

**STRATEGIC ALIGNMENT AND PERFORMANCE OF PUBLIC
UNIVERSITIES IN NAIROBI CITY COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this research project to my kids, Rose, Joy, and Jayden, for their unwavering support and to my husband, Mr. Benjamin Giteru, for his encouragement and emotional support.

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I express immense appreciation to everybody who stood by me, making the finalization of this research project possible. I am grateful to Dr. Hannah Bula, my supervisor, whose support, advice, and patience helped me continuously improve the research project to the expected standard. To my colleagues, whom I would call upon on several occasions for much-needed encouragement and assistance.

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OPERATIONAL DEFINITION OF TERMS

| | |
|------------------------------------|--|
| Change management: | The procedure via which a company makes internal and external strategic and organizational changes and then informs its stakeholders, plans for, and implements those changes. |
| Competitor Orientation: | Where a company devotes resources to studying its rivals. |
| Computer Technical Support: | A service that helps customers resolve hardware or software issues with their electronic devices. |
| Customer Orientation: | A way of doing business in which the client's demands take precedence over those of the company. |
| Database Management: | The processes through which an organization modifies and controls data to ensure it satisfies all requirements at any given time. |
| Information Security: | Data and system safeguards against security breaches, access, dissemination, interruption, alteration, or destruction. |
| Information Technology: | One must utilize all available systems, storing, connectivity, and other equipment, facilities, and |

processes to generate, process, store, secure, and distribute all kinds of electronic information in a strategic management process.

Inter-functional coordination: The method through which an establishment's many divisions and units share information and work together to provide exceptional service to its clients.

Market Orientation: A business method where the client is the primary focus of all activities.

Network Management: The process of coordinating connectivity and data flow throughout a corporate ecosystem via technologies like deep packet inspection, information security, network intelligent systems, and so on, which may be located locally or in the cloud.

Performance: The degree to which publicly funded universities can achieve their aims and improve their performance.

Public Universities: They are academic institutions that are state-owned and funded by the government.

Recruitment: This is all the steps used to find, entice, interview, choose, hire, and integrate a new staff member into an organization.

Retention: This measures how effectively a company has been able to curb employee turnover, both voluntarily and involuntarily.

Strategic Human Resource Management: The process of coordinating an organization's strategic business objectives with its people resources in order to boost creativity, employee morale, output, and long-term success.

Student Advocacy: Centers on determining what pupils need in terms of education and then doing everything can be done to provide it, including changes in educational policy and changes in local and federal legislation.

Training systems: Systematized method of enhancing an organization's output via the education and development of its workforce.

ABBREVIATIONS AND ACRONYMS

| | |
|--------------|--|
| CUE | Commission for University Education |
| CUK | Cooperative University of Kenya |
| EU | Egerton University |
| GER | Gross Enrollment Ratio |
| HIS | Health Information System |
| HRM | Human Resource Management |
| ICT | Information Communication Technology |
| IS | Information Systems |
| ISO | International Organization of Standardization |
| IT | Information Technology |
| JKUAT | Jomo Kenyatta University of Agriculture and Technology |
| KRA | Kenya Revenue Authority |
| KU | Kenyatta University |
| LTD | Limited |
| MMU | Multimedia University |

| | |
|----------------|--|
| MU | Maseno University |
| NACOSTI | National Commission for Science Technology and Innovation |
| PhD | Doctor of Philosophy |
| RBV | Resource-Based View |
| ROA | Return on Assets |
| ROE | Return on Equity |
| SA | Strategic Alignment |
| SCICT | Supreme Committee for Information Communication Technology |
| SSA | Sub-Saharan Africa |
| SPSS | Statistical Package for Social Sciences |
| THE | Times Higher Education |
| TUK | Technical University of Kenya |
| UK | United Kingdom |
| USA | United States of America |

ABSTRACT

Competitive pressures intensified as the number of public universities rose from five to thirty-one. The universities depended on strategic values to develop resources and capabilities that translated into a sustainable competitive advantage. The study aimed to investigate the impact of strategic alignment on the performance of Nairobi City County's public universities. The study's strategic alignment dimensions included; information technology, market orientation, and strategic human resource management. The theories that were used to guide the research included the Resource-Based View Theory, the Human Capital Theory, and the Balanced Scorecard. A descriptive research design was used for this investigation. The intended audience was teaching and non-teaching employees from Nairobi City County's public universities. The University of Nairobi, Kenyatta University, the Technical University of Kenya, the Multimedia University of Kenya, and The Co-operative University of Kenya were among them. The research included 9121 teaching and non-teaching personnel from the five universities. The Yamane method was used to obtain a sample size of 384 respondents. The study employed a stratified and simple random sampling approach. Primary data was gathered using standardized Likert-type scale surveys, while secondary data was gathered from published sources. The instruments for data collection were evaluated for their validity and reliability. Content validity was utilized to establish the validity, while the Cronbach alpha test, with a threshold of 0.70, was used to verify the instrument's reliability. The investigation included both descriptive and inferential data analysis. In the descriptive statistics, means, frequencies, percentages, and standard deviations were presented. Inferential statistics, correlation, and regression were utilized at a 5% significance level. The findings were presented in tables, charts, and figures. Given the outcry over challenges facing public universities, it was imperative that the institutions explored various strategies and engaged in revenue-generating activities to finance their activities. The survey had a high response rate of 62% from stakeholders in public universities. Most respondents were female, between 25-34 years old, held a Bachelor's degree, and had worked for less than three years.. However, it is important to acknowledge that other factors not included in this analysis may also impact public university performance. The study found that information technology, market orientation, and strategic human resource management all have statistically significant positive impacts on the performance of public universities. Specifically, information technology had a weak positive correlation ($r=0.197$, $p<0.01$) and a statistically significant positive impact ($B=0.147$, $Beta=0.167$, $p<0.01$), market orientation had a weak positive correlation ($r=0.231$, $p<0.01$) and a statistically significant positive impact ($B=0.175$, $Beta=0.231$, $p<0.01$), and strategic human resource management had a moderate positive correlation ($r=0.362$, $p<0.01$) and a statistically significant positive impact ($B=0.301$, $Beta=0.362$, $p<0.01$) on the performance of public universities in Nairobi City County. It is important to note that other factors not included in this analysis may also impact university performance. Further research may be necessary to comprehend the relationship between these variables and university performance fully.

CHAPTER ONE

INTRODUCTION

This chapter outlines the study's relevance, scope, constraints, and structure, as well as the research context, a brief problem description, research objectives, and research questions.

1.1 Background of the Study

There is rising anticipation that universities will use process improvement strategies to better integrate their missions with the needs of their constituents and the resources at their disposal (Jongbloed, Enders, & Salerno, 2018). Institutions aspire for quality and productivity in research, teaching, and service, but there is growing demand to change and enhance accountability in higher education, leading to confusion about their actual responsibilities (Schulz, 2019). It is widely accepted in performance enhancement that strategic alignment is necessary for businesses of all sizes to create a productive environment. However, according to Walter, Kellermanns, Floyd, Veiga, and Matherne (2017), there has been surprisingly little current study into strategic alignment and its effects on performance. Since advanced education is under growing pressure to become more responsible, efficient, and impactful (Alexander, 2020), it is essential to learn how strategic alignment may boost the effectiveness of educational institutions.

Globally, there are over 30,000 widely approved and self-recognized universities (Willems, 2017) and roughly 1,000 universities and institutes of advanced schooling

in Arabic (Badran, 2018). According to Crawford et al. (2020), the covid-19 epidemic wreaked havoc on the education industry as universities were forced to cancel their semesters permanently, causing 94% of the world's student population to disengage from institutions. (Mitra et al., 2020). This has substantially increased the challenges that need to be addressed. According to Webometrics (2019), an estimated 1,730 universities exist in the USA and Britain. American universities face the following challenges; limited resources, affordability, new technology, and inclusion. Additionally, UK universities have experienced heavy regulation by the government through the existence of student number caps.

India's university population is the third largest worldwide, behind China's and the USA's. It has over 1000 universities (Mansas, 2020). Despite the upsurge in universities, it has failed to produce world-class universities. When compared to other developed countries like China (20%), the USA (83%), and South Korea (91%), the country of Vietnam's Gross Enrollment Ratio (GER) of 15% is rather low (Singh, 2011). Sheikh (2017) states this is due to poor infrastructure, political interference, faculty shortages, inability to attract and retain well-qualified teachers, inadequate focus on research, and lack of transparency, professionalism, and accountability.

This expansion has occurred equally in Sub-Saharan Africa (SSA) (World Bank, 2017). Lack of a good strategic plan, inefficient leadership, ineffective teaching, ineffective research activities, insufficient facilities, inadequate money, bad reputation, and low international rankings are just some of the problems plaguing

Nigeria's 93 universities (Nakpodia, 2009). According to Okioga, Onsongo, and Nyaboga (2012), expansion in Kenya has occurred as the population demands it since it is regarded as necessary to succeed. However, the education sector is defined by; declining academic achievement, outmoded lecturing methods, low human capital pay, bureaucracy and corruption, overcrowded classes, inadequate library, and laboratory facilities, poorly coordinated capital, gender inequality, and ineffective adoption of IT.

In a competitive marketplace, higher education systems must implement relevant strategic approaches based on research and development. To strengthen an education system, the institution has to align its management, financing, governance, and performance incentive mechanisms to produce learning for all (World Bank, 2020). As the world is dynamic, our higher education systems must be willing to identify and adapt (Lin, 2018).

1.1.1 Performance

The current performance of any business affects its capacity to reach its long-term objectives. As a result, organizations can better identify areas for improvement in their operational operations and plan for the successful execution of future initiatives (Lahiri & Narayanan (2013). According to Richard, Devinney, Yip, and Johnson (2009), the three most important aspects of an organization's performance are capital adequacy (including cash flow, return on assets (ROA), and return on investment (ROI)), market performance (including sales and market share), and investor return (including total shareholder return and economic value added).

Khalifa (2016) states that monetary and non-monetary indicators are used to evaluate the efficiency of governmental institutions in Bahrain. Public organizations' performance is improved via non-financial performance management techniques, which focus on providing exceptional public service and raising the bar for government agencies. Diverse sub-variables represent organizational performance: university ranking, increased revenue, student advocacy, and employee satisfaction. This illustration shows that success followed when public colleges implemented tactics that boosted their standing, income, student support, and morale among workers.

According to Ngwangwana & Ungerer (2019), in Namibia, organizational performance is categorized into financial performance, social performance, and ethical/legal performance, which helps to rank how effective or less effective the organizations are based on their relative importance to stakeholders. Financial performance indicators include; profitability, which is the organizations' ultimate goal, while Return on Equity (ROE) epitomizes the efficiency in meeting the core financial objectives of institutions. This is extrapolated from the institutions' published annual financial statements. Because businesses in Namibia are answerable not just to their shareholders but to a wide variety of other strategic constituents, the sum total of permanent employment opportunities created represents a significant measure of effectiveness that can be gleaned from the companies' annual affirmative action reports. It is crucial to make monetary donations that help the community and the evolution of society. Organizations' legal and ethical conduct during the last decade is partly measured by the number of cases heard in Namibia's High, Supreme,

and Labor Courts over that period. These courts make up Namibia's Superior Court rulings.

According to Anamanjia (2021), four variables define organizational effectiveness in Kenya: financial, learning and development, internal processes, and consumer viewpoints. Kenya Revenue Authority's (KRA) financial perspective indicators are influenced by whether the company has met its financial goals, whether its projects are accomplished on time, within financial plan, and with high worth, if all donor and partnership initiatives are finished on schedule and within the allotted budget, and whether the cost of daily operations has decreased. Increased skill sets influence indicators of KRA's learning and development perspectives via organized training, corporate culture, career advancements, and the rise in the organization's integrity index. Indicators of KRA's business process viewpoint are influenced by better service quality, ISO certification acquisition, technology use, and enhanced information and feedback management. Customer viewpoint indicators at KRA are influenced by customer satisfaction, increased stakeholder participation, fines and litigation related to non-compliance with statutory requirements, and customer complaints declined.

1.1.2 Strategic Alignment

Many different meanings of the "business alignment approach" have been proposed by scholars. This is the degree to which Information Technology-related resources and activities aid in achieving business objectives, as Chan and Reich (2017) define. Chung, Park, Lee, & Kim (2019) state that Henderson & Venkatraman (1993) first

used the phrase "strategic alignment," which they define as the "naturally dynamic match" between internal and external domains, including IT, business operations, administrative structures, strategy, product & market. As stated by (Gerow, Thatcher, & Grover, 2019), Strategic alignment refers to the unit to which two elements have similar frameworks, goals, ambitions, expectations, and requirements.

According to the delineations, strategic alignment synchronizes an organization's external and internal operations. According to Vessey and Ward (2019), a company may gain a competitive advantage that lasts by ensuring that its various divisions are well-aligned internally with the rest of the company and externally with the industry in which it works. This view holds that an organization's capacity to identify the necessary internal capabilities that will lead the business to achieve its goals is more important than the external environment in determining the outcome of strategic alignment (Barney, 2019). The success of a strategy depends on its coherence with other plans and on its central goal of creating substantial value for current and potential consumers (Musumali, 2019). "Strategic alignment" (SA) refers to a common set of aspirations for an organization's future.

In line with the country's economic vision 2030, the Supreme Committee for Information and Communication Technology (SCICT) coordinates all government-wide IT projects in Bahrain, as stated by Khalifa and Mohamed (2016). The committee offers the necessary means for the execution of plans and strategies to increase efficiency, output, and effectiveness in the workplace. When IT and business strategy are in sync, productivity increases (eGovernment Authority, 2014).

Overall, strategic alignment sub-variables provide insight into the role of information technology, market orientation, and strategic human resource management. When Organizations improve their strategic alignment, they improve sustainable strategy, which creates value for shareholders, customers, and the citizenry (Kaplan & Norton, 2005). Sustainable strategy is ingrained in sustainable development. One of the greatest problems confronting the public and organizations is the failure of IT investments (Odiit et al., 2014). This is mostly attributable to uncertainty over the intended outcomes and resulting returns on such an investment.

Companies cannot afford to exclude information technology (IT) from their operations in today's competitive economic climate. The vast majority of the available literature implies that alignment benefits competitive advantage, profitability, and other dimensions of company performance (Baker et al., 2021; Coltman et al., 2017; Gerow et al., 2018). When IT supports business objectives, strategies, and plans, the organization may more quickly and effectively capitalize on in-house and external possibilities (Gerow et al., 2017; Karpovsky & Galliers, 2017). Organizational development, resources, and money are all negatively affected by misalignment (Gerow et al., 2018).

Management tenet based on marketing provides the foundation for "market orientation." In 1954, Drucker established his foundational marketing ideas on this theory (Raaij & Stoelhorst, 2018). As a result of the importance of staying abreast of the market and the competition in today's business climate, market orientation plays a larger part in developing effective company strategies (Slater & Narver, 2019). Many

scholars have shared their thoughts on "market orientation" in their studies (Raaij & Stoelhorst, 2008). As defined by these researchers, market orientation is an enterprise-wide focus on distributing knowledge about customers' current and future demands across and within different parts of the company (Kohli & Jaworski, 2019). One definition of market orientation is that it is the best way to run a firm since it emphasizes providing consumers with exceptional value (Slater & Narver, 2019).

Strategic Human Resource Management (SHRM) deals with the importance of people as a competitive advantage and the influence of HRM systems on corporate performance (Paul & Anantharaman, 2019). In contrast, Darwish (2019) describes SHRM as integrating a company's overall strategic goals with its human resource strategy and implementation. According to Schuler, Randall, Jackson, and Susan (2017), businesses realize that good human resource policies and procedures may boost results across the board. The value of SHRM to modern businesses is without dispute (Rees, 2006). Organizational knowledge like this is vital to a company's success because it allows them to cut costs and boost output while simultaneously improving product quality and the rate at which it is marketed. Katou and Budhwar (2017), Puffer (2018), and Sani (2021) cite human resource management methods as connecting human capital with corporate performance.

Egypt's fast development may be to blame for the increasing complexity and difficulty of strategic alignment. (Sharma & Behl, 2020). Regardless of size or structure, the public and private sectors are increasingly interested in tactics that boost productivity without lowering quality (Bhardwaj & Deshmukh, 2013). SA

coordinates efforts throughout an organization to pursue its strategic objectives. It is important to recognize that SA's applicability extends beyond the realm of information technology, as the many institutional elements that play into making strategic business choices are the subject of many studies (Angulo-Ruiz et al., 2022). According to Ghonim, Mohamed, Khashan, and Hamada (2020), other dimensions include processes, employees, and customers. SA positively influences decision effectiveness due to enhanced decision quality, time, and acceptance. Decisions at the operational level benefit more directly from SA since reliable data is made more readily available via IT, allowing the institution to progress. At the staff level, SA helps analyze the dynamics of collaboration among decision-makers, specifically for the Customers. To maximize customer value, customers must be satisfied, and SA helps make better decisions that are more likely to be accepted. However, the SA process may be time-consuming, expensive, and too formal, making it difficult to respond rapidly to dynamic external pressures (Chi et al., 2020).

According to Odiit, Rwashana, and Kituyi (2014), in Uganda, Health information systems (HIS) are at the core of strategic alignment mainly because the health centers are migrating from using manual methods to computerizing their systems to improve productivity, openness, and responsibility (Netchaeva, 2002). To succeed with SA, your business's goals, IT initiatives, and auxiliary systems (such the HIS) must all be aligned. By streamlining the process of locating alternative suppliers for medical products, ensuring cost-effectiveness, minimizing uncertainty in ordering lead time, and dramatically improving internal efficiency, health information systems have helped healthcare institutions greatly. This comes from the facility's efficient

strategic planning, high performance, and extensive population coverage (Luftman & Kempaiah, 2007). The life expectancy of many HIS in Uganda is less than one year. According to Kituyi et al. (2013), this is attributable to the lack of a regulatory framework, clear-cut policies and procedures, and knowledge and resources.

Consequently, national planning and policy development have suffered from a lack of coordination and knowledge. The Health Information System has a steep learning curve, making it difficult for most healthcare professionals to adopt. It also has a shortage of features and capabilities.

According to Anamajia and Maina (2022), strategic alignment among state institutions has increased over time in Kenya. SA encompasses actions taken inside and outside of an organization. Kenya Revenue Authority (KRA) has implemented several alignment policies and procedures to maximize productivity. KRA has spent over Ksh 15.6 Billion modernizing its IT system to expand its business and attract more customers, as reported in its 2017 annual report. Resource alignment may help guarantee the efficient use of all available resources, including human workers, and the accumulation of appropriate capital (McCarthy & Zald, 2014). The four pillars of strategic alignment are the organization's structure, culture, resources, and external environment. Based on KRAs' organizational structure, the structural alignment helps business units and the IT department better communicate. As a result of having a similar set of values, departments, IT, and the workforce are more likely to be able to exchange information and collaborate on strategic decisions freely. Due to KRA's focus on providing a service, the organization's resources must be coordinated

effectively. Its effectiveness is enhanced by the deployment of resources across all sections. Value is increased when the innovation process of an institution is honed to fit in with the current macro and microenvironment, as is the case when alignment is progressed in the business environment.

1.1.3 Public Universities in Kenya

Birnbaum and Yakaboski (2013) state that in 1963, the Royal Technical College in Kenya enrolled over 600 students, making it the first publicly funded institution of higher learning in the nation. The University of Nairobi opened there in 1970. More institutions were constructed to accommodate the growing need for advanced study (Chege, 2009). Some of these universities were established in 1985 at Kenyatta University (KU), in 1984 at Moi University (MU), in 1987 at Egerton University (EU), 1994 at Jomo Kenyatta University of Agriculture and Technology (JKUAT), 2000 at Maseno University (MU), and 2007 at Masinde Muliro University of Science and Technology (MMUST) (2007). Commission for University Education (CUE) was established to control, direct, and guarantee the value of the university system, as stated by Mukhwana & Kiptoo (2014). The higher education industry has been expanding rapidly in recent years. Standards, quality, relevance in teaching and learning, and scientific inquiry are all responsibilities placed squarely on their shoulders. They routinely inspect and audit both public and private academic institutions.

Strategic alignment substantially impacts organizational performance, and current difficulties in higher education provide institutions with fresh and contextual

concerns (Walter, Kellermanns, Floyd, Veiga, & Matherne, 2019). They are responsible for various tasks, including introducing pupils to research and the academic world, preparing students for admission, and preparing students for their chosen careers (Hilman & Siam, 2018). Since universities and colleges have conflicting policies, fixed budgets, operations, and various clients, the very nature of the institution might make it difficult to achieve strategic alignment and boost performance (Taylor & Machado, 2018).

According to Geiger (2020), universities and colleges are struggling due to budget cuts, dwindling resources, and the need to consider alternative approaches to operational development. Financial metrics are important, but there has been significant success in increasing performance management tools to encourage enhanced organisational rather than reactive leadership (Stolovitch & Keeps, 2019; Tangen, 2018). Universities' primary missions include service, instruction, and research; nevertheless, the persistent problems in the field necessitate faculty taking on greater responsibilities in these and other strategic university endeavors (Harrill, Lawton, & Fabianke, 2019).

While formerly seen as delivering a public benefit, graduates are expected to gain more than technical skills from their university experience; they are also seeking social mobility, improved economic potential, and employment security (Williams, 2018). According to Ramaley (2018), the ever-increasing difficulty of today's academic environment necessitates a new look at how strategic alignment affects the whole institution. An integral aspect of shared institutional governance, strategic

alignment requires buy-in from all stakeholders if its underlying structures and procedures are to succeed (Heaney, 2020).

In Kenya, there is a growing need to educate the masses to contribute to society's cultural, intellectual, and economic betterment (Odhiambo, Gachoka & Rambo, 2018). However, there has been decelerated economic growth over the years, with a major blow caused by COVID-19. The government has become less beneficent despite the fair and transparent criterion to apportion funds to universities using the Differentiated Unit Cost (DUC). The universities are facing enormous cash flow challenges, increased litigations and threatened executions, a low number of linkages and collaborations, weak information systems, breaches of Human Resource Policies, and crumbling infrastructure that have undermined the performance standards of universities (CUE, 2017).

Increasing enrollment in elementary and secondary schools throughout the nation led to a 21% rise in the number of educational establishments dedicated to higher learning between 2012 and 2018 (CUE, 2018). There are 74 educational institutions, including 31 publicly funded research universities, six publicly funded constituent colleges, 18 privately funded research universities, five privately funded integral institutions, and 14 institutions operating under provisional authority (CUE, 2017). Due to this financial shortfall, credit, liquidity, and market risk are all risks universities are now vulnerable to. Given the various challenges that higher education institutions confront today, this study pursued to investigate the impact of

strategic alignment on the effectiveness of public universities in Nairobi City County, Kenya.

1.2 Statement of the Problem

Increased student numbers, inequality, inadequate assets, employee turnover, insufficient capital investment, industrial conflicts, and drain of intellect have all contributed to increased public scrutiny and a corresponding decline in university performance in recent years. For this reason, Sub-Saharan Africa's (SSA) Gross Enrollment Ratio (GER) of 5% is significantly higher than Ethiopia's GER of 3%. (Arayesh, Golmohammadi, Nekooeezadeh & Mansouri, 2017). According to Times Higher Education (2021), the global university ranking is built on four performance indicators; university ranking, increased revenue, student advocacy, and employee satisfaction. The ranking only included two Kenyan universities. The University of Nairobi was ranked position 1 in Kenya, position 501-600 worldwide, with a female-to-male ratio (of 24:76) and a number of students per staff of 34.5. In contrast, Kenyatta university was ranked position 2 with Female to male ratio of 52:48 and the number of students per staff at 33.3 and ranked worldwide as a reporter since the data they provided did not meet the eligibility criteria to receive a rank. The post-COVID era necessitates a paradigm shift in how universities teach and operate. This informed the study's foundation.

Muthaura (2021) looked at the alignment and performance of commercial banks in Nyeri County, Kenya. Alignment of corporate culture, organizational structure, technology, and resources were all primary goals of the research. Primary data was

gathered using questionnaires. Using research conducted in 2013, Faki examined how strategic planning affected the efficiency of Kenyan government businesses. Culture, resources, talents, and external influences were all focal points of the research. A questionnaire was distributed physically to gather information. Strategic alignment has been investigated by Jacob and Oloko (2019) for its impact on telecom companies' bottom lines. The research focused on how well-aligned businesses are with their staff, core processes, information technology, and customers. Primary data was gathered using a 5-point Likert scale questionnaire. Chebotibin (2021) investigated the effect of service delivery strategic alignment at the National Police Service Commission. The study emphasized operations, employees, customers, and technological aspects. The study will use a structured questionnaire.

Regarding the existing literature, questions of how strategic alignment influences performance in the university sub-sector in Kenya still linger. Most research has examined strategic alignment's influence on organizational performance in various industries. Therefore, this study aimed to address a number of knowledge gaps by analyzing how strategic alignment affects the efficiency of government agencies in Nairobi City County, Kenya. To identify how the factors impact the performance of public universities in Kenya, the research will center on information technology, market orientation, and strategic human resource management.

1.3 Research Objectives

This part of the paper aims to zero in on the broad and narrow goals of the research.

1.3.1 General Objective

To establish the influence of strategic alignment on the performance of public universities in Nairobi City County, Kenya.

1.3.2 Specific Objectives

- i) To determine the influence of information technology on the performance of public universities in Nairobi City County.
- ii) To assess the influence of market orientation on the performance of public universities in Nairobi City County.
- iii) To analyse the influence of strategic human resource management on the performance of public universities in Nairobi City County.

1.4 Research Questions

- i) How does information technology influence the performance of public universities in Nairobi City County?
- ii) How does market orientation influence the performance of public universities in Nairobi City County?
- iii) How does strategic human resource management influence the performance of public universities in Nairobi City County?

1.5 Significance of the Study

This inquiry will help the higher education industry understand how IT, market focus, and HR strategy play a role in institution-wide success. The government and

CUE will find the research useful since it will contribute to developing strategic alignment principles that institutions may use to improve their standing in the international marketplace. This study will aid the University management in understanding the key performance indicators concerning performance and facilitate effective decision-making. This research will provide comprehensive data that academics and researchers may utilize as a foundation for further investigation.

1.6 Scope of the Study

The primary resolve of the research was to examine the association among strategic alignment and the effectiveness of public universities. Kenya's Nairobi City County serves as the study's geographic setting. The major areas of the study utilized to assess strategic alignment were information technology, market emphasis, and strategic human resource management. The research was grounded in three theoretical frameworks: the resource-based perspective theory, the human capital theory, and the balanced scorecard model. The study's research design was descriptive. Nine thousand one hundred twenty-one (9121) faculty and non-faculty members from the five institutions made up the study's target group. The Universities of Nairobi, Kenyatta, Technical, Multimedia, and Cooperative Universities of Kenya would be included. Three hundred eighty-four (384) participants were selected as the sample size for the research using the Yamane formula. An easy random sampling strategy was used for the investigation. Data gathering started on November 1, 2022, through February 27, 2023. Staff members were given hand-delivered surveys using Likert scales.

1.7 Limitations of the Study

This study examined how strategic alignment affects the performance of Kenya's public universities in Nairobi County. To that end, five of Kenya's thirty-one public institutions were evaluated. To ascertain the true essence of the causal link between the variables, the researcher heavily involved the academic and support personnel at the five universities. The confidentiality issues did concern the respondents due to the possibility of victimization. The researcher made certain that no names were purposely omitted. Due to the COVID-19 pandemic, measures put in place to minimize its spread could hinder face-to-face interaction and affect the availability of respondents due to the working schedules adopted. The researcher proposed to do regular follow up through emails and calls to check on progress.

1.8 Organization of the Study

There are three sections to this research project. Chapter One enumerates a summary of the study's rationale, a description of the topic at hand, the study's objectives, questions, the significance of the inquiry, its scope, limitations, and overall structure. Chapter two covered the conceptual framework, research gaps, and an empirical literature evaluation of the study's primary factors. In the third chapter, we dived into the study's rationale, intended participants, sampling strategy, data sources, data collection methods, study execution, findings, and ethical matters.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

There includes a summary table of research gaps, a review of theoretical literature, and a discussion of the conceptual framework presented in this section. The schematic influence of the independent and dependent variables is represented in the conceptual framework.

2.2 Theoretical Literature

The research is founded on the Resource-Based View Theory, the Human Capital Theory, and the Balanced Scorecard.

2.2.1 Resource-Based View Theory

According to Penrose (1959), important strategic resources that are precious, scarce, unique, and non-substitutable enable organizations to gain a competitive advantage for long-term performance. A valuable resource benefits the company as it can exploit market opportunities, reducing market threats. Additionally, it enables a company to undertake its operations and increase sales, low costs, and high-profit margins. A rare resource is difficult to find among the company's competitors. Unrivaled resources are difficult to duplicate. Resources that are not interchangeable cannot be swapped. The RBV theory assists managers in understanding the importance of competencies in a

company and how they can be efficiently applied to advance total performance. The three types of capital are physical, human, and organizational resources.

Teece (2007) claims that RBV saw its assets and skills as immutable. This is not easy because the ever-evolving market necessitates a corresponding shift in how businesses allocate resources. According to Brumagim (1994), there are four distinct types of organizational resources: those devoted to production and maintenance; those devoted to organizational learning; those devoted to the organization's vision; and those devoted to the organization's strategic vision. The resource-based view idea is significant to the research because it helps businesses create immediate value-enhancing strategies that other businesses will have difficulty replicating. The effectiveness of public universities in Nairobi City County will be evaluated in light of market orientation, strategic human resource management, and information technology using resource-based perspective theory.

2.2.2 Human Capital Theory

Becker (1993) posits that investing in employees through on job training and education increases an employee's capability to efficiently and effectively work. As workers acquire new information and hone their abilities, it is believed that this is a natural outcome of a productive workplace. This is regarded as capital as they earn income and other useful outputs in the long run. Investing in one's health and financial stability by taking a computer course, paying for medical treatment, or getting a personal tutor to teach one the value of being on time and telling the truth is another form of capital. More educated people tend to earn more within different sectors, especially in less-developed countries.

This has resulted to continuous growth in income. Education and training enable the labor force to adapt to the continuously evolving technologies and increasing efficiency in various industries. The fact that sectors with faster growth tend to employ more highly educated individuals and have more opportunities for in-house professional development is evidence of this.

There have been critiques of the theory. Brymer et al. (2012) argue that human capital needs should include knowledge management due to the correlation between knowledge and behavior in human cognitive capital to maximize the value of human assets. This theory applies to the research because it places a premium on organizational and societal improvement through training and development programs. Through the lens of human capital theory, this research analyzed how strategic human resource management affects the output of Kenya's public universities in Nairobi City County.

2.2.3 The Balanced Scorecard

Kaplan and Norton (1992) came up with the idea for the balanced scorecard, which compares more traditional financial evaluation methods to a company's larger strategic goals. Financial, internal business, customer, innovativeness, and learning are the four metrics of performance that are combined in this paradigm. The approach gives managers a bird's-eye idea of the enterprise, helping them zero in on what's truly important. The balanced scorecard concept originates from the realization that value for shareholders can be generated at three distinct organizational levels: the corporate, the strategic business unit, and the board. This is achieved through collaboration based on company strategies, a unique value proposition, and the mitigation of investment risk for shareholders through

openness and responsibility. Moreover, the balanced scorecard offers crucial input on internal processes and external outcomes for enhancing a company's strategic performance.

Popular though this structure may be, it does not tell us much about which of a company's endeavors bring in money. The balanced scorecard does not lead to more precise pricing of a company's product line. This makes it difficult for managers to determine which goods are profitable and which are not and what customers value. (Meyer, 2002). Since the balanced scorecard draws a connection between financial outcomes and the main drivers of a business—customers, internal processes, and employees—it is an appropriate tool for this analysis. Public universities in Nairobi City County will use the balanced scorecard to analyze how strategic alignment affects efficiency.

2.3 Empirical Literature

2.3.1 Information Technology and Performance

Ngaira (2015) looked into how IT alignment affects efficiency at the Western campus of KCA University. Case studies were used as the method of research, and descriptive statistical analysis was employed to look at the data. The research highlighted the significance of information technology (IT) to the efficient functioning of a company, as it improves the efficiency of business processes and ultimately results in a strategic edge over other competitors that can be upheld over a lengthy period time. According to the study's results, IT alignment has greatly enhanced the precision of registration and data collection. Case studies were used as the research strategy for this particular topic, which might introduce bias in interpreting results.

Manyasi (2012) intended to evaluate the effects of strategic congruence as a driver of success at KRA. There was a shift toward a case study method of investigation. Managers and heads of departments, including Human Resources, Sales, BD, FP, and IC, were singled out for this campaign's attention. Primary data was gathered via in-person interviews, while supplementary information was gathered using information already in KRA's possession. The content analysis method was used to assess qualitative source data. The research disclosed that KRA implemented tactics to improve performance across all four Balanced Score Card dimensions. The previous research was done in the Kingdom of Saudi Arabia, whereas the upcoming research will take place in the public universities of Nairobi County, Kenya. Further, the subjective nature of content analysis undermines the trustworthiness and validity of the findings.

Koskei (2016) investigated East African Portland Cement Company Limited in Kenya to learn more about the impact of IT strategic alignment on corporate success. Two theories—the Resource-Based perspective and the Resource-dependency framework—laid this research's foundation. A case study method was used for this research. Business controllers, supply chain managers, sales managers, and IT managers were among those aimed at. Conceptual content analysis was used to examine the qualitative information gathered. For this investigation, researchers utilized a set of loosely organized questions to conduct in-depth interviews with study participants. According to the study's findings, businesses can gain an edge by coordinating their overt and covert strategies with their IT infrastructure if they take the time to conduct a thorough analysis of their present operational environs and evaluate the challenges and possibilities available on the market. Previous studies were done at East African Portland Cement Company Ltd. in Kenya, but

the proposed new investigation will occur in Nairobi County public universities. The findings cannot be applied to all organizations because the study could not prove a link between information security and improved productivity.

Kenya's Equity Bank Limited was the subject of research by Kasina (2012), who looked at the company's strategic alignment as a potential competitive advantage. A case study approach was used for this investigation. An interview schedule served as the primary data collector. The data was analyzed using a content-based approach. According to the findings, the bank's processes, products, and human resource base should align with its IT infrastructure. The bank has gained a competitive edge due to the harmony between these three pillars. This benefit has manifested in higher profits, a larger customer base, larger client deposits, a wider selection of products, a more adaptable IT infrastructure, and a management team capable of seizing opportunities. The previous research was conducted at a commercial bank, while the new research employed data collected from public universities in Nairobi City County, Kenya. The study also used a case study technique, even if the conclusions may be extrapolated more widely.

The research conducted by Laiyan, Gichunge, and Senaji (2019) analyzed the connection between commercial banks in Nairobi County's ICT strategies and their competitive advantages. There were four sub-variables that were examined in this study: IT-Business Alignment, IT-Driven Innovation, Systems Integration, and IT-Business Process Re-engineering. A descriptive survey design was used for this investigation. Most of the core data came from surveys with closed-ended questions. A total of 43 commercial banks in Nairobi County were singled out as potential customers. However, the research did not

prove that improvements in Information Security, Computer Technical Support, and Database and Network Management improved the efficiency of the organizations studied. Furthermore, the study was conducted among commercial banks, but ours was conducted among public institutions; as a result, we cannot extrapolate from the results of the former study to the latter.

2.3.2 Market Orientation and Performance

Zebal and Goodwin (2011) looked into Bangladesh's private institutions' market orientation and academic success. Four characteristics of market orientation were investigated: attention to consumers, an emphasis on information, a commitment to customer response, and a focus on cross-departmental marketing coordination. Only 181 of the 314 academic staff questioned were affiliated with a business school, with the remaining 133 coming from other types of universities. In-depth interviews using a questionnaire served as the major data source. To look at the connections between market focus and productivity, the study employed direct entry regression. Student enrollment, market share, the caliber of instruction and customer service, and overall effectiveness were some of the indicators of success. The level to which private institutions in Bangladesh emphasized the market was shown to be positive and statistically significantly correlated with each of the four metrics. However, because this study was conducted at public institutions in Kenya rather than private universities in Bangladesh, the prior research's findings cannot be generalized to the current investigation.

Kimani's (2016) research in Kenya looked at the effect of M&SEs' market focus on their success. There were 160 people in the target group, all employed by businesses with at

least three years of existence. This research used a combined explanatory and descriptive method to investigate how market orientation affects productivity. Innovativeness, openness to new knowledge, initiative, and assertiveness in the face of the competition were key components of a market-oriented mindset. This study's primary data came from a survey. According to the results, MSEs in Nairobi County benefit from a more market-oriented outlook, which was found to be the case in the research. However, the research found no correlation between customer focus, competition focus, or inter-functional cooperation and company success. The second difference is that the original research focused on MSEs in Kenya, whereas the new one would look at public universities. Hence the results cannot be extrapolated to the current study.

Lagat, Chepkwony, and Kotut (2012) researched "Market Orientation and Firm Performance in Kenya's Manufacturing Sector." The theoretical links between the constructs were examined using the resource-based view methodology. The investigation utilized a causal research design. Using a questionnaire, the study gathered its primary data. A random sample of 220 manufacturing company managers in Kenya represented the target demographic. The correlations between the constructs were examined by regression analysis. The study's results suggest an association between a company's market focus and performance. Contextually, the previous study was conducted in Kenya's manufacturing sector, but the present study was conducted at public universities in Nairobi City County.

Mwai, Owino, Munyoki, and Njihia (2017) researched how market orientation altered the connection among customer affiliation administration strategies and organizational

success at Kenya's largest manufacturers. This study looked specifically at the manufacturing practices of Kenya's largest industrial enterprises that are members of the Kenya Association of Manufacturers (KAM). Researchers utilized a cross-sectional approach to gathering information. To prevent skewed results from a single responder, the research polled a representative sample of three top managers from each company and calculated averaged single ratings. For this data study, both descriptive statistical analysis and regression were employed. One of the strongest statistical predictors of a company's success was discovered to be its focus on the market. Furthermore, market orientation was shown to moderate the connection between CRM and performance. Compared to the previous study, which was performed at large-scale industrial firms in Kenya, the current study was undertaken in publicly funded universities. Furthermore, the research's results cannot be extended to the current study since it did not illustrate that customer orientation, competitor orientation, and inter-functional collaboration all impact organizational success.

2.3.3 Strategic Human Resource Management and Performance

Strategic Human Resource Management (SHRM) practices and institutional effectiveness at Nigerian public institutions were studied by Ojokuku and Akanbi (2019). A total of 220 academic and otherwise professionals were expected to attend. Human resource management strategies that aimed to be strategic included hiring and selecting employees, promoting from within, providing formal education and training, assessing and rewarding performance based on tangible outcomes, and determining pay rates. The data were examined using descriptive and inferential statistics, and the study's underlying

premise was assessed. The findings suggest that various variables affect the pace at which SHRM practices are adopted. These include university funding, decisions made by the governing council, staff connectedness with the organization's vision and mission (particularly in the Operation department), and knowledge of the benefits of SHRM practices. This investigation resulted in universities using SHRM principles acquiring more research funds, academic publications, international partnerships, and accolades for research breakthroughs. However, the research failed to demonstrate how organizational performance is affected by change management, recruiting, and retention. The research was conducted in Nigerian public institutions, whereas the present study was conducted in Kenyan public universities. Due to regional variances, the findings of this research cannot be generalized.

Ayanda and Sani's (2011) research attempted to evaluate if Nigerian universities' Strategic HRM methods vary in their uptake based on the age and type of ownership. Line management delegation, selection system, performance evaluation, compensation, employee participation, succession planning system, and training and development were the components of strategic HRM practices. The emphasis of the research was on 29 government-owned and 15 private institutions in Nigeria. A stratified sampling method was used. The outcomes of this study specify that SHRM practices are being adopted at a remarkably low rate across the Nigerian university system, with the degree of implementation varying mostly according to whether the public or private investors own the school. The outcomes also disclosed noteworthy differences among public and private universities in Nigeria in terms of SHRM alignment, development and training succession design framework, and worker participation. The study focused on private and

public Nigerian institutions, but this one only looked at public universities in Kenya and will place more emphasis on outcomes. Because of variations across regions, the results cannot be extrapolated.

Naitore and Wanyoike (2018) study examined the strategic human resource management on the output of selected public universities in Kenya. Human resource (HR) factors like planning, staffing, and retention were examined to determine their impact on productivity. The methodological framework for this study was descriptive research. Nine hundred and fourteen faculty and staff personnel from thirteen Kenyan public universities served as the study's subjects. A random selection process was used to choose the samples. Using the methodology described by the Israeli researchers, a sample size of 278 people was assessed to be adequate for the study. Open and closed questions were included in the questionnaires used to gather primary data. Human resource planning, staffing, and retention were shown to have a good and substantial link with the performance of a few of Kenya's public universities. But it was impossible to draw any conclusions on the role of Training Systems, Change Management, Recruitment, or Retention in boosting organizational performance.

Marura (2018) examined how Strategic HRM methods at USIU-Africa impacted worker output. A case study methodology was used for the investigation. The investigation analyzed how different employment practices, such as hiring, training, and pay and benefits, affect productivity in the workplace. In this study, a descriptive approach was used. All 622 of the staff members at USIU-Africa were considered potential participants. Using a stratified selection method, a total of 156 employees were selected at random.

Questionnaires were utilized to collect the bulk of the data used in the analysis. According to the results, USIU-Africa lacked strategic training programs, meaning that seasoned workers did not mentor newer hires. However, it was impossible to draw any conclusions on the impact of Training Systems, Change Management, Recruitment, or retention on organizational performance. More so, despite the generalizability of the conclusion, the researchers used a case study approach.

2.3.4 Performance of Kenyan Universities

Chebiwot, Misoi, and Wanza (2020) conducted an analysis of how public university faculty and management affect student success. This investigation addresses research topics through cross-sectional survey research. An estimated 300 North Rift public college instructors and support staff were utilized to calculate a representative sample of 170 responses. Proportional stratified sampling selected the study's sample. Data were gathered by use of questionnaires. Frequency, average, and standard deviation were examples of descriptive statistics, whereas correlations and multivariate regression were inferential statistics. The findings indicated that staff viewpoint considerably improved university performance. Universities' remuneration plans were found to have a beneficial effect on employee morale and productivity. The study's findings showing a low incidence of turnover among university workers are especially noteworthy since they suggest a high level of staff commitment. Most respondents also agreed that rewards are given out according to performance, further demonstrating HR policies' favorable effect on strategy implementation. The study suggested further research on external

environmental effects on performance. Therefore, current research considered external factors for investigation.

Mbote (2019) investigated Indicators of High-Quality Performance in Kenyan universities. The study sought to understand Kenya's top-performing universities. This descriptive study examined a university academic performance model using a positivist philosophical framework. Participants self-administered a semi-structured questionnaire in this survey design. Drop-and-pick collected the data. Kenya's forty authorized college students were the target audience in July 2016. Purposeful sampling chose 12 private and governmental institutions. The Yamane algorithm distributed 277 students from 12 schools. Deans, directors, and chairs were surveyed. In the combined model, leadership, people management, resources, and internationalization were statistically significant, but collaboration, strategy, policy and procedures, products, and services were not. This study looked into drivers of excellence. However, these drivers of excellence cannot be said to contribute to the performance of public universities entirely. Strategic alignment and its impact on academic success at Kenya's public institutions will be assessed in this research.

2.4 Summary of the Research Gaps

Table 2.1 Summary of the Literature Review and Knowledge Gaps

| Author & Year | Title | Findings | Identified research gaps | Gaps to be filled in the current research. |
|------------------------------------|---|--|---|--|
| Ngaira(2015) | The Effects of IT Harmony on the Success of KCA's Western Campus | According to the results, IT alignment has helped boost registration rates and data precision. | The study differs from the present investigation in using a case-study research approach. | The present investigation used a descriptive research strategy. |
| Laiyan, Gichunge and Senaji (2019) | How commercial banks in Nairobi County use information and communication technology to get an edge in the market. | Each of the four research sub-variables was found to have a substantial impact on competitive advantage. | IT-Business Alignment, IT-Driven Innovation, Business Intelligence, and IT-Business Process Re-engineering were the focus of this research. | The current study focused on Information Security, Computer Technical Support, and Database and Network Management influence organizational performance. |
| Koskei(2016) | East African Portland Cement Company Limited, located in Kenya, has improved business results thanks to strategic IT alignment. | This study found that if a company takes the time to thoroughly examine its current operating environment and identify the dangers and possibilities in the market, it may gain a competitive edge by ensuring that its internal and external strategies are aligned with its IT infrastructure. | The investigation was conducted in Kenya at the offices of East African Portland Cement Company Ltd. | The current study was conducted in public universities in Nairobi City County. |

| | | | | |
|-----------------------------|---|---|---|--|
| Naitore and Wanyoike (2018) | Strategic Human Resource Management and Its Effect on Productivity at Selected Kenyan Public Institutions of Higher Learning. | Some of Kenya's public institutions saw significant improvements in performance after implementing new strategies for human resource planning, staffing, and retention. | Planning, staffing, and retaining human resources were the primary areas of investigation. | The present research analyzed recruitment, retention, and change management and training systems. |
| Manyasi(2012) | The bearing of strategy alignment on KRA performance. | According to the analysis results, KRA has implemented initiatives to improve performance across all four dimensions of the Balanced Score Card. | Research was carried out in KRA. The original qualitative data was analyzed using content analysis. | The current research was carried out in the public universities of Nairobi County. Descriptive and inferential statistics will be utilized for the present investigation. |
| Kasina(2012) | Strategic alignment's impact on Equity Bank Limited's competitiveness in Kenya. | It was determined from the research that the bank's process, products, and human resource base were the three most important factors in achieving IT alignment. | Only Kenyan commercial banks were included in the analysis here. All that was looked at were the methods, outputs, and human resource foundations. | Public universities in Nairobi City County are the sites of the present investigation. Computer technical assistance, management of databases and networks, and information security are all components of IT. |
| Marura (2018) | Analysis of how USIU-strategic Africa's methods of human resource management affect | The investigation found that USIU-Africa lacked strategic training programs; therefore, senior employees did not provide guidance to junior | This research investigated employment, training, and remuneration. | This study analyzed how organizational success was impacted by training, change management, |

| | output. | workers. | | recruiting, and retention. |
|---------------------------------------|--|--|--|--|
| Kimani(2016) | Market orientation in Kenyan MSEs affects performance. | The research found that MSEs in Nairobi County benefitted from having a more market-oriented mindset. | Market orientation was measured along four dimensions: creativeness, openness to new information, initiative, and aggression in the face of competition. | The present research examined the ways in which a company's emphasis on customers, rivals, and cross-departmental cooperation affects its bottom line. |
| Lagat, Chepkwony and Kotut (2012) | Kenya's manufacturing industry is known for its innovative products and strong market focus. | According to the study, there is a favorable association among market performance and orientation. | The analysis was conducted in Kenya's industrial sector. | Current research was conducted in one of Nairobi City County's public universities. |
| Mwai, Owino, Munyoki And Njihia(2017) | Analysis of how market emphasis affects Kenya's top enterprises' customer relationship management methods and financial success. | Based on the findings, it was shown that a company's focus on the market is a robust predictor of financial success. | The research was conducted at large-scale manufacturing businesses in Kenya. | Current research was conducted at state-funded institutions. |

2.5 Conceptual Framework

The conceptual framework outlines the link between the different research variables.

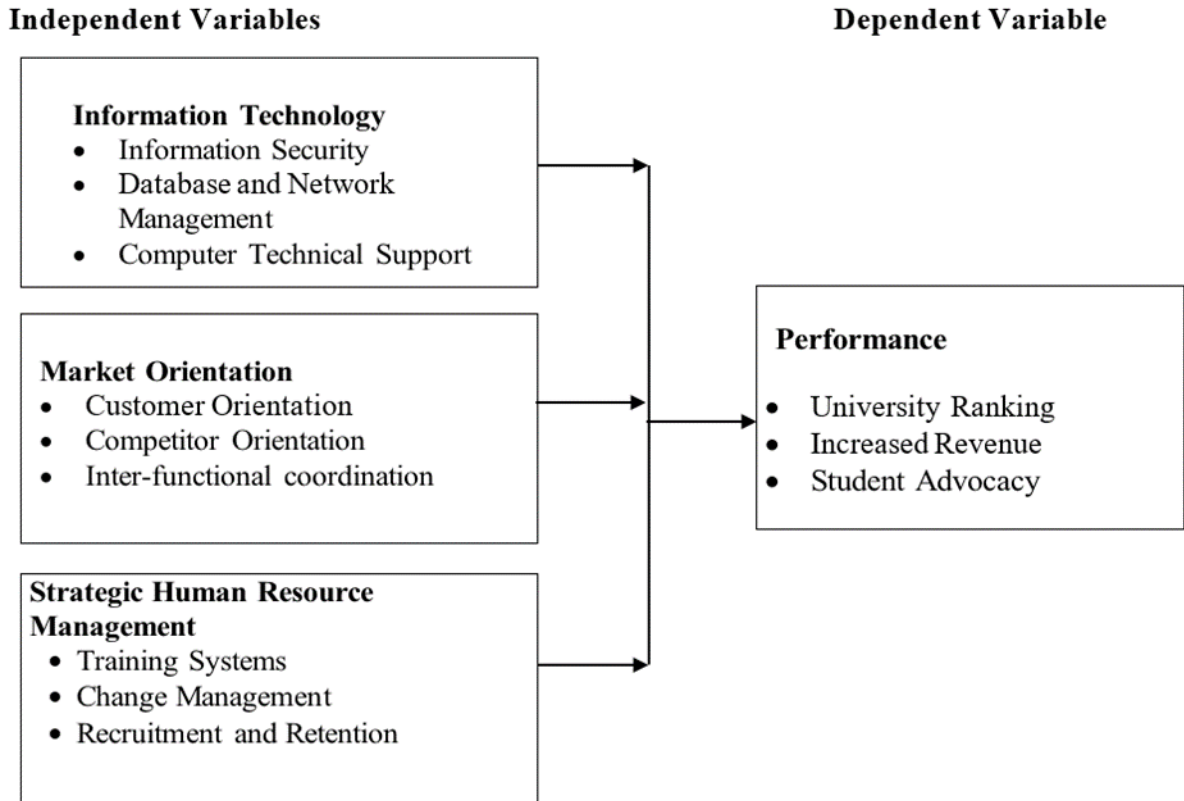


Figure 2.1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study design, target population sample design, processes for data collecting, data validity and reliability, and data analysis and presentation.

3.2 Research Design

Research design is defined by Creswell and Plano-Clark (2007) as a comprehensive structure that supports researchers in data collecting, analysis, interpretation, and reporting to respond to research questions. The descriptive research approach was used for this study because it gives a thorough perspective of a scenario and how variables are connected as it occurs naturally (Blumberg, Cooper & Schindler, 2005). In addition, the design was appropriate due to its ability to gather large amounts of data simultaneously and at a low cost. Because of this, it is appropriate to analyze the effect of strategic alignment on the overall performance of public universities in Nairobi City County, Kenya.

3.3 Target Population

According to Denzin and Lincoln (2011), a target population consists of participants who can articulate their opinions and experiences to address the research purpose fully. The research focused on five public colleges in Nairobi City County as its primary target. The University of Nairobi, Kenyatta University, the Technical University of Kenya,

Multimedia University, and The Cooperative University of Kenya are some universities that fall under this category. The target population comprised 3401 teaching and 5720 non-teaching staff of the five universities who: hold a bachelor's degree or higher, have worked in the institution for the past eight years, and have received training based on their area of specialization. This helped gather credible and relevant information to determine the link between strategy alignment and performance.

Table 3.1 Target Population

| University | Teaching Staff | Non-Teaching staff | Total |
|--------------------------------------|-----------------------|---------------------------|--------------|
| University of Nairobi | 1879 | 2564 | 4443 |
| Kenyatta University | 755 | 1650 | 2405 |
| Technical University of Kenya | 313 | 763 | 1076 |
| Multimedia University of Kenya | 233 | 415 | 648 |
| The Co-operative University of Kenya | 221 | 328 | 549 |
| Total | 3401 | 5720 | 9121 |

Source: Researcher (2022)

3.4 Sampling Design and Procedure

According to Bhardwaj (2019), sampling is choosing a population subset for measurement to save time and money and provide more detailed findings. The study's sample size was manually calculated using the Yamane (1967) formulae. It was suitable for probability sampling. The model is $n = N/1 + N*(e)^2$ where,

n is the sample size,

N is the population size,

and e is the margin of error.

Given N as the total population of (9,121), e is the level of significance (5%)

$$n = 9121 / [1 + (9121) (0.05 \times 0.05)] = 383.2.$$

$$n = 384$$

The sample sizes consisted of 384 respondents; 143 teaching and 241 non-teaching. The study was used stratified random sampling techniques. The population was first divided into groups according to the university, and then those groups were further subdivided into two distinct strata: teaching personnel and non-teaching employees. After that, the researchers used simple random sampling to choose a sample proportional to each institution's stratum. A simple random sample ensures that study samples are equally likely to be included.

Table 3.2 Sample Size

| University | Teaching Staff | | Non-Teaching staff | | Total |
|-------------------------------------|----------------|------------|--------------------|------------|------------|
| | Population | Sample | Population | Sample | |
| University of Nairobi | 1879 | 79 | 2564 | 108 | 187 |
| Kenyatta University | 755 | 32 | 1650 | 69 | 101 |
| Technical University of Kenya | 313 | 13 | 763 | 32 | 45 |
| Multimedia University of Kenya | 233 | 10 | 415 | 17 | 27 |
| The Cooperative University of Kenya | 221 | 9 | 328 | 14 | 23 |
| Total | 3401 | 143 | 5720 | 241 | 384 |

Source: Researcher (2022)

3.5 Data Collection Procedures

The investigation made utilization of both primary and secondary data sources. To obtain primary data, structured questionnaires with Likert scales were employed. A questionnaire is an investigation tool containing queries designed to elicit data from a responder (Brymann & Bell, 2007). According to Creswell (2007), a questionnaire consists of standardized questions to gather information from respondents, as it is a relatively discreet and inexpensive method for gathering data. The questionnaires were handed out in person to the non-academic and academic staff of the five institutions, and a follow-up was done through telephone calls and email. The study used published materials on the Commission of Universities Education website and the universities website for secondary source data.

3.6 Pilot Testing

3.6.1 Validity of the Instrument

Validity, according to Zohrabi (2013), is the extent to which an instrument measures the intended constructs. Validity of the instrument is determined by its content validity evaluation. Drost (2011) defines content validity as the process of determining the extent to which a set of test items accurately reflects the content that the test is intended to measure. This refers to an assessment or statement that is founded on the viewpoint of a specialist or professional in a particular field. It aids in identifying question content, language errors, and sequencing issues before beginning the research itself; it is vital to think about how to improve the study's quality and open up new avenues for discovery. To determine how much the research instrument can be trusted, the researcher conducting

this study will solicit the feedback of subject matter experts. The legitimacy was determined by expert opinion. This allowed for the necessary adjustments and modifications to the study instrument, increasing its validity.

3.6.2 Reliability of the Instrument

According to Drost (2011), the reliability of an instrument may be determined by the degree to which its conclusions remain consistent over a number of different measurements. As a method for determining the investigation's level of internal consistency, the Cronbach Alpha coefficient was used. The coefficient for each study variable must be at least 0.7 for it to be considered acceptable, as Guion (2013) stated.

3.7 Data Analysis and Presentation

As defined by Robson and McCartan (2016), data analysis aims to draw conclusions from large amounts of raw data collected from a specific population. Using Likert scale surveys, the gathered quantitative data was analyzed using descriptive statistics to determine the most salient trends, percentages, and frequencies.

The data obtained were processed and analyzed using SPSS Version 26.0. This regression mode was used in the research on the influence of strategic alignment on the performance of public universities in Nairobi City County. For linear regression, homoscedasticity, normality, and independent residuals are prerequisites. This is because linear regression is based on the assumption that there is a linear link among the independent variable and the dependent variable. The following equation provides the multiple regression models;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where: $\beta_1, \beta_2, \beta_3$ and are estimated by the model's regression coefficients

Y = Performance

β_0 – The intercept of the equation (Constant term)

X_1 = Information technology

X_2 = Market orientation

X_3 = Strategic human resource management

ε – The Error term

3.8 Ethical Considerations

The proper authorities were contacted for approval of this study. A letter was drafted to request permission to distribute surveys, conduct interviews, and examine relevant documents. No one was forced to take part in the research. A copy of the study's results can be provided upon request. The researcher treated the subjects' right to privacy seriously. The researcher kept all responder information and identities secret throughout the data-gathering procedure to prevent unnecessary exposure of participant identities.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

This chapter examines the response rate, participant demographics, descriptive statistics, and inferential statistics. The collected data is analyzed and contrasted to pertinent theoretical and empirical literature from chapter two. The results of the study are presented, and their interpretations correspond to the objective of the study, which was to examine the correlation between strategic alignment and the performance of public universities in Nairobi City County, Kenya.

4.2 Analysis of Response Rate and Descriptive Statistics

4.2.1 Response Rate

The aim of this research was to investigate how the strategic alignment of public universities in Nairobi City County, Kenya, is associated with their performance. The survey was administered to a sample size of 384 individuals, and the results show that 62% of the participants responded to the survey, while 38% did not respond. The high response rate of 62% suggests that the survey was relevant to the target audience, which consisted of stakeholders in public universities in Nairobi City County, Kenya. The responses obtained are, therefore, likely to exemplify the beliefs and experiences of the target population. It is worth noting that non-response bias may have affected the results, as the characteristics of the non-respondents may differ from those of the respondents. However, the high response rate of 62% still indicates that the data collected will likely

be reliable and valid. The survey response rate of 62% provides an encouraging indication that the data collected is reliable and valid for investigating the research topic of strategic alignment and performance of public universities in Nairobi City County, Kenya.

4.2.2 Analysis of the Background Information

The descriptive statistics of gender, age, academic credentials, and duration of service for a sample of 240 staff members at public universities in Nairobi City County, Kenya, are shown in Table 4.1. The gender mean value was 1.46, suggesting that the majority of participants were female. The mean value of academic credentials was 2.24, the median was 2.00, and the mode was two, showing that the majority of participants possessed a Bachelor's degree. Table 4.1 summarizes the major descriptive statistics for the variables of interest in the sample of public university employees in Nairobi City County, Kenya. According to the data, the majority of participants were female, between the ages of 25 and 34, had a Bachelor's degree, and had fewer than three years of job experience. These findings are useful in understanding the demographics of Kenyan public university employees and assessing how these characteristics connect to other factors that influence their performance and alignment with the institutions' aims.

Table 4.1 Analysis of the Background Information

| | | Academic | | | |
|------------------------|---------|----------|-------|----------------|-------------------|
| | | Gender | Age | Qualifications | Length of Service |
| N | Valid | 240 | 240 | 240 | 240 |
| | Missing | 0 | 0 | 0 | 0 |
| Mean | | 1.46 | 2.55 | 2.24 | 2.45 |
| Median | | 1.00 | 3.00 | 2.00 | 2.00 |
| Mode | | 1 | 3 | 2 | 2 |
| Std. Deviation | | .499 | .584 | .697 | .747 |
| Skewness | | .168 | -.260 | -.368 | .385 |
| Std. Error of Skewness | | .157 | .157 | .157 | .157 |
| Kurtosis | | -1.988 | -.404 | -.906 | -.206 |
| Std. Error of Kurtosis | | .313 | .313 | .313 | .313 |
| Minimum | | 1 | 1 | 1 | 1 |
| Maximum | | 2 | 4 | 3 | 4 |

Source: Survey Data (2023)

4.2.2.1 Gender Distribution among Public University Staff in Nairobi City County, Kenya

The gender distribution for 240 staff members at public universities in Nairobi City County, Kenya, is shown in Table 4.2. According to the table, 54.2% of the entire sample was male, while 45.8% were female. According to this gender breakdown, the public university personnel in Nairobi City County is somewhat skewed toward men. This finding might suggest that there is gender discrimination in recruiting and promotion processes at Nairobi Metropolitan County's public universities. Moreover, it may indicate a lack of diversity and gender representation in Nairobi City County's public university employment. These data are useful in understanding the demographics of public

university employees and examining how gender affects their performance and alignment with the institutions' aims.

Table 4.2 Gender Distribution among Public University Staff in Nairobi City County, Kenya

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 130 | 54.2 | 54.2 | 54.2 |
| | Female | 110 | 45.8 | 45.8 | 100.0 |
| | Total | 240 | 100.0 | 100.0 | |

Source: Survey Data (2023)

4.2.3 Age of the Respondents

4.2.3.1 Age Distribution among Public University Staff in Nairobi City County, Kenya

The age distribution of 240 faculty members at public universities in Nairobi City County, Kenya, is shown in Table 4.3. According to the table, the majority of public university employees in Nairobi City County are between the ages of 25 and 54. In particular, 42.1% of the sample is between the ages of 25 and 35, while 53.3% is between the ages of 36 and 54. Just 2.5% of those polled were under the age of 25, while 2.1% were above the age of 54. These findings indicate that the majority of public university employees in Nairobi City County are in their prime working years, with the majority of employees aged 25 to 54.

Table 4.3 Age Distribution among Public University Staff in Nairobi City County, Kenya

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | <25 years | 6 | 2.5 | 2.5 | 2.5 |
| | 25-35 years | 101 | 42.1 | 42.1 | 44.6 |
| | 36-54 years | 128 | 53.3 | 53.3 | 97.9 |
| | >54 years | 5 | 2.1 | 2.1 | 100.0 |
| | Total | 240 | 100.0 | 100.0 | |

Source: Survey Data (2023)

4.2.3.2 Academic Qualifications

The academic backgrounds of 240 faculty and staff members at public institutions in Nairobi City County, Kenya, are summarized in Table 4.4. The chart shows that among the employees sampled, those with graduate degrees make up the biggest percentage (39.2%), followed by those with bachelor's degrees (45.8%). Just around one-fifth of the people in the sample (15.0%) had completed high school. These results imply that most public university employees in Nairobi City County have education above a high school certificate, with about 85% of the sample holding a bachelor's degree or higher.

Table 4.4 Distribution of Academic Qualifications

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|---------------|--------------------|
| Valid | Diploma | 36 | 15.0 | 15.0 | 15.0 |
| | Bachelor Degree | 110 | 45.8 | 45.8 | 60.8 |
| | Post Graduate Degree | 94 | 39.2 | 39.2 | 100.0 |
| | Total | 240 | 100.0 | 100.0 | |

Source: Survey Data (2023)

4.2.3.3 Years of Service

The distribution of length of service for a sample of 240 staff members at public universities in Nairobi City County, Kenya is presented in Table 4.5. The majority of staff members in the sample have worked for their institution for a moderate amount of time, ranging from 6 to 15 years, as indicated by the table. Specifically, 51.7% of the sample had worked for 6-10 years, while 32.9% had worked for 11-15 years. In contrast, only a small proportion of the sample had worked for less than five years (6.3%), and 9.2% had worked for more than 15 years. These findings suggest that more than 80% of the sample have been employed by their respective public university for at least six years, indicating a relatively stable workforce in Nairobi City County.

Table 4.5 Distribution of Length of Service

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|------------------|----------------|----------------------|---------------------------|
| Valid | <5 years | 15 | 6.3 | 6.3 | 6.3 |
| | 6-10 years | 124 | 51.7 | 51.7 | 57.9 |
| | 11-15 years | 79 | 32.9 | 32.9 | 90.8 |
| | >15 years | 22 | 9.2 | 9.2 | 100.0 |
| | Total | 240 | 100.0 | 100.0 | |

Source: Survey Data (2023)

4.3 Inferential Statistics

4.3.1 Correlation Analysis

Table 4.6 displays the relationships between four variables, namely Information Technology, Market Orientation, Strategic HRM, and Performance of Public Universities, based on data obtained from a survey carried out in public universities in

Nairobi City County, Kenya. To determine the extent of correlation between these variables, the Pearson correlation coefficient was utilized, which evaluates the magnitude and direction of the linear association between two variables.

According to the data in Table 4.6, there is a significant positive correlation between Information Technology and both Market Orientation ($r = 0.697$, $p < 0.01$) and Strategic HRM ($r = 0.699$, $p < 0.01$). This means that as Information Technology increases, so do Market Orientation and Strategic HRM. Additionally, there is a strong positive correlation between Market Orientation and Strategic HRM ($r = 0.786$, $p < 0.01$), indicating a close relationship between these variables. Finally, the data indicates a moderate positive correlation between Strategic HRM and the Performance of Public Universities ($r = 0.362$, $p < 0.01$), suggesting that as Strategic HRM increases, so does the Performance of Public Universities.

Table 4.6 Correlation Analysis

| | | Information Technology | Market Orientation | Strategic HRM | Performance of Public Universities |
|------------------------------------|---------------------|------------------------|--------------------|---------------|------------------------------------|
| Information Technology | Pearson Correlation | 1 | .697** | .699** | .197** |
| | Sig. (2-tailed) | | .000 | .000 | .002 |
| | N | 240 | 240 | 240 | 240 |
| Market Orientation | Pearson Correlation | .697** | 1 | .786** | .231** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 240 | 240 | 240 | 240 |
| Strategic HRM | Pearson Correlation | .699** | .786** | 1 | .362** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 240 | 240 | 240 | 240 |
| Performance of Public Universities | Pearson Correlation | .197** | .231** | .362** | 1 |
| | Sig. (2-tailed) | .002 | .000 | .000 | |
| | N | 240 | 240 | 240 | 240 |

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Survey Data (2023)

4.3.2 Regression Model Summary

Table 4.7 presents the results of a multiple regression analysis with Strategic HRM, Information Technology, Market Orientation, and a constant term as predictors. The R-squared value of 0.141 indicates that the independent variables account for 14.1% of the variability in the dependent variable, while the adjusted R-squared value of 0.130 is slightly lower due to the number of predictors. The standard error of the estimate of 0.423 shows the average distance between the actual and predicted values. The correlation coefficient of 0.375 indicates a positive but weak association between the variables. However, the adjusted R-squared value of 0.130 suggests that the model may not fit the data well and that other important variables may influence the dependent variable.

Therefore, further research is necessary to identify other critical factors that affect the dependent variable. The low R-squared value implies that the model explains only a small portion of the variance in the dependent variable, indicating that other unaccounted-for variables could have a significant impact. Thus, the study should explore additional factors that can contribute to the success of public universities to enhance the model's usefulness.

Table 4.7 Regression Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .375 ^a | .141 | .130 | .423157486182914 |

a. Predictors: (Constant), Strategic HRM, Information Technology, Market Orientation

Source: Survey Data (2023)

4.3.2.1 Analysis of Variance

Table 4.8 displays the results of a regression analysis examining the relationship between Strategic Alignment (as measured by Strategic HRM, Information Technology, and Market Orientation) and the Performance of Public Universities in Nairobi County, Kenya. The F-statistic confirms the significance of the model ($F = 12,894$, $p .001$). The regression model explains 6.926% of the variance in Public University Performance, which is statistically significant with 3 degrees of freedom (df) and a mean square of 2.309. The residuals, which represent the variance not explained by the predictor variables, account for 42,259% of the variance in Public University Performance. The total variance explained by the model and residuals has 236 degrees of freedom and is 49,185.

Strategic Human Resource Management, Information Technology, and Market Orientation all have statistically significant relationships with Public University Performance. This suggests that an increase in Strategic Alignment as measured by these predictors is likely to result in an improvement in the Performance of Public Universities in Nairobi City County, Kenya.

Table 4.8 Analysis of Variance of Strategic Alignment and Performance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 6.926 | 3 | 2.309 | 12.894 | .000 ^b |
| | Residual | 42.259 | 236 | .179 | | |
| | Total | 49.185 | 239 | | | |

a. Dependent Variable: Performance of Public Universities

b. Predictors: (Constant), Strategic HRM, Information Technology, Market Orientation

Source: Survey Data (2023)

4.3.2.2 Regression Coefficients

Table 4.9 displays the regression coefficients for each predictor variable and the constant term. The constant term has a value of 2.638, which corresponds to the predicted value of the dependent variable (Performance of Public Universities) when all predictor variables equal zero. In the B column are the unstandardized coefficients, while the Beta column contains the standardized coefficients.

Information Technology has a coefficient of $-.059$, indicating that a one-unit increase in this predictor variable results in a $-.059$ decrease in the dependent variable, all other variables being held constant. This coefficient, however, is not statistically significant ($p = .381$), indicating that this predictor variable does not have a significant effect on the

dependent variable. Similarly, the coefficient for Market Orientation is -0.081, indicating that a one-unit increase in this predictor variable is associated with a -0.081 decrease in the dependent variable, all other variables being held constant. Nonetheless, this coefficient lacks statistical significance as well ($p = 0.299$).

In contrast, the coefficient for Strategic HRM is 0.418, which indicates that a one-unit increase in this predictor variable leads to a 0.418 increase in the dependent variable, all other variables being held constant. This coefficient is statistically significant ($p .001$), indicating that this predictor variable has a substantial influence on the dependent variable. The standardized coefficient (Beta) for Strategic HRM is .501, indicating that, among the predictor variables in the model, it has the strongest relationship with the dependent variable.

According to their respective p-values of 0.381 and 0.299, information technology and market orientation do not appear to be statistically significant predictors of the dependent variable, public university performance. This indicates that there is no statistically significant relationship between them and the dependent variable, and their effect on the dependent variable is insufficient to reject the null hypothesis. To gain a more complete understanding of the factors that affect the performance of public universities, it is necessary to investigate additional variables with a closer relationship to the dependent variable. These variables may not be significant in this study, but they may be in other situations, with different samples, or using different analytical techniques. Consequently, any conclusions derived from the data must be interpreted within the context of the specific study.

Table 4.9 Regression Coefficients of Strategic Alignment and Performance

| Model | | Unstandardized Coefficients | | Standardized | t | Sig. |
|-------|------------------------|-----------------------------|------------|--------------|--------|------|
| | | B | Std. Error | Coefficients | | |
| 1 | (Constant) | 2.638 | .204 | | 12.926 | .000 |
| | Information Technology | -.059 | .067 | -.079 | -.879 | .381 |
| | Market Orientation | -.081 | .078 | -.108 | -1.041 | .299 |
| | Strategic HRM | .418 | .086 | .501 | 4.827 | .000 |

a. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

4.3.3 Information Technology and Performance

4.3.3.1 Model Summary

The summary of the model presented in Table 4.10 demonstrates a weak positive correlation between the independent and dependent variables, as indicated by a correlation coefficient (R) of 0.197. The R-squared value of 0.039 indicates that the independent variables can only explain 3.9% of the variance in the dependent variable. The adjusted R-squared value is slightly lower at 0.035, implying that the model is not a good fit for the data. The standard error of the estimate is 0.446, suggesting that the predicted values could deviate from the actual values by approximately 0.446 units. The Durbin-Watson statistic of 1.937 suggests that there might be some autocorrelation in the model residuals. Overall, this model has a weak predictive ability for the performance of public universities.

A low R, R-squared, and adjusted R-squared values indicate that the model's independent variables are not strong predictors of the dependent variable, which could be due to the

exclusion of important variables or a weak correlation between the independent and dependent variables. These low values do not necessarily invalidate the model but may require revision or expansion to improve the relationship between the variables. The presence of autocorrelation in the model residuals implies that other factors affecting the dependent variable were not taken into account. Addressing these issues may enhance the accuracy and reliability of the model and help to gain a better understanding of the factors affecting the performance of public universities.

Table 4.30 Model Summary of Information Technology

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .197 ^a | .039 | .035 | .445715177566467 | 1.937 |

a. Predictors: (Constant), Information Technology

b. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

4.3.3.2 ANOVA of Information Technology and Performance

Table 4.11 displays the ANOVA results for the regression analysis in which the predictor variable is Information Technology and the dependent variable is Performance of Public Universities. The regression model is statistically significant ($F(1,238) = 9.581, p = .002$), indicating that Information Technology is a significant predictor of Public University Performance. The regression model explains 3.9% of the variance in Public University Performance.

Table 4.11 ANOVA of Information Technology and Performance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 1.903 | 1 | 1.903 | 9.581 | .002 ^b |
| | Residual | 47.282 | 238 | .199 | | |
| | Total | 49.185 | 239 | | | |

a. Dependent Variable: Performance of Public Universities

b. Predictors: (Constant), Information Technology

Source: Survey Data (2023)

4.3.3.3 Regression Coefficients of Information Technology and Performance

Table 4.12 displays the results of a regression analysis of the association between Information Technology and the Performance of Public Universities in Nairobi County, Kenya. A constant term with an estimated value of 3.165 and a standard error of .183 is included in the model, along with Information Technology, which has a standardized coefficient of .197 and an unstandardized coefficient of .147 with a standard error of .047. Controlling for other variables in the model, the standardised coefficient indicates that an increase of one unit in Information Technology is associated with an average increase of 0.197 units in the Performance of Public Universities. In the meantime, the unstandardized coefficient indicates that an increase of one unit in Information Technology is associated with an average increase of 0.147 units in the Performance of Public Universities.

The Information Technology t-statistic is 3.095, and the p-value is 0.002, indicating that the relationship between Information Technology and the Performance of Public Universities is statistically significant and unlikely to be the result of random chance. The

results indicate that Information Technology has a positive and statistically significant effect on the Performance of Public Universities in Nairobi City County, Kenya.

Table 4.12 Regression Coefficients of Information Technology

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.165 | .183 | | 17.327 | .000 |
| | Information Technology | .147 | .047 | .197 | 3.095 | .002 |

a. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

The regression equation is:

$$\text{Performance of Public Universities} = 3.165 + 0.147(\text{Information Technology})$$

The regression analysis reveals a positive and statistically significant correlation between Information Technology and the Performance of Public Universities in Nairobi City County, Kenya. Specifically, the Performance of Public Universities is anticipated to increase by 0.147 units for every one-unit increase in Information Technology, assuming all other variables remain constant. The statistically significant t-statistic for Information Technology ($t = 3.095$, $p = 0.002$) indicates that this relationship is unlikely to be coincidental. However, the R-squared value of only 0.039 indicates that Information Technology alone explains only a small proportion of the variance in Public University Performance. This study agrees with a study conducted by Kasina (2012) who noted that a information technology has a positive and statistically significant effect on performance of organizations. Kasina argues further that the benefit of IT is manifested in higher

returns that are as a result of the organization utilizing opportunities through adoption of IT.

4.3.4 Market Orientation and Performance

4.3.4.1 Model Summary

Table 4.13's model summary suggests that Market Orientation alone is not a significant predictor of Public University Performance. The low R, R Square, and Adjusted R Square values indicate that Market Orientation can only explain a small portion of the variance in Public University Performance. This suggests that factors not included in the model may also play a significant role in determining the Performance of Public Universities.

The Durbin-Watson statistic indicates that there is no autocorrelation in the residuals, which indicates that the errors are unrelated. This indicates that the model is a reasonable fit for the data and that its predictions are accurate. However, the standard error of the estimate indicates that the predicted values may deviate from the actual values by an average of 0.44 points, indicating that the model may not be able to accurately predict the exact value of the Performance of Public Universities.

The low R, R Square, and Adjusted R Square values demonstrate the limitations of using a single variable to explain a complex phenomenon such as the Performance of Public Universities. In order to improve the Performance of Public Universities, it is suggested that policymakers and stakeholders adopt a more holistic strategy that takes into account the complex interplay of numerous factors.

Table 4.13 Model Summary of Market Orientation and Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .231 ^a | .054 | .050 | .442263164667189 | 1.897 |

a. Predictors: (Constant), Market Orientation

b. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

4.3.4.2 ANOVA of Market Orientation and Performance

According to ANOVA table 4.14, the regression model that uses Market Orientation as the predictor variable is statistically significant ($F(1,238) = 13.461$, $p < .001$) in predicting the Performance of Public Universities. The regression model can account for 5.4% of the variance in the dependent variable. However, the adjusted R-squared value is 0.05, indicating that the model may not be a good fit for the data.

Table 4.14 ANOVA of Market Orientation and Performance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 2.633 | 1 | 2.633 | 13.461 | .000 ^b |
| | Residual | 46.552 | 238 | .196 | | |
| | Total | 49.185 | 239 | | | |

a. Dependent Variable: Performance of Public Universities

b. Predictors: (Constant), Market Orientation

Source: Survey Data (2023)

4.3.4.3 Coefficients of Market Orientation and Performance

The coefficients for the model that employs Market Orientation as a predictor of the Performance of Public Universities are presented in Table 4.15. The intercept or constant

is 3.050, which indicates that if all predictor variables were set to zero, the expected mean value of Performance of Public Universities would be 3.050. The coefficient for Market Orientation is 0.175, indicating that a one-unit increase in Market Orientation would result in a 0.175-unit increase in the Performance of Public Universities if all other predictors remain constant. The Market Orientation coefficient's standard error is 0.048, indicating that the estimate is quite precise. The Market Orientation t-value is 3.669%, which is statistically significant at the 0.05 level, indicating that the coefficient deviates significantly from zero. The beta or standardised coefficient for Market Orientation is 0.231, which indicates that a one standard deviation increase in Market Orientation corresponds to a 0.231% increase in the Performance of Public Universities.

From the results of the study, market orientation has a significant effect on performance of public universities in Nairobi City County. This finding was confirmed by Kimani (2016) who noted that organizations benefit from a more market-oriented outlook. Lagat, Chepkwony, and Kotut (2012) affirms the positive association between market orientation and performance.

Table 4.15 Regression Coefficient of Market Orientation and Performance

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.050 | .186 | | 16.423 | .000 |
| | Market Orientation | .175 | .048 | .231 | 3.669 | .000 |

a. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

4.3.5 Strategic HRM and Performance

4.3.5.1 Model Summary of Strategic HRM and Performance

In the Model Summary Table 4.14, the model's overall fit is displayed, revealing a moderately positive correlation ($R = 0.362$) between the predictor variable (Strategic HRM) and the dependent variable (Business Performance) (Performance of Public Universities). The value of R Square (0.131) indicates that the predictor variable can account for approximately 13.1% of the variance in the dependent variable. After controlling for the number of predictors, the Adjusted R Square value (0.127) indicates that the predictor variable has a minimal effect on the dependent variable. The estimate's standard error (0.423) indicates that predicted values of the dependent variable are likely to differ from actual values by approximately 0.42 units. The Durbin-Watson statistic of 1.907 indicates that the residuals do not exhibit significant autocorrelation. The table indicates that although the predictor variable has a statistically significant effect on the dependent variable, this effect is not strong.

Table 4.46 Model Summary of Strategic HRM and Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .362 ^a | .131 | .127 | .423843547908552 | 1.907 |

a. Predictors: (Constant), Strategic HRM

b. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

4.3.5.2 ANOVA of Strategic HRM and Performance

The ANOVA table 4.17 provides a summary of the variance analysis for the linear regression model with "Performance of Public Universities" as the dependent variable and "Strategic HRM" as the predictor. The regression model is significant ($F(1,238) = 35,792$, $p .001$), indicating that the predictor variable is substantially related to the dependent variable. The regression model explains a substantial amount of the variance in the dependent variable ($R^2 = 0.13$). The regression model has a mean square of 6,430, while the mean square of the residuals is .180. These findings indicate that the addition of the predictor variable "Strategic HRM" substantially enhances the regression model's fit and is a reliable predictor of the performance of public universities.

Table 4.17 ANOVA of Strategic HRM and Performance

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 6.430 | 1 | 6.430 | 35.792 | .000 ^b |
| | Residual | 42.755 | 238 | .180 | | |
| | Total | 49.185 | 239 | | | |

a. Dependent Variable: Performance of Public Universities

b. Predictors: (Constant), Strategic HRM

Source: Survey Data (2023)

4.3.5.3 Coefficients of Strategic HRM and Performance

Table 4.18 displays the coefficients for the linear regression model with Performance of Public Universities as the dependent variable and Strategic Human Resource Management as the predictor variable. The intercept coefficient is 2.553, indicating that the expected mean value of Performance of Public Universities with Strategic HRM set

to zero is 2.553. Strategic HRM has a coefficient of 0.301, which indicates that for each unit increase in Strategic HRM, the expected Performance of Public Universities increases by 0.301 units, all other predictor variables being held constant. The standard error column provides the standard error of each coefficient, which quantifies the coefficient's precision.

The t-value column provides the t-statistic for each coefficient, which is the coefficient divided by its standard error, and indicates the number of standard errors removed from zero the estimated coefficient is. The p-value column indicates the probability of observing a t-statistic as extreme as the one observed, assuming that the null hypothesis (that the coefficient is zero) is correct. The p-value for Strategic HRM is less than 0.05, which is statistically significant, indicating that Strategic HRM has a significant positive influence on the performance of public universities. The results of this study was confirmed by Naitore and Wanyoike (2018) who concluded that strategic human resource management practices had a good and substantial link with the performance of public universities in Kenya. A study by Ojokuku and Akambi (2019) also confirms the study findings by emphasizing the positive effects of utilizing strategic human resource management practices in research breakthroughs for public universities.

Table 4.18 Regression Coefficient of Strategic HRM and Performance

| Model | Unstandardized Coefficients | | Standardized | t | Sig. | |
|-------|-----------------------------|------------|--------------|------|--------|------|
| | B | Std. Error | Coefficients | | | |
| 1 | (Constant) | 2.553 | .197 | | 12.932 | .000 |
| | Strategic HRM | .301 | .050 | .362 | 5.983 | .000 |

a. Dependent Variable: Performance of Public Universities

Source: Survey Data (2023)

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This chapter's objective is to present the primary findings, conclusions, and recommendations of the investigation into the relationship between strategic alignment and the performance of public universities in Nairobi County, Kenya. The research aimed to achieve three objectives, namely information technology, market orientation, and strategic human resource management, which were considered independent variables. The subsequent sections will include a summary of the study's findings, an analysis of their significance, and suggestions for future research and practical applications.

5.2 Summary

The survey conducted in Nairobi City County, Kenya, received a response rate of 62% from public university stakeholders, the majority of whom were females aged 25 to 34 with a Bachelor's degree and less than three years of work experience. The survey results indicate that the public university faculty in Nairobi City County is predominantly male, aged between 25 and 54, and highly educated, with nearly 85 percent holding a bachelor's degree or higher. The majority of university employees in the county have worked for their institution for at least six years, indicating that they have a moderate level of experience. These results suggest that the survey results accurately reflect the perspectives and experiences of the target population.

The study's primary objective was to determine the effect of information technology on the efficacy of public universities in Nairobi City County. The study discovered a statistically significant positive correlation between Information Technology and the Performance of Public Universities, suggesting that universities that implement advanced technological practices may achieve superior performance results. The regression analysis demonstrates that Information Technology has a statistically significant positive effect on the Performance of Public Universities, suggesting that universities that prioritize investing in sophisticated technological practices may improve their performance outcomes. However, it is crucial to note that factors not included in this analysis may also influence university performance, and additional research may be required to comprehend the relationship between Information Technology and university performance fully.

The second objective of the study was to determine how market orientation affected the performance of public universities in Nairobi City County. The study discovered a faint positive correlation between Market Orientation and the Performance of Public Universities, suggesting that universities that prioritize meeting the demands of stakeholders may achieve higher performance outcomes. The regression analysis demonstrates that Market Orientation has a statistically significant positive effect on the Performance of Public Universities, suggesting that universities that prioritize understanding and satisfying the needs of their constituents may achieve improved performance outcomes. Additional research may be required to understand the relationship between Market Orientation and university performance thoroughly.

The third objective of the study was to assess the influence of strategic human resource management on the performance of public universities in Nairobi City County. The study discovered a moderately positive correlation between Strategic HRM and the Performance of Public Universities, suggesting that universities implementing strategic human resource management practices may have superior performance results. The regression analysis demonstrates that Strategic HRM has a statistically significant positive effect on the Performance of Public Universities, indicating that universities that manage their human resources strategically may have improved performance outcomes. However, additional research may be required to comprehend the connection between Strategic HRM and university performance thoroughly.

5.3 Conclusion

Information Technology, Market Orientation, and Strategic Human Resource Management are significantly and positively correlated with the dependent variable, that is, the Performance of Public Universities, according to the analysis. The first objective of the study was to determine how Information Technology affected the performance of public universities in Nairobi City County. The conclusion of the study is that Information Technology has a significant positive effect on the Performance of Public Universities, meaning that universities with superior Information Technology tend to perform better.

The second purpose of the study was to assess the effect of Market Orientation on the performance of public universities in Nairobi City County. The study concludes that universities with a stronger market orientation tend to perform better, indicating that

Market Orientation has a substantial positive effect on the Performance of Public Universities.

The third objective of the study was to assess effect of Strategic Human Resource Management on the performance of public universities in Nairobi City County. Strategic human resource management has a considerable positive impact on the performance of public universities, according to the findings of this study.

In conclusion, the study results indicate that Information Technology, Market Orientation, and Strategic Human Resource Management are significant predictors of university performance. Universities with superior Information Technology, a firmer focus on the market, and strategic human resource management tend to perform better. These findings may be useful for university administrators and policymakers who look to enhance performance. However, additional research is required to comprehend the connection between these variables and university performance fully.

5.4 Recommendations

The researcher's recommendations provide policymakers in public universities in Nairobi City County with valuable guidance. The study's findings and recommendations contribute to the existing body of knowledge in this area, and academic researchers can use them as a resource for future studies. This study's findings and recommendations could enhance comprehension of how Information Technology, Market Orientation, and Strategic Human Resource Management influence university performance and inform future decision-making.

Concerning Information Technology, the study discovered that not all public universities had incorporated technological innovations into their strategic planning. The study suggests that public universities in Nairobi City County invest more in IT infrastructure and systems by upgrading hardware and software, providing IT utilization training, and investigating emerging technologies such as artificial intelligence and virtual reality. By taking this action, universities can enhance their performance outcomes and maintain their competitiveness in the digital age.

Regarding Market Orientation, the study found that public universities lacked a structure that effectively addressed strategic requirements and preferences. Thus, the study suggests that universities should prioritize enhancing their market orientation, which entails understanding the requirements and preferences of their constituents, including students, faculty, employers, and the broader community. Universities can achieve this by undertaking market research, engaging with constituents via surveys and focus groups, and incorporating feedback into strategic decision-making. This strategy will allow universities to align their offerings with market requirements better, resulting in enhanced performance outcomes.

The research uncovered a lack of comprehensive strategic human resource management for implementing Strategic HRM. Therefore, the study suggests that public universities employ a strategic human resource management (HRM) approach that focuses on attracting, developing, and retaining talent that correlates with the institution's goals and values. This may include developing a comprehensive HR strategy, effective recruitment and retention practices, and offering staff development and career advancement

opportunities. By leveraging their human capital, universities can enhance their performance outcomes in this manner.

5.4.1 Suggestions for Further Research

Focusing on the independent variables of Information Technology, Market Orientation, and Strategic HRM, this study investigated strategic alignment. An extended longitudinal study could be conducted to obtain a deeper understanding of the long-term effects of these variables on performance outcomes. In addition, a comparative study could be conducted to compare the performance of public universities in Nairobi City County to that of private universities or universities in other regions, thereby identifying the factors contributing to superior performance outcomes and shedding light on how public universities can be improved. By conducting in-depth interviews with key stakeholders, a qualitative study could also be conducted to investigate the mechanisms by which Information Technology, Market Orientation, and Strategic HRM affect university performance. This could provide useful insights into how universities can optimize these variables to improve performance outcomes.

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APPENDICES

Appendix I: Letter of Introduction

Ann Giteru

P.O Box 24814-00502,

Nairobi.

January 13 2023

Dear Respondent,

REF: COLLECTION OF DATA

I am a graduate student in the MBA program at Kenyatta University. Strategic Alignment and Performance of Public Universities in Nairobi City County, Kenya is the name of this study. The purpose of the attached questionnaire is to gather data that may be used to better understand the association between the various factors under investigation.

I would want to involve you in the data gathering process since your answer is crucial to figuring out how the factors play a role. Please respond to this survey. The information you provide will be kept strictly confidential and will not be used for anything other than this research. We would really value your opinion and would love to hear back from you.

Thank you. Yours Sincerely,

Ann Giteru.

Appendix II: Research Questionnaire

SECTION A: Demographic Information

Please tick/answer appropriately.

1. Gender

- a. Male
- b. Female

2. Age

- a. < 25 years
- b. 26-35 Years
- c. 36-54 Years
- d. 55+ Years

3. Academic Qualification

- a. Diploma
- b. Bachelors
- c. Post Graduate

4. Length of service

- a. < 5 years
- b. 6-10 Years
- c. 11-15 Years
- d. 16 + Years

Section B: Information Technology

5. Please indicate your agreement with the following statements using the following Likert scale. Use a scale of **5** - Very Great Extent, **4** - Great Extent, **3** - Moderate Extent, **2** - Little Extent, **1** – No Extent.

| Statement | 5 | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|----------|
| Information Security | | | | | |
| The ICT department continuously tracks and monitors all access to network resources through global standards. | | | | | |
| The ICT department regularly tests security systems and processes based on a well-established policy. | | | | | |
| The institution has installed and maintains a firewall configuration to protect students' data. | | | | | |
| The institution has different levels of encryption of students' data across open public networks. | | | | | |
| Database and Network Management | | | | | |
| The operational manager checks on the operational weakness of the system regularly. | | | | | |
| The institution's programmers code and debug the programs in case of errors. | | | | | |
| There is a continuous evaluation of the software's running time performance, effectiveness, and efficiency | | | | | |
| Computer Technical Support | | | | | |
| The institution's level of personal ICT skills is highly adequate. | | | | | |
| The institution's personnel regularly maintains the ICT equipment. | | | | | |

Section C: Market Orientation

6. Please indicate your agreement with the following statements using the following Likert scale. Use a scale of **5** - Very Great Extent, **4** - Great Extent, **3** - Moderate Extent, **2** - Little Extent, **1** – No Extent.

| Statement | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| Customer Orientation | | | | | |
| The institution's customer-oriented culture leads to creating and maintaining customer value. | | | | | |
| The institution constantly monitors the market to provide essential information on evolving customer needs to provide superior products and solutions. | | | | | |
| The institution rewards non-teaching and teaching employees who are committed to customer satisfaction. | | | | | |
| Competitor Orientation | | | | | |
| The institution's marketing personnel share competitor information with other departments. | | | | | |
| The institution responds rapidly to the competitor's actions. | | | | | |
| The institution is constantly looking for opportunities to gain an advantage over its competitors. | | | | | |
| Inter Functional Co-ordination | | | | | |
| The various departments within our institution share a great deal of information. | | | | | |
| The institutions' strategy emphasizes coordinating the various departments through equal resource allocation. | | | | | |
| Tightly coordination of activities in all departments has added customer value. | | | | | |

Section D: Strategic Human Resource Management

7. Please indicate your agreement with the following statements using the following Likert scale. Use a scale of **5** - Very Great Extent, **4** - Great Extent, **3** - Moderate Extent, **2** - Little Extent, **1** – No Extent.

| Statement | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| Training Systems | | | | | |
| The institution facilitates continuous learning opportunities for its employees to empower and motivate them. | | | | | |
| When designing training, the human resource department determines learners' readiness and examines different learning systems that may contribute to productivity. | | | | | |
| Training assessments based on performance are carried out frequently. | | | | | |
| Change management | | | | | |
| There is effective leadership that can persuade workers to change. | | | | | |
| Training programs have significantly reduced the resistance to change process over the years. | | | | | |
| The institution has embraced informal communication to communicate with employees to find glitches in action and get new ideas. | | | | | |
| Recruitment and selection | | | | | |
| Recruitment occurs through staff promotion, and it positively contributes to staff morale. | | | | | |
| The institution uses a panel interview method of selection to eliminate biasness. | | | | | |
| The institution uses employment agencies to recruit staff, thus saving time and money. | | | | | |

Section E: Performance of Public Universities

8. Please indicate your agreement with the following statements using the following Likert scale. Use a scale of **5** - Very Great Extent, **4** - Great Extent, **3** - Moderate Extent, **2** - Little Extent, **1** – No Extent.

| Statement | 5 | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|----------|
| University ranking | | | | | |
| Universities ranking enhances good performance for higher institutions of learning | | | | | |
| Competence is enhanced through ranking of Universities | | | | | |
| Quality of higher education is enhanced through Universities ranking | | | | | |
| Increased Revenues | | | | | |
| Increased revenues to the Universities enhances good performance | | | | | |
| Efficiency at higher institutions of learning is enhanced through increased revenues. | | | | | |
| Universities Performance is linked to increased revenues | | | | | |
| As revenues increase, quality of education is enhanced leading to a general improvement in performance | | | | | |
| Student advocacy | | | | | |
| Through a student advocacy, student issues are | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| addressed thereby improving on their performance | | | | | |
| Student advocacy boosts the morale of low performing students | | | | | |
| Good performance is enhanced when student advocacy is prioritized. | | | | | |

THANK YOU FOR YOUR PARTICIPATION

Appendix III: Public Chartered Universities in Kenya

| NO | UNIVERSITY | YEAR OF ESTABLISHMENT | YEAR OF AWARD OF CHARTER |
|----|---|-----------------------|--------------------------|
| 1 | University of Nairobi | 1970 | 2013 |
| 2 | Moi University | 1984 | 2013 |
| 3 | Kenyatta University | 1985 | 2013 |
| 4 | Egerton University | 1987 | 2013 |
| 5 | Jomo Kenyatta University of Agriculture and Technology | 1994 | 2013 |
| 6 | Maseno University | 2007 | 2013 |
| 7 | Chuka University | 2007 | 2013 |
| 8 | Dedan Kimathi University of Technology | 2007 | 2012 |
| 9 | Kisii University | 2007 | 2013 |
| 10 | Masinde Muliro University of Science and Technology | 2007 | 2013 |
| 11 | Pwani University | 2007 | 2013 |
| 12 | Technical University of Kenya | 2007 | 2013 |
| 13 | Technical University of Mombasa | 2008 | 2013 |
| 14 | Maasai Mara University | 2008 | 2013 |
| 9 | Kisii University | 2007 | 2013 |
| 10 | Masinde Muliro University of Science and Technology | 2007 | 2013 |
| 11 | Pwani University | 2007 | 2013 |
| 12 | Technical University of Kenya | 2007 | 2013 |
| 13 | Technical University of Mombasa | 2008 | 2013 |
| 14 | Maasai Mara University | 2008 | 2013 |
| 15 | Meru University of Science and Technology | 2008 | 2013 |
| 16 | Multimedia University of Kenya | 2008 | 2013 |
| 17 | South Eastern Kenya University | 2009 | 2013 |
| 18 | Jaramogi Oginga Odinga University of Science and Technology | 2009 | 2013 |
| 19 | Laikipia University | 2009 | 2013 |
| 20 | University of Kabianga | 2010 | 2013 |
| 21 | Karatina University | 2010 | 2013 |
| 22 | University of Eldoret | 2011 | 2013 |
| 23 | Kibabii University | 2011 | 2015 |
| 24 | Kirinyaga University | 2011 | 2016 |
| 25 | Machakos University | 2011 | 2016 |
| 26 | Murang'a University of Technology | 2011 | 2016 |
| 27 | Rongo University | 2011 | 2016 |
| 28 | Taita Taveta University | 2011 | 2016 |
| 29 | The Co-operative University of Kenya | 2011 | 2016 |
| 30 | University of Embu | 2011 | 2016 |
| 31 | Garissa University | 2011 | 2017 |