4.6)

Fourth, the three variables jointly contributed positively to the development of strategic plans in the two universities, though the influence of the availability of financial resources on development of a strategic plan at KU was not statistically significant. Nevertheless, the institutional leadership factors had the highest impact on strategic plan development, followed by stakeholder involvement. The last was availability of financial resources (cf. Tables 4.7 and 4.8).

In terms of how the three independent variables influenced the implementation of strategic plans in the two universities, the following four findings emerged. First, institutional leadership factors contribute positively to the implementation of strategic plans in the two universities. The finding from the statistical analysis as reported in chapter four showed that institutional leadership factors significantly influenced implementation of strategic plans in Kenyatta University and PAC University (cf. Tables 4.9 and 4.10).

Second, stakeholder involvement contributed positively to the successful implementation of strategic plans in the two universities. The statistical analysis on the influence of stakeholder involvement on implementation of strategic plan showed that stakeholder involvement was critical in successful implementation of strategic plans in Kenyatta University and PAC University (cf. Tables 4.11 and 4.12).

Third, availability of financial resources contributed significantly to successful implementation of strategic plans in Kenyatta University and PAC University. The finding in the statistical analysis above on the influence of availability of financial resources point to the impact the same has on successful implementation of strategic plans in Kenyatta University and PAC University (cf. Tables 4.13 and 4.14).

Fourth, the three independent variables together significantly impacted on successful implementation of strategic plans in Kenyatta University and PAC University. The statistical analysis in chapter four on the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources on implementation of strategic plan indicated that there was statistically significant relationship between the joint influence of institutional leadership factors, stakeholder involvement and availability of financial resources and the successful implementation of a strategic plan (cf. Tables 4.15 and 4.16).

Implications

The findings outlined in the summary above have the following implications. First, university's leadership factors are critical in driving both the development and implementation of the strategic plans in the institution. The CEO of the university, especially, plays a critical role in spelling out the vision, goals and the strategic direction of the university. He or she should be the chief strategist from the onset to the end of the strategic plan's life span.

Second, stakeholders in an organization play a central role in the development and implementation of strategic plans in universities and they should not be ignored. Their buy-in should be sought at all cost and their input valued.

Third, availability of financial resources is necessary for the successful implementation of strategic plans in universities. Even with excellent leadership and active involvement of the stakeholders in both the development and implementation of the strategic plans, without sufficient funding, the achievement of success will be curtailed. Thus from the research reported in this study, it emerges that the three factors – university's leadership, stakeholder involvement, and availability of funds – are critical for successful development and implementation of strategic plans in universities, as seen from the findings above (cf. Tables 4.7, 4.8, 4.15 and 4.16).

Conclusions

Based on the results that have emerged from the research reported in the thesis, review of the theoretical bases of the study and the discussion of the findings in Chapter 4, the following conclusions can be made. First, leadership in a university is critical for the success of the entire strategic planning process, right from the development of the strategic plan to its implementation. During the strategic planning process, the commitment and dedication of the university's leadership is critical. They must be seen to drive the process and articulate the strategic direction of the institution clearly.

Second, the voice of all stakeholders at all levels in a university matter during the strategic planning process. Their buy-in is critical for the success to be realized. All stakeholders in the institution are important and their voices should be heard, and input sought. This constituent in an organization plays a key role during the development and implementation of strategic plans.

Lastly, success of the strategic planning process requires allocation of financial resources. Universities can achieve a competitive advantage through successful development and implementation of well-crafted strategic plans, driven by effective institutional leadership that engages the key stakeholders right from the onset of the development of the strategic plan to the implementation phase of the strategies, and at the same time, ensuring funds are available to develop and then implement the strategic plans. It is not easy but it is possible, as evidenced by the findings reported in this thesis, and by the tenets of the theory adopted in this study.

Recommendations

Based on the findings, implications and conclusions of the study, the following recommendations are made as far as the development and the implementation of strategic plans in universities are concerned:

a) Universities' leadership should be committed to the strategic planning process and their commitment should be seen from the onset to the end of the strategic plan period. Their commitment and enthusiasm is critical to the success of the strategic plan development and implementation.

b) University's leadership should maintain regular communication with all stakeholders during the entire strategic planning process, whether it is during the development or implementation phases of the process. The urgency of the strategic planning process and the university leadership's clear communication of the vision is necessary for all the stakeholders to drive to the same strategic direction. The university leadership should organize workshops involving all stakeholders for quicker buy-in and input.

c) The university leadership should lead the entire university community to celebrate the short term wins. During such moments, the leaders should communicate with all stakeholders of the progress made in the implementation and what remains to be done.

As they do this, the university's leadership should create a sense of urgency among the stakeholders to urge them on.

d) Universities should actively involve all key stakeholders, regardless of their role or place in the institution. Even that small voice or critical voice should be included in the strategic planning process. Their vision, goals, what they see as the future of the university should be considered during the development of the strategic plan in their institutions.

e) Universities should avail the financial resources required for both the development and implementation of the strategic plans. In this connection, there should be clear plans on the resource mobilization strategies to fund all the activities both in the development and the implementation phases of the plans. The university leadership should ensure there are no financial gaps during the implementation of the strategic plan.

f) The universities should have a clear implementation plan. In this connection, the university's leadership should be fully involved in the entire strategic process and especially in the monitoring and evaluation phases of implementation. The implementation plan should communicate the institution's expectations towards the achievement of the plans. This clarity will easily lead to ownership of the plans by the stakeholders and as the implementation plan should guide the annual work plans. This should lead to the items to be considered in the measurement of annual performance among employees.

g) The universities should institutionalize monitoring and evaluation to track the progress of the implementation of the plans. This mechanism will help to identify gaps and challenges in the implementation process. The university may opt to have mid-year assessment of the implementation plan rather than monthly and perhaps an annual evaluation as part of the staff's annual performance evaluation.

h) There is need to have a standing committee to help oversee the development and implementation of the strategic plan. The mandate and authority of the committee is to see to it that the universities accomplish the entire strategic planning process. This committee should take it as their duty to educate the university community on all the aspects of the strategic plan and the community's role in its development and in the implementation.

i) The university's leadership and all the stakeholders should walk together as a team; every fruit in the pudding counts. The leader should establish a sense of urgency, create a team that shares the vision, develop a vision and strategy, communicate the vision and strategy to key stakeholders, empower key stakeholders, generate short-term wins and celebrate them, then continue building on the short gains as they build the bigger picture.

j) There should be training of the chairs of departments, managers and section on monitoring and evaluation tools, performance evaluation tools, rewards and sanctions that go with the results of the annual performance evaluation as far as implementation of the strategic plan is concerned. This will be taking heed of Assefa's (2018) advice that unless a culture of execution is natured, and implementation is rewarded, the strategic plan in universities becomes just another exercise to satisfy the requirements of the accrediting bodies and the boards of trustees. Good strategy in institutions should be reinforced with appropriate capacity building of all the players, efficient leadership, effective design, rewards and support throughout the strategic planning process.

Areas for Further Research

The recommendations and the findings outlined above point to specific areas that could be investigated further. First, the study focused on only three factors: institutional leadership factors, stakeholder involvement and availability of financial resources, and how these influenced the development and the implementation of strategic plans in two universities in Kenya. Focusing on more than the three variables would have made the scope too wide. Further research may, therefore, be needed in studying other factors mentioned in the theory such as organizational culture, communication and assessment (Tromp & Ruben, 2010). Such a study will be able to test the applicability of the theory further as far as its tenets are concerned.

Second, the study focused on only two chartered universities in Kenya as the case study: one public and the other private. Perhaps conducting research in other universities, both public and private, can be another dimension that could be investigated. This will offer a wider scope of study and the findings from such a scope could verify the findings and patterns that have emerged in the research reported in the thesis.

Finally, a further study can be done to find out whether development of strategic plans influences implementation of the plans crafted in institutions of higher learning. The findings from such a study will add to the literature in strategic planning process, and also inform effective strategic planning in higher education.

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APPENDIX I: QUESTIONNAIRE

This questionnaire seeks to assess the factors that influence development and the implementation of strategic plans in Kenyan universities. Kindly fill it in as honestly as possible. The information will be treated in strict confidence and will be used for academic purposes only. The Questionnaire is categorised in different parts. Part A seeks for information on biodata of the interviewee; Part B, C, and D relate to the factors that form the variables in the study. Thank you for your help and cooperation.

PART A: BIODATA

1. a) Title of Respondent ---

   b) Name of the University ---

2. Age (Tick one)

a) Less than 30 years ( )

b) 35 to 40 years ( )

c) 40 to 50 years ( )

d) 50 to 60 years ( )

e) More than 60 years ( )

3. For how long have you served in your university? (Tick one)

a) Less than 5 years ( )

b) 6 to 10 years ( )

c) 11 to 20 years ( )

d) 21 to 30 years ( )

e) Over 30 years ( )

4. Please indicate your highest level of education.

a) ‘O’ Level ( )

b) ‘A’ Level ( )

c) Diploma ( )

d) Bachelor degree ( )

e) Masters ( )

f) PhD ( )

Other (specify) ---

PART B: DEVELOPMENT OF THE STRATEGIC PLAN

I: INSTITUTIONAL LEADERSHIP FACTORS AND DEVELOPMENT OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. During the Strategic Plan Development, the University CEO was the chief strategist.					
2. University top leadership offered leadership in drafting, reviewing and refining mission, vision, core values.					
3. University's leadership ensured that the above process was inclusive and diverse perspectives sought.					
4. The University's leadership ensured mechanisms of listening to all stakeholders were in place.					
5. The University's leadership offered leadership in conducting the environmental scanning.					
6. The university's leadership offered leadership in ensuring that the goals were clear, coherent, appropriate and measurable.					

7. The University's leadership ensured mechanisms of listening to all stakeholders were in place.					
8. The University's leadership ensured goals were aligned with the mission, vision, and values.					
9. The University's leadership was attentive to the stakeholders and their perspectives.					
10. University top leadership offered leadership in drafting, reviewing and refining mission, vision, core values					
11. University's leadership ensured that the above process was inclusive and diverse perspectives sought					
12. The University's leadership oversaw the entire goal setting process to be certain that the goals clearly advanced the organization's desired directions, addressed critical needs and had been established with appropriate input from colleagues.					
13. The University's leadership facilitated and guided the development of the strategic plan					

II: STAKEHOLDER INVOLVEMENT AND DEVELOPMENT OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. I know the individuals, groups or organizations that are the most important stakeholders in University.					
2. All the stakeholders benefit directly from the results of the university's planning efforts.					
3. Systematic methods were used to gather information about stakeholders' input into the development of strategic plan.					
4. Key stakeholders were involved in the preparation of the strategic plan.					
5. Key stakeholders were involved in the formulation of the strategic plan.					
6. Key stakeholders were involved in the refinement of the strategic plan draft.					
7. Drafts of the strategic plans were circulated to the stakeholders for their feedback.					
8. Consistent message about the mission, vision and core values were communicated to all the stakeholders.					

9. Understanding of the development of the SP was shared among all the stakeholders.					
10. Information about environmental scan was sought from key stakeholders.					
11. Results of the environmental scan were shared.					
12. Stakeholders were engaged in the goal setting process of the strategic plan.					
13. Stakeholders' input was considered in the development of the strategic goals.					
14. The final strategic goals selected were disseminated to the key stakeholders.					
15. There was clear, frequent communication to key stakeholders about the implementation progress.					
16. There was buy-in of the implementation action plans among all key stakeholders.					
17. Different channels of communication were used to reach key stakeholders during the development of strategic plan.					

III: AVAILABILITY OF FINANCIAL RESOURCES AND DEVELOPMENT OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. Availability of financial resources was considered in the preparations stage.					
2. Availability of resources was considered at the formulation stage.					
3. Resource mobilization strategies were crafted in the strategic plan					
4. Resources were mobilized to support development of the strategic plan.					

PART C: IMPLEMENTATION OF THE STRATEGIC PLAN

I: INSTITUTIONAL LEADERSHIP FACTORS AND IMPLEMENTATION OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. During the implementation of the Strategic Plan, the University CEO was the chief strategist.					
2. University top leadership offered leadership in the implementation of the action goals.					
3. University's leadership ensured that the implementation plan was inclusive and diverse perspectives sought.					
4. The University's leadership ensured mechanisms of listening to all stakeholders during the implementation process were in place.					

II: STAKEHOLDER INVOLVEMENT AND IMPLEMENTATION OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. Key stakeholders were involved in the implementation of the strategic plan.					
2. Key stakeholders were involved in the monitoring and evaluation of the strategic plan.					
3. Consistent messages about the mission, vision and core values were communicated to all the stakeholders.					
4. Understanding of implementation was shared among all the stakeholders.					

5. Stakeholders' input was considered in the implementation of the strategic goals.					
6. There was clear, frequent communication to key stakeholders about the implementation progress.					
7. There was buy-in of the implementation action plans among all key stakeholders.					
8. Different channels of communication were used to reach key stakeholders during the implementation of strategic plan.					

III: AVAILABILITY OF FINANCIAL RESOURCES AND IMPLEMENTATION OF STRATEGIC PLAN

Use 5-point scale where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5-strongly agree to respond to each of the questions in this section.

Question item	1	2	3	4	5
1. Financial resources were mobilized to support implementation of strategic plan.					
2. Resource mobilization office was established and operationalized.					
3. Availability of financial resources was considered at the monitoring and evaluation stage.					

PART D: OPEN-ENDED QUESTIONS

I: DEVELOPMENT OF THE STRATEGIC PLAN

a) How was the development of the strategic plan done in your university?

b) What went right during the development of the strategic plan in terms of:

   i. Institutional leadership?

   ii. Stakeholder involvement?

   iii. Availability of financial resources?

c) What did not go right during the development of the strategic plan in terms of:

   i. Institutional leadership?

   ii. Stakeholder involvement?

   iii. Availability of financial resources?

d) How can the development of the strategic plan be improved?

II: IMPLEMENTATION OF THE STRATEGIC PLAN

a) How was the implementation of the strategic plan done in your university?

b) What went right during the implementation of the strategic plan in terms of:

   i. Institutional leadership?

   ii. Stakeholder involvement?

   iii. Availability of financial resources?

c) What did not go right during the implementation of the strategic plan in terms of:

   i. Institutional leadership?

   ii. Stakeholder involvement?

   iii. Availability of financial resources?

d) How can the implementation of the strategic plan at the University be improved?

APPENDIX II: RELIABILITY TESTS

Variable	Construct Under Measure	Cronbach's Alpha Score	Number of Questionnaire Items Included	Conclusion
$X1._{DEV}$	IV Leadership and	.889	14	Reliable
$X2._{DEV}$	IV Stakeholder and	.864	19	Reliable
$X3._{DEV}$	IV Finance and	.910	6	Reliable
$X1._{IMP}$	IV Leadership and Implementation	.873	5	Reliable
$X2._{IMP}$	IV Stakeholder and Implementation	.867	9	Reliable
$X3._{IMP}$	IV Finance and	.886	4	Reliable

APPENDIX III: DATA RESULTS

Q1. Title of Respondents

POSITION	COUNT
ADMINISTRATIVE STAFF	16
CHAIR OF COUNCIL	2
DEAN	6
DVC	2
FACULTY	18
FINANCE OFFICER	2
HOD	14
REGISTRAR	2
RESOURCE MOBILIZATION OFFICER	2
STEERING COMMITTEE	6
STRATEGIC PLAN COMMITTEE	1
STUDENT	24
VC	2
Total	97

Q2. Age of Respondents

AGE	COUNT
Less than 30 years	14
31 to 40 years	37
41 to 50 years	12
51 to 60 years	28
Above 60 years	6
Total	97

Q3. Years Served

YEARS SERVED	COUNT
11 to 20 years	11
21 to 30 years	7
6 to 10 years	15
Less than 5 years	60
Over 30 years	4
Total	97

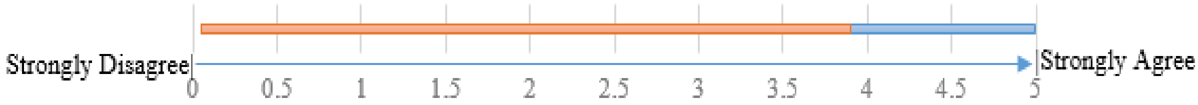
Q4. Education Level

EDUCATION LEVEL	COUNT
Bachelor degree	21
Masters	37
PhD	39
Total	97

Q5.

Institutional Leadership and Development of Strategic Plan	Mean	Std. Dev.
During the Strategic Plan Development, the University CEO was the chief strategist.	4.00	0.90
University top leadership offered leadership in drafting, reviewing and refining mission, vision, core values.	4.28	0.73
University leadership ensured that the above process was inclusive and diverse perspectives sought.	3.89	0.92
The University leadership ensured mechanisms of listening to all stakeholders were in place.	3.73	0.94
The University leadership offered leadership in conducting the environmental scanning.	3.86	0.89
The university leadership offered leadership in ensuring that the goals were clear, coherent, appropriate and measurable.	4.00	0.84
University leadership ensured that the above process was inclusive and diverse perspectives sought.	3.79	0.95
The University leadership ensured mechanisms of listening to all stakeholders were in place.	3.63	0.94
The University leadership offered leadership in conducting the environmental scanning.	3.84	0.84
The University leadership ensured goals were aligned with the mission, vision, and values.	4.13	0.66
The University leadership was attentive to the stakeholders and their perspectives.	3.64	0.82
The University leadership ensured that the goals were informed by the insights from the environmental scanning.	3.68	0.82

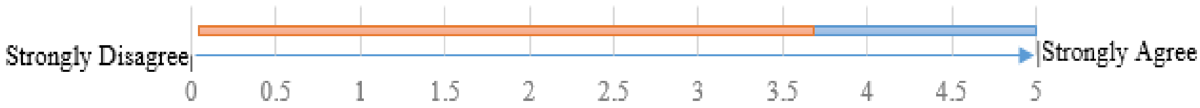
The University leadership oversaw the entire goal setting process to be certain that the goals clearly advanced the organization's desired directions, addressed critical needs and had been established with appropriate input from colleagues.	3.89	0.84
The University leadership facilitated and guided the development of the strategic plan.	4.24	0.70
Average	3.90	0.84



Q6.

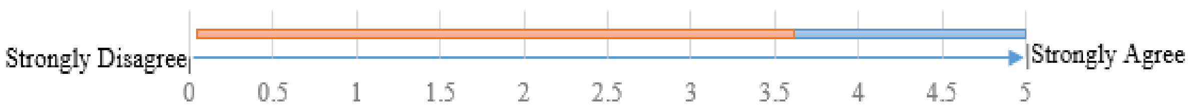
Stakeholders and Development of Strategic Plan	Mean	Std. Dev.
I know the individuals, groups or organizations that are the most important stakeholders in University.	4.14	0.74
All the stakeholders benefit directly from the results of the university's planning efforts.	3.67	1.02
Systematic methods were used to gather information about stakeholders' input into the development of strategic plan.	3.62	0.86
Key stakeholders were involved in the preparation of the strategic plan.	3.80	0.91
Key stakeholders were involved in the formulation of the strategic plan.	3.75	0.91
Key stakeholders were involved in the refinement of the strategic plan draft.	3.74	0.90
Drafts of the strategic plans were circulated to the stakeholders for their feedback.	3.57	1.00
Key stakeholders were involved in the implementation of the strategic plan.	3.84	0.84
Key stakeholders were involved in the monitoring and evaluation of the strategic plan.	3.64	0.82
Consistent messages about the mission, vision and core values were communicated to all the stakeholders.	3.75	0.92
Understanding of the development and implementation was shared among all the stakeholders.	3.62	0.81
Information about environmental scan was sought from key stakeholders.	3.61	0.82
Results of the environmental scan were shared.	3.33	0.84

Stakeholders were engaged in the goal setting process of the strategic plan.	3.68	0.81
Stakeholders' input was considered in the development of the strategic goals.	3.75	0.78
The final strategic goals selected were disseminated to the key stakeholders	3.80	0.73
There was clear, frequent communication to key stakeholders about the implementation progress	3.57	0.83
There was buy-in of the implementation action plans among all key stakeholders	3.32	0.81
Different channels of communication were used to reach key stakeholders during the development of strategic plan	3.63	0.85
Average	3.68	0.85



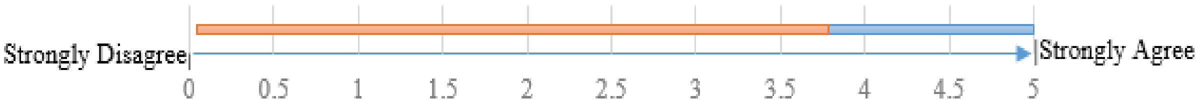
Q7.

Availability of Financial Resources and Development of Strategic Plan	Mean	Std. Dev.
Availability of financial resources was considered in the preparations stage	3.71	0.92
Availability of financial resources was considered at the formulation stage	3.09	1.12
Availability of financial resources was considered at the implementation stage	3.80	0.90
Resource mobilization strategies were crafted in the strategic plan	3.70	0.86
Resources were mobilized to support development of the strategic plan	3.66	0.95
Availability of financial resources was considered in the preparations stage	3.67	0.93
Average	3.61	0.95



Q8.

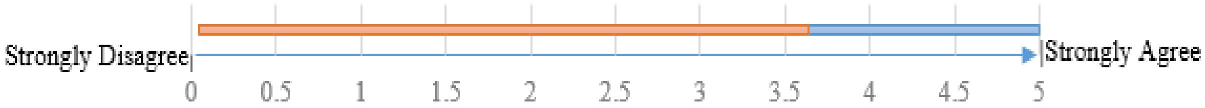
Institutional Leadership and Implementation of Strategic Plan	Mean	Std. Dev.
During the implementation of the Strategic Plan, the University CEO was the chief strategist.	3.78	0.96
University top leadership offered leadership in the implementation of the action goals.	3.97	0.74
University leadership ensured that the implementation plan was inclusive and diverse perspectives sought.	3.70	0.81
The University leadership ensured mechanisms of listening to all stakeholders during the implementation process were in place.	3.53	0.87
University top leadership offered leadership in the implementation of the action goals.	3.93	0.65
Average	3.78	0.80



Q9.

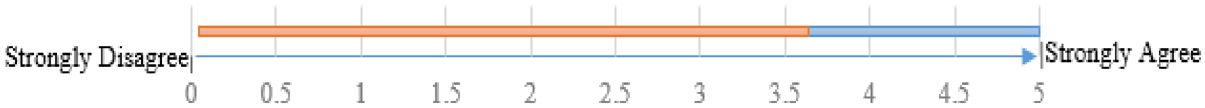
Shareholders and Implementation of Strategic Plan	Mean	Std. Dev.
Key stakeholders were involved in the implementation of the strategic plan.	3.74	0.82
Key stakeholders were involved in the monitoring and evaluation of the strategic plan.	3.65	0.76
Consistent messages about the mission, vision and core values were communicated to all the stakeholders.	3.72	0.80
Understanding of implementation was shared among all the stakeholders.	3.54	0.88
Stakeholders' input was considered in the implementation of the strategic goals.	3.66	0.79
There was clear, frequent communication to key stakeholders about the implementation progress.	3.67	0.83
There was buy-in of the implementation action plans among all key stakeholders.	3.40	0.87

Different channels of communication were used to reach key stakeholders during the implementation of strategic plan.	3.69	0.81
Key stakeholders were involved in the implementation of the strategic plan.	3.71	0.87
Average	3.64	0.83



Q10.

Financial Resources and Implementation of Strategic Plan	Mean	Std. Dev.
Financial resources were mobilized to support implementation of strategic plan.	3.64	0.90
Resource mobilization office was established and operationalized.	3.57	1.04
Availability of financial resources was considered at the monitoring and evaluation stage.	3.60	0.91
Resources were mobilized to support development of the strategic plan.	3.76	0.94
Average	3.64	0.95



APPENDIX IV: RESEARCH PERMIT

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
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Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/86561/23163**

Date: **17th July, 2018**

Martin Chege Njoroge
Pan Africa Christian University
P.O Box 56875 – 00200
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Assessment of the factors that influence the development and implementation of strategic plans in Kenya's higher education: A case of Kenyatta University and Pan Africa Christian University"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **17th July, 2019.**

You are advised to report to **the Vice Chancellor, Kenyatta University, the Vice Chancellor, Pan Africa Christian University, the County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The Vice Chancellor
Kenyatta University.

THIS IS TO CERTIFY THAT:
MR. MARTIN CHEGE NJOROGE
of PAN AFRICA CHRISTIAN UNIVERSITY, 0-200 NAIROBI,has been permitted to conduct research in *Nairobi County*

Permit No : NACOSTI/P/18/86561/23163
Date Of Issue : 17th July,2018
Fee Recieved :Ksh 1000

on the topic: *ASSESSMENT OF THE FACTORS THAT INFLUENCE THE DEVELOPMENT AND IMPLEMENTATION OF STRATEGIC PLANS IN KENYA'S HIGHER EDUCATION: A CASE OF KENYATTA UNIVERSITY AND PAN AFRICA CHRISTIAN UNIVERSITY*

for the period ending:
17th July,2019

....
Applicant's Signature

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